

Inspection Report



Al Adab Iranian Private School for Boys and Girls

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Qusais
Type of school	Private
Opening year of school	1989
Website	www.adabschool.com
Telephone	04 2633405
Address	Dubai - Alqusais behind Albustan Centre P.O BOX 23259
Principal	Khosro Alimardan Farahmand
Language of instruction	Farsi
Inspection dates	8 th – 11 th December 2014



Students

Gender of students	Boys and Girls
Age range	4 - 18
Grades or year groups	KG 1 - Grade 12
Number of students on roll	480
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	14
Largest nationality group of students	Iranian



Teachers / Support staff

Number of teachers	47
Largest nationality group of teachers	Iranian
Number of teacher assistants	6
Teacher-student ratio	1:10
Number of guidance counsellors	2
Teacher turnover	7%



Curriculum

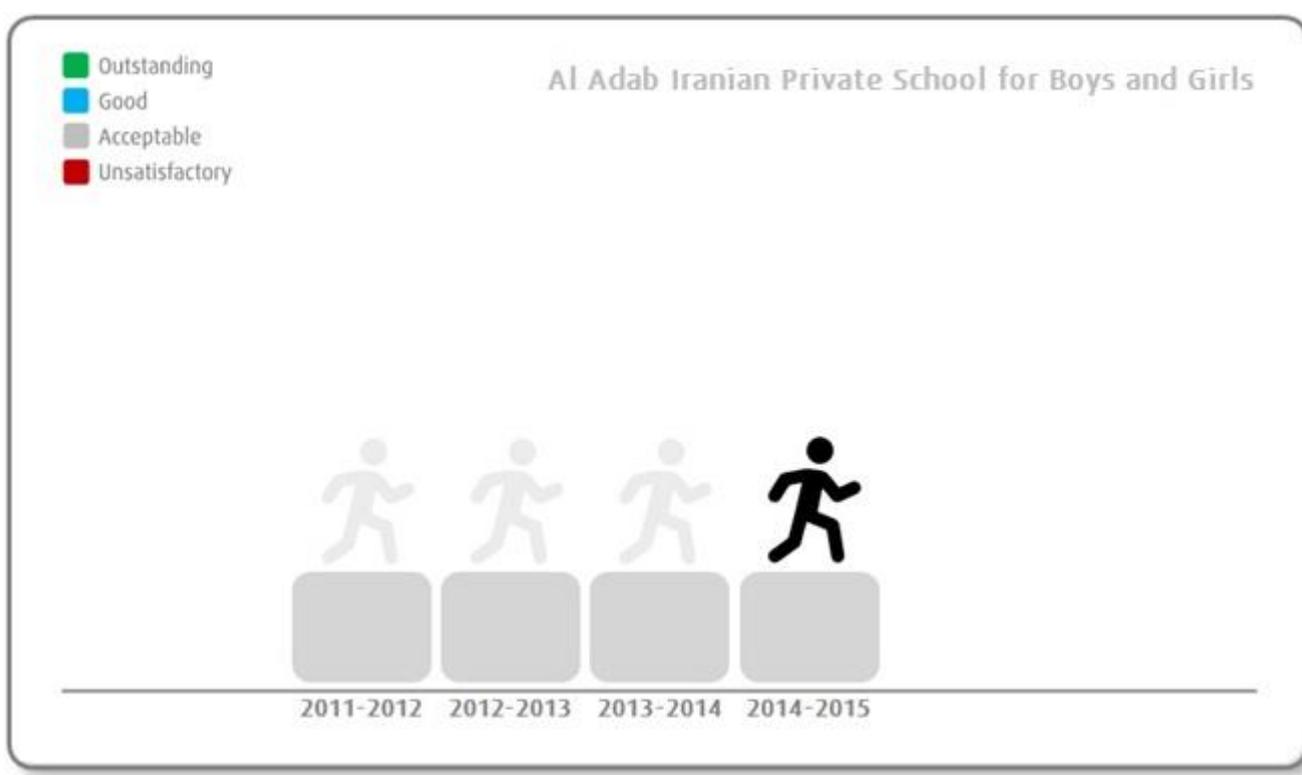
Educational Permit	Iranian
Main Curriculum / Other	Iranian
Standardised tests / board exams	Iranian Ministry of Education
Accreditation	None



Dear Parents,

Al Adab Iranian Private School for Boys and Girls was inspected by DSIB from 8th – 11th December 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students in the middle and high schools made good progress in English.
- Students had a secure development of numeracy skills leading to good progress in mathematics.
- Students' attainment in science in the high school was outstanding.
- Children in the Kindergarten had very good knowledge of their own and other cultures in the United Arab Emirates.
- Teachers' in the high school were effective in using assessment information to track students' progress.

Areas for improvement

- Ensure that all teaching in the Kindergarten and primary school meets the learning needs of students.
- Measure all students' outcomes against appropriate curriculum standards to enable effective benchmarking and tracking of performance in relation to national and international standards.
- Ensure that Islamic education fully complies with the Ministry of Education requirements.
- Review the leadership structure to ensure it provides effective leadership across each area of the school.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Al Adab Iranian Private School for Boys and Girls



How well does the school perform overall?

Overall, Al Adab Iranian Private School for Boys and Girls provided an **'Acceptable'** quality of education for its students.

- Children's attainment and progress were acceptable in English and science in the Kindergarten, with good progress made in mathematics. Attainment and progress in mathematics were good in the Primary, Middle and High schools. In the High School, attainment and progress in science were outstanding. Students had a positive attitude to learning but were not fully clear on how they could improve their work.
- Students were well behaved and when older, willingly accepted responsibilities. Senior students and teachers interacted positively with each other creating a constructive learning environment. Students fully appreciated and celebrated their own culture. However, students' understanding of the world beyond the UAE and Iran was limited.
- Teachers' subject knowledge was strong but the quality of planning was inconsistent and did not always meet the learning needs of every student. Teaching was strongest in the Middle and High schools where more group work and critical thinking activities were observed in lessons. Individual assessment data was gathered but teachers' analysis of student performance against different curriculum standards was not consistent.
- The curriculum designed for the Iranian section had a clear rationale with a secure set of values. It was generally broad and balanced across all subjects and was planned to meet the learning needs of most students, including students with special educational needs.
- The school provided a safe and secure environment for students to learn. However, children in the Kindergarten were not always guided on how to make healthy choices. Students were encouraged to arrive at school on time and be punctual to lessons. Leaders endeavored to communicate the importance of higher education to the older students and their parents but this remained a challenge.
- School leaders had a positive drive to improve the school further. However, responsibilities were not distributed effectively between key leaders which inhibited on-going improvement. Improvement plans were in place and the school had an accurate understanding of its strengths and areas for development. The governors efficiently monitored school performance and held school leaders to account for academic outcomes.

How well does the school provide for students with special educational needs?



- School's leaders welcomed all children into the school community. However, there was no senior member of staff responsible for monitoring the progress of students with special educational needs.
- The majority of staff had a general awareness student's special needs, however, this was not always sufficient to enable effective curriculum modification.
- The emotional support provided by the special needs team contributed positively to students' personal development. However, the support was not always specifically targeted to meet their academic learning needs which led to slower progress for some students.

1. How good are the students' attainment, progress and learning skills?

		KG	Primary	Middle	High
 Islamic Education	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Acceptable	Good ↑	Good
 Mathematics	Attainment	Acceptable	Good	Good	Good
	Progress	Good ↑	Good	Good	Good
 Science	Attainment	Acceptable	Good	Good	Outstanding ↑
	Progress	Acceptable	Acceptable	Good	Outstanding ↑
		KG	Primary	Middle	High
Learning skills		Acceptable	Acceptable	Acceptable	Good ↑

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	KG	Primary	Middle	High
Personal responsibility	Good	Good	Good	Outstanding 
Understanding of Islamic values and awareness of Emirati and world cultures	Good 	Good	Good	Good
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable

3. How good are teaching and assessment?

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Good 

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable

5. How well does the school protect and support students?

	KG	Primary	Middle	High
Health and safety	Good	Good	Good	Good
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Acceptable

Overall school judgement

Acceptable

Key strengths

- The attainment and progress of students in English in High School.
- The progress made by Middle School students in their ability to speak, read and write in English.
- The progress in mathematics made by young students who are acquiring knowledge and understanding of mathematical concepts in both English and Farsi.
- The outstanding attainment and progress in science by High School students.
- The good learning skills demonstrated consistently by students in the High School.

Changes since the last inspection

- High School attainment and progress in science were now outstanding.
- Assessment strategies were now more effective, particularly in the High School.
- The school had introduced some improvements in the provision of Islamic education.

Recommendations

- Ensure that the school fully complies with the Ministry of Education requirements with regard to the provision of Islamic Education.
- Improve the quality of teaching and learning in the Kindergarten and the primary phases to ensure that it responds to how young children learn.
- Benchmark students' outcomes against international standards to reflect the high academic expectations of Dubai.
- Clarify as a matter of urgency future curriculum pathway for middle school students in the international section.
- Ensure that the leadership structure reflects the increasingly complex profile of the school.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

KG

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Good 
Science	Acceptable	Acceptable

- All children were learning English as an additional language. In the English medium classes, they made better progress in developing their understanding of the spoken language than those learning English as an additional subject. Children were able to use familiar words and repeat simple phrases in response to what they saw and heard. They enjoyed singing songs and repeating rhymes. Older children were able to recognise letters and the sounds they made, but were not able to apply them to reading words. Most upper Kindergarten children were able to copy letters and words.
- Through adult directed activities, young children gained a secure understanding and knowledge of the natural world. A few children had learned adjectives in Farsi to describe the properties of materials. Children were seldom engaged in enquiry-based activities.
- Children could identify simple 2D shapes, sort materials and could count up to ten objects. They recognised numerals to ten with some children also being able to recognise Farsi numbers. Older children made patterns and sequenced events. When given the opportunity, children confidently engaged in practical problem solving activities. They did not always use the correct mathematics vocabulary in English.

Primary

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Good	Acceptable

- In Arabic as an additional language, most students could understand the main objectives for the lesson. They could copy words and talk about themselves and their families in short sentences.
- In English, students made acceptable progress in speaking and listening, particularly when topics interested them. They read familiar and common words and had developed a range of strategies to read unfamiliar words. Older students read increasingly complex texts and were able to answer basic questions orally and in writing

- In mathematics, the majority of students' attainment and progress were above curriculum expectations. Teachers strongly emphasised the teaching of mathematics through manipulative approaches and application.
- In science, students were able to classify animals and describe in detail their characteristics. In the Farsi programme, Grade 4 students demonstrated a good understanding of the characteristics of invertebrates through drawing and modelling activities. Progress was limited because teachers had low expectations and a few struggled to manage students' behaviour.

Middle		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Good 
Mathematics	Good	Good
Science	Good	Good

- In Arabic as an additional language, most students could understand the key vocabulary in the lesson. They could model language well and hold short discussion about personal information.
- In English lessons, most students spoke confidently, and with increasingly accurate pronunciation using a wide vocabulary. They demonstrated they could listen carefully and understood conversations and questions. Students read a range of fiction and non-fiction texts with improved understanding. They were able to write appropriate written responses to questions using correctly formed letters and punctuation..
- Students in the middle phase were able to formulate linear equations and solve them with given variables. Class work and summative assessments of the majority of students reflected attainment and progress levels above the curriculum expectations.
- In science, students were calculating energy required in Joules to complete various actions, but this was limited to book-based examples. In Grade 7, students had correctly devised experiments to illustrate evaporation, condensation and precipitation.

High		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good 	Good
Mathematics	Good	Good
Science	Outstanding 	Outstanding 

- In Arabic as an additional language, students could understand the main ideas in the lesson and could copy familiar language well. Most students could express short sentences orally about themselves and their families. They had a wide range of Arabic vocabulary.
- All High School students studied English as an additional language as part of the Iranian curriculum and had made good progress against international expectations.. They listened carefully to audio recordings, video presentations and discussions. Most students made relevant contributions to discussions and asked questions when sharing ideas and opinions of others. They demonstrated the ability to read for information from different texts. Their ability to spell, including more complex words, was generally accurate and their handwriting was neat and clearly formed. There was limited opportunity to develop their ability to write creatively and only a few students were able to confidently write for a range of purposes.
- Teachers of mathematics had high expectations, which enabled students to improve their attainment and accelerate their progress during lessons. Students demonstrated the ability to manipulate functions, geometric transformations and differential calculus.
- In science, Grade 9 students devised experiments to analyse the hardness of water and the acidity of various foodstuffs. By Grade 11, students confidently shared their understanding of scientific concepts with others. They provided examples of everyday applications and worked together solving complex problems.

	KG	Primary	Middle	High
Learning skills	Acceptable	Acceptable	Acceptable	Good 

- Most students demonstrated positive attitudes towards learning. They worked independently when given the opportunity. They knew their strengths, but were unclear on how to improve further especially in the lower phases.
- Students could discuss and explain their learning to others and when given the opportunity worked productively in groups supporting the learning of peers.
- Students made some connections between their new and previous learning. Their learning was not sufficiently related to real life across all subjects.
- Students could find things out for themselves but enquiry and research skills in the primary phase were undeveloped. Both teachers and students made limited use of technology in the classroom. Student critical thinking skills were not developed in the lower phases.

2. How good is the students' personal and social development?

	KG	Primary	Middle	High
Personal responsibility	Good	Good	Good	Outstanding 
<ul style="list-style-type: none"> Students in all sections demonstrated good attitudes to learning. They were mature, self-disciplined, courteous and responded well to developmental feedback. Students understood the importance of being positive role models and supported one another when necessary. Older students led by example demonstrating positive behaviour to younger peers. Relationships between students and staff were very productive. They were respectful to visitors and affable when spoken to by adults. They were keen to improve their work and accepted developmental feedback. Healthy eating was promoted through the curriculum. However, the schools approach to healthy living was inconsistent, for example the school canteen provided unhealthy food choices and a few younger students were observed eating unhealthy food. Most students enjoyed exercising at break times. A few senior students were taking necessary steps to fight obesity supported by advice from the School Counsellors and the medical team. Attendance was good and students were punctual to classes when moving between lessons. 				

	KG	Primary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Good 	Good	Good	Good
<ul style="list-style-type: none"> Students across the school had a clear understanding of how Islamic values influenced contemporary society. This was demonstrated during the Holy Qur'an recitation and the respect shown to others in school. Emirati traditions and cultural heritage were well known and understood by most students who recognised their importance, relevance and value. Children in the Kindergarten showed a secure understanding of the UAE culture and tradition. The school displayed students' project work in the school environment to share awareness and understanding. Students had a deep understanding of the Iranian culture but had a more limited knowledge of the world beyond the UAE and Iran. 				

	KG	Primary	Middle	High
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Students were aware of their responsibilities in school. However, this had limited impact in developing their involvement beyond the local community. Their involvement was limited to the Iranian community. Students were not always encouraged to lead initiatives or be involved in making decision. There were many missed opportunities to make use of older students' skills across the school. Students took care of their school environment and were aware of key environmental issues. They contributed to schemes which supported sustainability and conservation but too few opportunities were available to further develop this work. 				

3. How good are teaching and assessment?

	KG	Primary	Middle	High
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Teachers' subject knowledge was strong in Arabic, science and mathematics in the high school. Teachers in the Kindergarten and primary phase lacked an understanding of how children learn. Lesson planning was inconsistent, especially in Kindergarten and Primary English. In Primary science lessons lacked objectives and evaluations which slowed students' learning progress. Planning was more consistent in the upper grades, except in Arabic. Learning technologies were rarely used effectively and there was little evidence of students learning independently. Teaching was weaker in the primary phase. Staff did not always model the English language correctly. This reduced opportunities for students to have effective dialogue which subsequently slowed student progress. In Kindergarten, lessons had a single focus with no differentiation. In the High School, teachers of mathematics modified expectations appropriately to match students' needs. This was not applied in English, and English medium lessons. As a result students' progress was hindered. Teachers did not provide students with sufficient opportunities to develop higher order thinking skills, particularly in the Kindergarten and primary phase. 				

	KG	Primary	Middle	High
Assessment	Acceptable	Acceptable	Acceptable	Good 
<ul style="list-style-type: none"> Internal testing was a strength as it was monitored and validated by the Iranian Ministry of Education. Results were recorded and communicated to parents and students. The school was not consistent in benchmarking students' assessment results against appropriate international expectations. The school analysed and tracked student progress from examinations. This led to additional support for students identified as underperforming and extension work to challenge the more able. Assessment data was not used effectively by teachers to plan their lessons. Teachers were aware of individual students' strengths and weaknesses. Data identified the needs of student with special educational needs which was used by a few teachers in their planning. There were limited examples of students being involved in self and peer assessment. 				

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	High
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum had a clear rationale as it was linked to the Iranian Ministry of Education framework. There was a wide range of subjects studied with the addition of Arabic as an additional language and Islamic studies. However, Islamic Education did not meet the UAE Ministry of education requirements. The close adherence to the Farsi curriculum framework ensured progression through the school in key subjects. However, the use of textbooks limited experiential learning and investigation. Enrichment activities mainly consisted of scheduled additional lessons and did not significantly extend the scope of work. Cross-curricular links and applications to real world were under developed in most of the lessons observed. The Kindergarten curriculum had been revised to respond more directly to the needs of young learners. In all other phases, it had been reviewed and modified to include critical thinking and cognitive development work. However, the delivery of this was inconsistent across all phases. 				

	KG	Primary	Middle	High
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum was designed to accommodate the needs of most students based within a mixed ability setting. Teachers modified the curriculum according to the students' academic needs. Older students had a choice of key subjects but options were not diverse enough to meet the needs and interests of all students. Students from entry up to Grade 8 could choose between the Farsi or international programmes. There were a few extra-curricular activities available. The school made few links in the community which was reflected in the limited number of visits and activities that were organised. This aspect of the curriculum had little impact on students' academic and personal development. 				

5. How well does the school protect and support students?

	KG	Primary	Middle	High
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> An effective policy was shared with all staff and students who signed an agreement to confirm their awareness of child protection arrangements. Relevant policies and procedures ensured the health and safety of students during the school day. Staff ensured students were safe from bullying and aware of the dangers of using the Internet and social media. Safety procedures were clear and well documented. They included regular checks for fire regulations from the school and external specialists. The school was well maintained but some of the buildings lacked ventilation. There was limited space to accommodate the growing number of students. Students with special educational needs were catered for, however accessibility for students with physical needs required further development. 				

- Older students had a better understanding of healthy choices. The schools approach to healthy living was inconsistent, for example the school canteen provided unhealthy food choices.

	KG	Primary	Middle	High
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable

- The interactions between staff and students were based on trust and mutual respect. Behaviour was generally well managed.
- The school had a structured system that closely monitored students' attendance and punctuality and this resulted in improved attendance. As a result, attendance was good in school and students were observed to be on time to their lessons during the inspection.
- The school had appropriate systems to identify students with special educational needs. However, this did not always inform effective interventions.
- The school employed two counsellors with responsibility for the emotional well-being of identified students. Teachers and other specialists took responsibility for addressing students' academic needs.
- The quality of support for students' well-being varied across the phases, subjects and sections of the school. The school provided limited subject and career guidance for students. Students in the international section were not fully aware of the value of their educational qualifications.

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable

- Senior leaders and governors promoted a highly inclusive ethos, which ensured that all students with special educational needs were valued members of the school community. Further work was required to ensure that the specific needs of students were consistently met across the school.
- The school took account of a range of indicators, including information from parents, to ensure that most students with special educational needs were identified appropriately. However, this did not always result in effective interventions in the classroom.
- The emotional support provided to students had a beneficial impact on the development of students with special educational needs. Modification and support in the classroom was not well matched to the level and nature of their specific needs which contributed to their slow progress.
- The school held parents at the heart of the educational process for students with special educational needs. They were kept informed and involved in their child's educational programmes and were extremely appreciative of the support and guidance provided to them by the school.
- Most students with special educational needs made good progress in their personal development, which was reflected in their resilience and positive approach to learning. However, due to a lack of specific learning support and limited modification of resources found in the classroom, their academic progress was slower.

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> • School leaders were receptive and willing to improve the school's performance. The vision of the school included an international dimension taught in English, which contrasted with other Iranian schools in Dubai. • The structure of the leadership group and its current set of responsibilities did not sufficiently respond to the challenges of the school profile and its growth. For example, the International Baccalaureate pathway had not been confirmed for the international school and the educational pathway for older students was therefore at risk. • There was effective communication between senior leaders and middle leaders but inconsistencies remained at middle leadership level regarding roles and responsibilities. • School leaders had a satisfactory awareness of the key issues for improvement based upon previous recommendations. They demonstrated sufficient capacity to sustain progress against targets set. • Some improvement in school performance was noted in key areas since the previous inspection, such as actions taken after a curriculum review. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> • The school leaders had an adequate understanding of the school's key strengths and areas for development. Leaders had developed processes to inform self-evaluation of the school's performance, such as the use of some data analysis used in the school's improvement planning. • The monitoring of the school performance was sometimes inconsistent and the timeline too short to have a positive impact. Appraisal systems were in place and informed workshops for teachers. • Improvement plans confirmed realistic targets but the lack of an effective leadership structure across the whole school inhibited planned progress. • Some positive actions were taken since the previous inspection. For example, more group work was observed in lessons across all phases as a result of the previous recommendations. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> • The relationship between parents and the school was strong and effective. There was a very close community spirit which supported the work of the school. • Parent representatives liaised with the school leadership team on whole school issues including the whole school improvement plan. This maintained an effective working link and ensured regular communication between stakeholders. • There were frequent parents meetings throughout the academic year and monthly progress reports were shared with parents. • The links between the school and other communities to support students' development were limited to the local community. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> Detailed reports on students' achievement and whole school performance informed the governors on school progress. It was unclear however, how other stakeholders' representatives supported the school. The governing board closely monitored the achievement of targets in the school improvement plans. Regular meetings were held with leaders to monitor the work of the school. The governing body had a positive influence on school improvement as result of close monitoring. However, important decisions had not been made on the Post-16 curriculum for students in the international section of the school. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> The school and its facilities were managed well with appropriate procedures in place. Almost all teachers were suitably qualified and deployed, and there was an adequate range of opportunities for professional development, which was sometimes supported by external consultants. There was a good number of support staff to assist teachers in the Kindergarten classes but not all were appropriately qualified. The premises were clean but as a result of the increasing school size, space was limited, for example, some primary classrooms were too small. Access to learning resources, including learning technologies had increased but were not sufficient to meet the needs of the curriculum and the increasing number of students. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	127	33%
	Last year	196	47%
 Teachers	29		62%
 Students	56		84%

- A third of parents and most of the teachers and students responded to the survey.
- Overall, responses to the surveys indicated high levels of satisfaction.
- Parents and students were less positive in their views of attainment and progress in Arabic.
- Parents overwhelmingly indicated their children enjoyed life at school. Some parents and students were concerned with the lack of extra-curricular activities.
- Some parents expressed concern about the lack of career guidance provided for their children.
- Responses concerning the school's provision for students with special educational needs were positive. Communication was rated highly but there was disagreement on whether parents and students' opinions were valued.
- A minority of parents stated they were not aware of how the school compared to other schools internationally.

*The percentage of responses from parents is based on the number of families.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae