

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Ambassador
School L.L.C

Celebrating
10 years of
inspections

AMBASSADOR SCHOOL L.L.C

INDIAN (CISCE) CURRICULUM

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School information

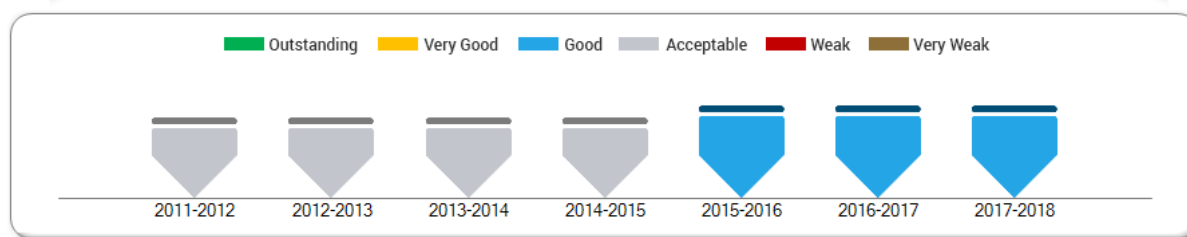
General information	
Location	Al Mankhool
Type of school	Private
Opening year of school	2013
Website	www.ambassadorschool.com
Telephone	043983535
Address	41a Street, Mankhool
Principal	Sheela Menon
Principal - Date appointed	8/9/2015
Language of instruction	English
Inspection dates	02 to 04 October 2017

Teachers / Support staff	
Number of teachers	65
Largest nationality group of teachers	Indian
Number of teaching assistants	3
Teacher-student ratio	1:12
Number of guidance counsellors	3
Teacher turnover	13%

Students	
Gender of students	Boys and girls
Age range	5-18
Grades or year groups	Grades 1-12
Number of students on roll	754
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	33
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	Indian CISCE
External tests and examinations	ICSE, IBT, ASSET, CAT4
Accreditation	ICSE and ISC
National Agenda benchmark tests	ASSET, IBT.

School Journey for Ambassador School L.L.C



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Ambassador School L.L.C was inspected by DSIB from 02 to 04 October 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Because of the clear vision and determined leadership of the principal, well supported by staff, governors and parents, this continues to be an improving school. Standards have begun to improve in Arabic. The generally very good analysis and effective use of assessment data, particularly for curriculum adaptation, is beginning to have a positive impact on outcomes for students, especially in the secondary phase.

Students' achievement

With the exception of Arabic attainment in the middle phase, and both Arabic attainment and progress in the secondary phase, the achievement of students is at least good across all key subjects. It is very good across all phases in mathematics and science. Progress is now good in Arabic, both in the primary and middle phases.

Students' personal and social development, and their innovation skills

The personal development of students in all phases is at least good and in the secondary phase, it is outstanding. In the secondary phase, this is also linked to their very good social responsibility and innovation skills. The understanding of Islamic values and awareness of Emirati and world cultures is a strength across the school and very good in the secondary phase.

Teaching and assessment

Teaching has improved in Arabic. Both teaching and assessment are now very good in the secondary phase. There are strengths in teaching and assessment in the middle phase but not consistently across all subjects. Teaching in the primary phase, although good, is less strong than it is in the rest of the school.

Curriculum

The curriculum is broad and balanced. It is also highly enriched, both during the school day and through extra-curricular activities, beyond the school day. Its implementation is particularly effective across both the middle and secondary phases. Curriculum adaptation, linked to data analyses, is good across all phases.

The protection, care, guidance and support of students

The school prioritises health and safety and the safeguarding of students. These are outstanding features of the school. The school responds very quickly and effectively to risk assessment. The arrangements for the care and support of students is at least good across the school and it is particularly strong in the secondary phase.

What the school does best

- The personal development of students is a strength across the school; in the secondary phase, it is outstanding.
- Standards of achievement in mathematics and science are very good across all phases, as they are in secondary phase English.
- The school develops very good relationships with parents and engages well with the local community and with international partners which enriches the curriculum for students.
- The school is highly successful in ensuring students are safe, happy and well cared for.







Key recommendations

- Improve the quality of teaching and assessment in both the primary and middle phases of the school, to match the very good practice in the secondary phase by:
 - implementing extensive, focused professional development and support for middle leaders so that they can support teachers in the implementation of the very best classroom practice and use assessment data precisely
 - researching, sharing and implementing best practice in primary teaching and learning strategies.
- Improve lesson planning across all phases, so that teachers more effectively differentiate learning activities and meet the needs of all groups of students particularly those with special educational needs/disabilities (SEND) and the most-able.
- Leaders, including governors, to work with key stakeholders to:
 - ensure all school improvement plans are closely aligned to the school's self-evaluation
 - clearly evidence self-evaluation judgements and ensure their accuracy
 - explicitly link self-evaluation outcomes to the school improvement priorities and monitor the implementation of plans that then emerge.

Overall School Performance

Good

1. Students' Achievement

		Primary	Middle	Secondary
Islamic education 	Attainment	Very good ↑	Good	Good
	Progress	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good ↑	Acceptable
English 	Attainment	Good	Good	Very good
	Progress	Good	Very good ↑	Very good
Mathematics 	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
Science 	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good

	Primary	Middle	Secondary
Learning skills	Good	Good	Very good

2. Students' personal and social development, and their innovation skills

	Primary	Middle	Secondary
Personal development	Good	Very good	Outstanding ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑
Social responsibility and innovation skills	Good	Good	Very good ↑

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Very good
Assessment	Good	Good	Very good ↑

4. Curriculum

	Primary	Middle	Secondary
Curriculum design and implementation	Good	Very good ↑	Very good
Curriculum adaptation	Good	Good	Good

5. The protection, care, guidance and support of students

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Very good ↑

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Good

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment in the National Agenda Parameter (N.A.P), in English and science is above expectations. Attainment in mathematics meets expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- The National Agenda action plan addresses all the strategies required to enable the school to at least meet its targets. Leaders are committed to this goal and invest appropriately in staff training.
- CAT4 data are analysed rigorously and individual achievement gaps for most students are identified. There is excellent triangulation between CAT4, curriculum-based assessments and NAP benchmark tests.
- Following analyses, the curriculum is effectively aligned to the new TIMSS and PISA requirements as well as having wide-ranging adaptations linked to CAT4 and National Agenda Parameter findings.
- Questioning skills are well-developed in English. Critical thinking, is well-developed across a range of subjects, including science and mathematics. Enquiry skills in science are strong.
- A majority of students are familiar with their NAP reports. Teachers are aware of and are adapting their approaches to teaching based upon CAT4 profile biases for students.

Overall, the school's provision for achieving National Agenda targets is above expectations

Moral Education

- The school has integrated the moral education programme across all grades. All elements of the programme are linked to the existing curriculum and are extended beyond the school day.
- Lessons are taught in English and students participate actively. In addition to the timetabled period, moral values are also integrated across most aspects of school life.
- Students explore and debate personal, local and global issues. They often initiate these activities and collaborate well.
- Behaviour, levels of participation, alongside students' personal and social skills are all observed keenly and assessed. Assessments and progress are shared with parents.

The school's implementation of the moral education programme is developing.

Social Studies

- The UAE social studies curriculum is implemented up to Grade 9, with sufficient time devoted to the development of concepts.
- Cross-curricular links, to further the application of the learning are planned effectively. Teachers effectively encourage meaningful open-ended discussions in classes.
- Students confidently embrace unfamiliar concepts to explore new ideas. Grade 9 students design a survey to find the nutritional patterns for peers in the school and suggest solutions address the issues highlighted by their findings.
- Assessments in Grades 1-4 are conducted on a regular basis. In Grade 5 upwards, a separate section in the term papers is devoted to assess UAE social studies.

The school's implementation of the UAE social studies programme is developing.


Innovation in Education

- Older students critically appraise their work, use technology and, over time become increasingly independent from teachers. Primary students have fewer opportunities to develop skills of innovation in lessons.
- A culture of innovation and a strong work ethic exists across all phases. Students participate in activities such as Sustainability Club, UAE Iftar and Tender Hearts.
- Students regularly experience learning activities presented to them as problems across all subjects in the curriculum to help them develop innovative approaches.
- Opportunities to nurture ideas are well planned across the school. The 'Ambassador Research and Innovation Committee' spearheads this initiative through activities which enhance inquisitiveness and creativity.
- Considerable thought and planning on the part of leaders at all levels lead to them implementing a broad range of curricular and extra-curricular initiatives. Many of these promote innovation.

The school's promotion of a culture of innovation is developing.

Main inspection report


1. Students' achievements

		Primary	Middle	Secondary
Islamic education 	Attainment	Very good ↑	Good	Good
	Progress	Good	Good	Good

- A majority of students achieve a level that is at least good in the recitation of the Holy Qur'an and Hadeeth. In the primary phase, a large majority of students demonstrate a high level of knowledge regarding Seerah Islamic Concepts. Students in the secondary phase effectively apply their knowledge in research.
- Students are able to discuss Islamic topics, can think critically and possess some skills in problem solving. They can recite applying recitation rules, but they need to work on identifying the appropriate rule and develop their skills of application.
- Steady progress is made by the majority of students as a result to the effective teaching that is providing opportunities for independent learning and critical thinking.

For development


- Improve students' knowledge and comprehension of recitation rules.

		Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Good ↑	Acceptable

- Students' achievements in the primary phase are stronger as skills in writing and speaking are better developed. Most students in the middle and secondary phases attain levels that are in line with expectation in reading, writing and speaking. Listening skills are less strong in all phases.
- Different groups progress at a different rates when undertaking independent writing particularly in the middle phase. Boys are showing significant improvements across all skills.
- Improvement in reading and writing, especially for boys, is a result of effective teaching and teachers' adapting the curriculum to better meet the needs of all groups

For development

Apply differentiation strategies in all lessons, which take into account the starting points of learning for all groups of students.


		Primary	Middle	Secondary
English 	Attainment	Good	Good	Very good
	Progress	Good	Very good ↑	Very good

- In English, the attainment and progress of students are consistently strong throughout the school, when measured by external and internal assessments. Primary students' reading comprehension is strong. Across the middle and secondary phases, progress accelerates, resulting in writing that is impressive in its sophistication.
- Students in all phases speak and comprehend English competently. In the primary phase, the focus on reading and comprehension supports students in developing a good level of literacy skills. By the middle and secondary phases further improvements are seen, with students' using higher level vocabulary within extended writing.

Standards in middle school are improved and are particularly evident in meaningful debates and analysis of literature. In a few primary lessons, work is not sufficiently adapted to challenge the more able or support others to work at their own pace.

For development


- Make effective use of assessment information to provide a strong level of challenge at all stages of the lesson.
- Provide work for those students who require support that develop their skills of independence

		Primary	Middle	Secondary
Mathematics 	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good

- The large majority of students continue to attain above the relevant curriculum standards across all three phases and they make better than expected progress. International benchmarking shows some slight variations in student outcomes across each of the three phases.
- Students are able to successfully apply their knowledge and understanding of number, algebra and logic to the problems which are presented to them routinely in their lessons. Their enjoyment of these activities makes a strong contribution to their learning.
- There are notable differences in students' attainment and progress across the primary phase. Students' ability to master increasingly complex arithmetical process and apply mathematical concepts develops more securely in lessons where the teachers are clear about what they expect the students to learn.

For development

- Reduce the differences in students' attainment and progress across the primary phase.
- Provide students with learning objectives that set out clearly what students are expected to learn.

		Primary	Middle	Secondary
Science 	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good

- A common provision in all classes is the use of practical experiments to predict, observe, and investigate scientific principles. This has impacted positively on students' outcomes in all phases.
- An effective Individual Tracking System (ITS) is used to record how well students perform on individual assignments. The progress tracking system is used to compare the internal and external test scores of students and to plan for appropriate interventions.
- Effective strategies used to broaden students' experience of science includes online global experiments. These are incorporated into classes to allow students to compare their results with other students all over the world.

For development

- Evaluate all projects, to measure their impact on students' learning.

	Primary	Middle	Secondary
Learning Skills	Good	Good	Very good

- Learning skills develop quickly as students move through the school. In the primary phase, students have planned opportunities to work and collaborate with others. Older students develop empathy for the views and feelings of others and display skills of independence.
- Critical thinking is stronger in the secondary phase, where topics studied are broadened to challenge students' knowledge, opinions and thoughts regarding current affairs and dilemmas. A recent debate on the role of women in literature and across societies initiated thoughtful responses.
- Students' use of technology is less evident in primary but does develop appropriately in other phases. In science and mathematics, groups of students use small laptop computers and bespoke software to share and exchange their responses and hypotheses on the interactive whiteboard.

For development

- Increase the use digital technologies in lessons and in particular, across the primary curriculum.

2. Students' personal and social development, and their innovation skills

	Primary	Middle	Secondary
Personal development	Good	Very good	Outstanding ↑

- In all phases, almost all students respond positively to adult guidance, playing and learning with increasing maturity as they move through the school. Most students behave well whether supervised or not, especially in middle and secondary. Their positive behaviour contributes well to the happy and supportive learning community.
- Students readily help each other and respectful relationships between adults and students are part of school life especially in the secondary phase. Attendance is good. However, too many students arrive late for the start of school.
- The value of healthy eating and exercise is well understood by students. The curriculum supports this by offering yoga, meditation and physical education. The school promotes a healthy lifestyle as is evident by the displays around the school as well as the healthy choices made at lunchtime.

	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑

- In all phases students have a secure appreciation and developing knowledge regarding Islamic practice and values. Secondary students can talk in detail about cultural activities and celebrations in UAE.
- In the secondary phase students discuss in some depth, a variety of issues about the role and values of Islam in UAE contemporary society, such as the importance of tolerance.
- Students have a clear understanding and appreciation of their own culture. They demonstrate interest in learning more about other cultures as a result of the effort by the school in organising cultural integrated activities.

	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Very good ↑

- Students accept responsibility in caring for their school, community, and local environment. They volunteer for many organisations and events. However, social responsibility increases as the students move into the upper grades.
- Activities like “Tender Hearts” and “4Get-Me-Not”, where students volunteer to help children with special needs, and work alongside the elderly with Alzheimer’s effectively develops the compassion of students towards others.
- The Ambassador Research and Innovations Committee (ARIC) is an initiative to “Collaborate for Success”. This unique platform involving parents and teachers celebrates the creative, inquisitive spirit of students.

For development

- Improve punctuality, so that all students arrive on time for school at the beginning of the day.
- Broaden the scope of student volunteering for a range of organisations and events that show they care for the school, community and local environment.

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Very good

- Teaching is good in the middle phase and remains very good in the secondary phase. The teaching of Arabic has improved and it is now good in the middle phase. Whilst good overall, teaching in the primary phase is inconsistent between some teachers and subjects.
- In many lessons in the secondary phase, students are routinely presented with challenging learning activities which promote their high attainment and rapid progress. These are applied less in lessons in the primary and middle phases.
- Learning objectives clearly specify what teachers are expecting students to learn in the middle and secondary phases. This is done less consistently in mathematics than in other subjects, especially in the primary phase.

	Primary	Middle	Secondary
Assessment	Good	Good	Very good ↑

- Assessment is most effective in the secondary phase. Here, teachers have a particularly good knowledge of their students' strengths, weaknesses, and learning style preferences.
- Across the school, there is a common approach to a comprehensive analysis of a range of assessment data. Well-informed, curricular adaptation then follows, although similar data-informed adaptations to teaching and learning are rarely seen outside of the secondary phase.
- The incorporation of CAT4 and National Agenda Parameter data in individual tracking sheets for students is raising the awareness of teachers, regarding the individual learning needs of groups of students. This has not been used to personalise teaching provision for individual students.

For development

- Improve the consistency of teaching particularly in the primary phase.
- Use assessment information more effectively to differentiate learning experiences, particularly in the primary and middle phases.
- Provide appropriate levels of challenge for the most able and those students with SEND.

4. Curriculum

	Primary	Middle	Secondary
Curriculum design and implementation	Good	Very good ↑	Very good

- Curricular design and implementation is at least good across all phases of the school. The curriculum is strengthened in the senior classes where it prepares students well for making informed career choices.
- The learning opportunities in the curriculum are structured to help students make a smooth transition between classes and phases. Cross-curricular links especially, with UAE culture and society, are very well built into the curriculum.
- Systematic processes of review are in place. Curriculum leaders and teachers use both internal and external assessment data to make relevant changes and are aware of the educational needs of the students especially students with SEND.

	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good

- The School curriculum is adapted to include many learning opportunities such as the 'ASD Café'. All of which support the development of communication, collaboration, critical thinking and creativity skills.
- Multiple learning experiences are planned to assist understanding of UAE culture. Student led activities especially in senior classes ensure that they are become confident global citizens.
- The adoption of the STEM programme in the primary and middle phases is having a positive impact particularly in science. This is being strengthened in all grades and subjects.

For development

- Identify opportunities for challenge in the primary curriculum.

5. The protection, care, guidance and support of students

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> There are comprehensive policies and procedures for the safeguarding of students. These include processes for child protection, internet safety, and responding to bullying. The clinic staff provide a systematic programme of health promotion activities across the school. The school premises are maintained in excellent condition. The school provides a very welcoming and positive environment which is conducive to high quality learning. Detailed records are kept of actions taken to promptly rectify any deficiencies identified during the regular maintenance checks. The school has sustained its total commitment to ensuring students' safety, health and well-being by responding rapidly and decisively to issues as they arise during risk-assessment. 			

	Primary	Middle	Secondary
Care and support	Good	Good	Very good ↑
<ul style="list-style-type: none"> Staff have very positive relationships with all students and the systems for managing students' behaviour are effective. Arrangements for the guidance and support of secondary students when considering career options are thorough and effective. The school has systems in place to identify students with SEND but identification of those who are gifted and talented is at an early stage. Students who are identified with SEND have appropriate intervention plans but their application in lessons is not consistent and slows progress, especially in primary. The school makes sure that students understand the importance of being punctual to lessons and of maintaining good attendance. It is less successful in ensuring that all students are punctual at the beginning of the school day. 			

For development

- Provide training and support for staff, especially in primary, so that they make full use of intervention plans to ensure consistent and increased progress for students with SEND

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The school staff and governing body are committed to maintaining an inclusive ethos. The inclusion policy and action plan are appropriate but the systems are not always consistently applied especially in the primary phase. There is appropriate investment in resourcing.
- The procedures for identifying students with SEND as they enter school are appropriate. The school uses formative and summative assessments to identify the specific needs of students but the implementation of resulting interventions is not consistent.
- There is strong communication between parents of students with SEND, and the school. Effective home-school communication is a priority within the school. Parents are actively engaged with their children's educational programmes and their involvement is valued by the school.
- Curriculum planning is modified to ensure that students are engaged at an appropriate level but expectations are not always sufficiently high especially in the primary phase. Personal support is given to students with SEND and this helps them gain confidence and become actively engaged in their learning.
- Assessments are used in the planning of teaching and in making decisions about the learning and outcomes in lessons. Students are not fully involved in the setting and implementation of their targets sometimes preventing more rapid progress.

For development

- Improve the implementation of intervention strategies, especially in the primary phase to ensure greater consistency of progress for students with SEND.

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Good

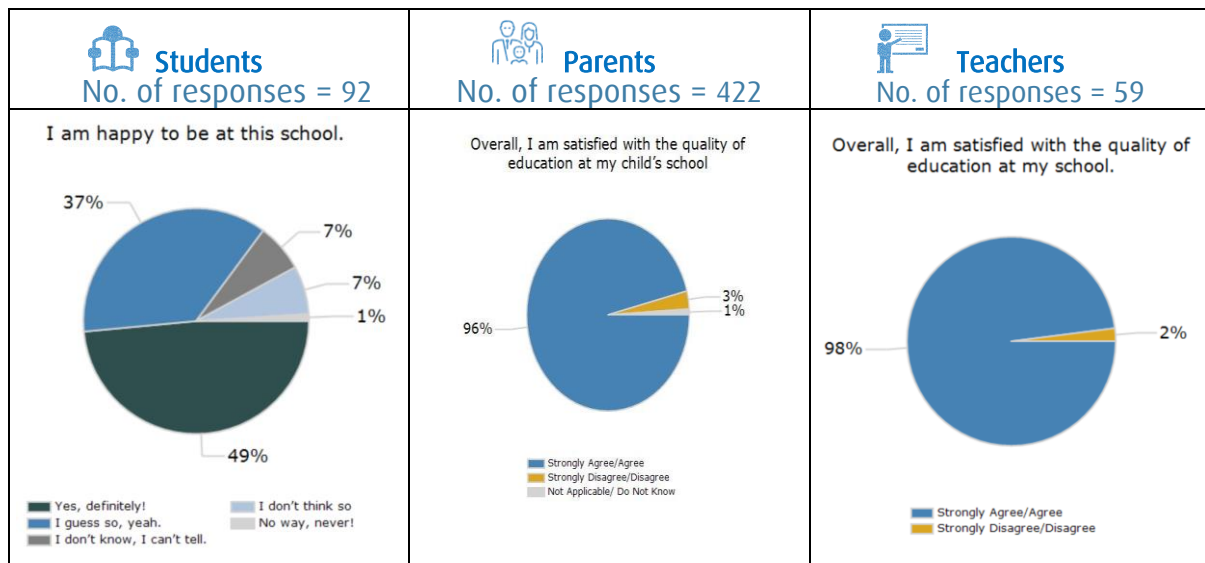
- The principal provides strong leadership and a clear vision for the school, shared by all stakeholders. She delegates leadership effectively and then holds colleagues accountable for ensuring at least consistently good quality outcomes. Leaders in the school have ensured that the National Agenda is a high priority for the school.
- Self-evaluation is collaborative involving governors, parents, and students. Continuous self-evaluation has identified strengths and areas for development and appropriate priorities for the future. The school improvement plan is not precisely aligned to the priorities identified in the SEF.
- The school is very effective in engaging with parents and with the community, with many local, national and international activities evidenced. The views of parents are sought and taken on board. Communication channels are many, varied and highly effective. Parents' inputs are having a positive impact on raising standards
- Governors have good knowledge and understanding of the strengths and areas of development for the school. They involve themselves in self-evaluation and school improvement planning. Governors have not directly held the principal and her team to account for improved standards of teaching and learning in the primary and middle phases, to match the very good provision in the secondary phase.
- The school runs efficiently and effectively. It is staffed adequately with suitably qualified teachers who have the benefit of a programme of regular professional development. The science laboratories are now only used for the teaching of half classes which avoids the potential safety concerns in small teaching spaces. Teachers have access to a relevant and growing range of classroom resources to promote students' learning.




For development

- Provide professional development for middle leaders and teachers to raise standards of teaching, learning and assessment in the primary and middle school.

The views of parents, teachers and senior students

Before the inspection, the views of the 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.



 Students	Most students who responded to the survey feel safe, are happy and feel they are making at least good progress at school. They also feel they are improving their understanding of both Islamic values and Emirati culture and traditions within the UAE. This is supported by the findings of the inspection.
 Parents	Almost all parents responding to the inspection survey are satisfied with the quality of education provided by the school. They are kept well informed about how their children are progressing and feel they are well cared for by the school. This is supported by the findings of the inspection.
 Teachers	Almost all teachers who responded to the survey report they are satisfied with the quality of education provided by the school, that the well-being of children is prioritised and there have been improvements in provision since the last inspection. This is supported by the findings of the inspection.

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

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