

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

ACCEPTABLE



INSPECTION REPORT

2017-2018

Dovecote Green
Primary School

Celebrating
10 years of
inspections

DOVECOTE GREEN PRIMARY SCHOOL

UK CURRICULUM

المعرفة
Knowledge

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	11
1. Students' achievements	11
2. Students' personal and social development, and their innovation skills.....	14
3. Teaching and assessment	15
4. Curriculum	16
5. The protection, care, guidance and support of students.....	17
Inclusion of students with SEND (Students of determination).....	18
6. Leadership and management	19
The views of parents, teachers and senior students.....	20

School information

General information

Location	Dubai Investment Park
Type of school	Private
Opening year of school	2015
Website	www.dovecoteschool.com
Telephone	00971-4-8837474
Address	Green Community, Dubai Investments Park, Dubai, UAE
Principal	Patrick Affley
Principal - Date appointed	1/8/2014
Language of instruction	English
Inspection dates	22 to 24 January 2018

Teachers / Support staff

Number of teachers	17
Largest nationality group of teachers	British
Number of teaching assistants	7
Teacher-student ratio	1:11
Number of guidance counsellors	0
Teacher turnover	20%

Students

Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	194
Number of children in pre-kindergarten	0
Number of Emirati students	2
Number of students with SEND	22
Largest nationality group of students	British

Curriculum

Educational permit / License	UK
Main curriculum	UK
External tests and examinations	CAT4, GL, STAR
Accreditation	None
National Agenda benchmark tests	GL, CAT4

School Journey for Dovecote Green Primary School

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2017-2018

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

Dovecote Green Primary School was inspected by DSIB from 22 to 24 January 2018. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Although this is a relatively new school and leadership is still developing, systems and processes are being established that will support enhanced student achievement in the future. Leaders have prioritised the establishment of a community of students, parents and staff. The governing board is not representative of all stakeholders and therefore systems of accountability are not fully developed.

Students' achievement

Students in the Foundation Stage achieve at expected levels in all key curriculum areas. However, students in the primary phase attain at standards below curriculum expectations, except in Islamic education and science. In the Foundation Stage, stronger teaching and assessment lead to good progress in all subjects. The development of students' learning skills is good across both phases.

Students' personal and social development, and their innovation skills

There is a strong emphasis on the development of students' personal and social skills across both phases. As a result, relationships amongst students and staff are respectful and attitudes to school life very positive. Students have a good understanding of the culture and values of the UAE and display a keen interest in protecting their environment.

Teaching and assessment

An emphasis has been placed on developing the quality of teaching and systems to accurately analyse the rich quantity of data. However, the impact is more evident in the Foundation Stage where teachers are skilled at using ongoing assessment to influence teaching. Teaching in the primary phase is less consistent. .

Curriculum

The curriculum is effectively structured to provide a clear balance of knowledge, skills and understanding. Teachers in the Foundation Stage creatively modify the curriculum and provide relevant opportunities for student choice. Programmes such as 'You, Me and the UAE' is successfully supporting the introduction of the UAE social studies and the moral education programmes.

The protection, care, guidance and support of students

Whether students are within the school premises or on field trips, members of staff ensure very high levels of safety and security at all times. Teachers have very positive relationships with students and know them well. Generally, their guidance and care promotes confident attitudes to personal and academic learning.

What the school does best

- The creation of a community for all students, parents and staff through a shared vision for the school
- Systems of care and guidance that lead to very strong personal and social development
- A very safe and secure school environment
- Good progress in the Foundation Stage, enabled by effective teaching, learning and assessment







Key recommendations

- Teachers must raise achievement in all key subject areas by:
 - improving the identification of students' starting points in learning, using accurately analysed data
 - providing targeted support to meet the individual needs of students
 - implementing appropriate levels of challenge in lessons.
- Leaders must increase the rigour of teacher evaluations through:
 - a stronger focus on the measurement of students' progress
 - accurate identification of how to improve teacher performance.
- Governors must improve the effectiveness of their governance through:
 - regular involvement of representatives from the school and wider communities
 - holding school leaders more effectively to account
 - ensuring all school leaders have the time to effectively undertake their academic responsibilities.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Weak
	Progress	Not applicable	Weak
English 	Attainment	Acceptable	Weak
	Progress	Good	Acceptable
Mathematics 	Attainment	Acceptable	Weak
	Progress	Good	Acceptable
Science 	Attainment	Acceptable	Acceptable
	Progress	Good	Good
		Foundation Stage	Primary
Learning skills		Good	Good

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

	Foundation Stage	Primary
Personal development	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
Social responsibility and innovation skills	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Acceptable
Assessment	Good	Acceptable

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Acceptable

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good
Care and support	Good	Good

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Weak
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:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Attainment in the N.A.P. tests is below expectations in English and science. It is above expectations in mathematics.
- The school's National Agenda action plan addresses most of the key strategies to improve students' performance and to meet the National Agenda targets. Leaders have been sufficiently trained to interpret N.A.P results accurately.
- While Cognitive Ability Test 4 (CAT4) data are analysed in some depth there is insufficient triangulation between all assessment data to accurately guide teaching.
- Although not well developed, there are examples of appropriate curriculum adaptation processes across key subjects, following the analysis of N.A.P assessment data.
- STAR assessments are used in English and mathematics to track achievement. In science, the development of critical thinking and enquiry-based learning are regular features.
- A few students are familiar with their N.A.P individual reports. Students rarely use technology and they are not sufficiently developing their research skills, particularly in the upper primary phase.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Moral Education

- The school offers the moral education programme for all year groups. It is integrated into the whole-school curriculum and frequently taught within themes and programmes such as 'You and Me in the UAE'.
- Most teachers ensure lessons are personalised, engaging and based on students' own understandings of local and global affairs.
- Students actively participate in lessons, share their thoughts and understanding, and are keen to explore the concepts as they apply to them.
- The school is developing an approach to assessing achievement that takes into account how students feel, think and act.

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

Social Studies

- UAE social studies learning outcomes are planned for all year groups. The curriculum is balanced and organised within discrete lessons and in alignment with other subjects.
- Most teachers plan lessons which motivate students and enable them to deepen their knowledge of the values and principles of past and current life in the UAE and other societies.
- Students willingly interact with their teacher and each other, to share their prior knowledge and understanding, to find out information for themselves and to extend their learning.
- Formal assessment of students' attainment and progress has been recently introduced and is in the process of being embedded throughout the school.

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


Innovation in Education

- Students have some opportunities to think creatively and generate their own questions around their interests. These opportunities are not consistently evident across the school.
- Students participate in some projects which develop innovative skills through themed study weeks. The development of students' entrepreneurial skills is in its early stages.
- Insufficient opportunities to use technology is limiting the development of students' research and enquiry skills.
- Innovation is not integrated effectively into the curriculum. It is mostly offered through discrete opportunities, such as during the school's 'Innovation Week'.
- School leaders understand the importance of developing a culture for innovation in the school and the need for it to be an integral part of learning.

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

Main inspection report

1. Students' achievements

Islamic education		Foundation Stage	Primary
		Not applicable	Acceptable
	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable

- Most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards. However, low expectations in Years 5 and 6 is limiting achievements. Students' progress is of an adequate level.
- Students' knowledge and understanding of Seerah and Fiqh-Law is stronger than their understanding of the Holy Qur'an and Hadeeth. Their ability to recall verses from the Holy Qur'an and from Hadeeth, to explain situations in real life, are still developing.
- A recent emphasis on developing memorisation and recitation skills is having a positive effect on students' learning. However, the impact is not consistent across all year levels.

For development


- Improve students' memorisation and recitation skills of the Holy Qur'an.

Arabic as a first language		Foundation Stage	Primary
		Not applicable	Weak
	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable

- Students attain levels in listening, speaking, reading and writing that are below curriculum expectations. However, their progress is in line with curriculum standards.
- Listening skills are a stronger feature of students' learning. The more able students have a better understanding of sentence composition and relevant language structures. Students in the lower primary phase lack the support required to fully develop their reading skills.
- Students' ability and their confidence to speak classical Arabic is at a developing stage. The use of effective writing strategies by students to produce accurate texts is limited.

For development


- Improve students' achievements by increasing opportunities for them to use classical Arabic during independent learning activities.

		Foundation Stage	Primary
Arabic as an additional language 	Attainment	Not applicable	Weak
	Progress	Not applicable	Weak

- Students' levels of attainment and progress are below curriculum expectations. However, their speaking and listening skills are stronger in the middle, than at the end of the primary phase.
- Most students understand short phrases but need more support when engaging with texts that are set in unfamiliar contexts. Reading texts, with low levels of complexity, limit progress. Students' writing and speaking skills are the least developed skills.
- Recent initiatives to enhance the quality of teaching have not impacted on student achievement. Processes for identifying students' individual starting points are inconsistent and language skills are not built upon coherently.

For development


- Accelerate attainment and progress by using teaching strategies that effectively meet students' individual needs.

		Foundation Stage	Primary
English 	Attainment	Acceptable	Weak
	Progress	Good	Acceptable

- In the Foundation Stage, children make rapid progress due to consistently high-quality teaching. In the primary phase teaching is more variable, especially in the lower primary phase, resulting in slower progress of students.
- Speaking and listening skills of most children in the Foundation Stage develop quickly because of the variety of opportunities provided. Writing is the least developed skill in both phases and attainment is below curriculum expectations.
- Children in the Foundation Stage are benefitting from revised approaches to the teaching and learning of phonics and the development of reading-for-purpose skills, which is leading to good progress. The Accelerated Reader programme in the primary phase is motivating all students to read.

For development


- Enable students in the primary phase to write independently and at length.

		Foundation Stage	Primary
Mathematics 	Attainment	Acceptable	Weak
	Progress	Good	Acceptable

- Assessment information and work in lessons indicate that children in the Foundation Stage make good progress. However, progress in the primary phase is not consistent for all student, leading to weak attainment levels.
- Children's number skills develop adequately in the Foundation Stage. By Foundation Stage 2, most children can count and write numbers confidently. Number and measurement skills continue to develop in the primary phase, although at a slower rate. Attainment levels are lower as the development of calculation, and problem-solving skills are less secure.
- In the most effective lessons, assessment information is used well to match tasks to students' individual learning needs. However, in many classes the level of challenge is often not adequate.

For development

- Increase opportunities for students to develop their problem-solving and calculation skills, at appropriately challenging levels.

		Foundation Stage	Primary
Science 	Attainment	Acceptable	Acceptable
	Progress	Good	Good

- Although attainment in both phases is in line with curriculum expectations students make good progress when measured from their starting points in learning.
- In the Foundation Stage, children make good progress in their knowledge and observational and skills. This is because teachers create opportunities to ask probing questions and engage in meaningful discussion. Strong learning skills support students in the development of their scientific understanding.
- Recent changes in the use of assessment information to personalise learning is leading to improvements in students' achievement. The development of research skills is restricted by the limited use of technology in lessons.

For development

- Enable students to frequently use technology, which develops research, and independent learning skills and leads to improved levels of attainment and progress.

	Foundation Stage	Primary
Learning Skills	Good	Good
<ul style="list-style-type: none"> Most students demonstrate positive attitudes to learning and are keen to make progress. They have supportive relationships with each other and collaborate well by sharing their resources and ideas. When given the opportunity, students work productively on their own. In the Foundation Stage, children are encouraged to be curious, to investigate and to explore. However, these opportunities are not systematically provided in the primary phase, preventing older students from developing their research and investigative skills. Students in the upper primary phase are increasingly able to make connections between their learning and the real world, particularly when working on problem-solving tasks. The development of critical thinking skills is an underdeveloped feature of learning. 		

For development

- Provide more opportunities for students to develop critical thinking skills and use technology to support their learning.

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

	Foundation Stage	Primary
Personal development	Very good	Very good
<ul style="list-style-type: none"> Students across the school, have positive and responsible attitudes. They are respectful to their teachers and peers. They have excellent attitudes to learning and react positively to feedback given by teachers and other students. Students' behaviour and relationships with staff are very positive in both phases. Cooperation and collaboration are a strength in lessons. Students conduct themselves very well and are self-disciplined. They have a clear understanding of a healthy lifestyle. Students in both phases enjoy coming to school. Attendance rates are better in the primary phase than in the Foundation Stage. Students are well aware of the need to arrive on time to their lessons. 		

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good
<ul style="list-style-type: none"> Students across the school, and particularly in the upper primary phase, have a clear understanding of the impact of Islamic values on society. They appreciate how the implementation of Islamic values create a harmonious and peaceful community for people living in the UAE. 		

- The UAE heritage and culture are positively valued by students. They engage in the 'you and me in the UAE' programme that provides them with opportunities to discuss historical and contemporary aspects of Emirati life.
- Students are appreciative and knowledgeable of their own cultures and show respect to each other. They are keen to maintain friendships with students from other cultures within and outside the school community.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good

- Students understand their responsibilities within the school community and are actively engaged in the School Council and Eco Committee. They take on many roles to improve the school premises and are keen to support each other.
- Students have a positive work ethic. They take on opportunities to develop their own projects and initiatives, such as 'DGPS has Talent' or themed project-weeks. Students' entrepreneurial and innovation skills are at an early stage of development.
- Students are aware of major environmental issues and care for their environment. They actively participate in promoting sustainability at the school's level through, for example, the 'Eco Spies' or 'Most Eco-Friendly Class' initiatives.

For development

- Increase participation in projects that enable students to develop entrepreneurial and innovation skills.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Acceptable

- Foundation Stage teachers have a good understanding of how children learn and know their children well. They make learning engaging and provide relevant opportunities for critical thinking. Teachers' interactions with children are particularly effective.
- Teaching in the primary phase is inconsistent, but is more effective in the upper primary phase. Most teachers have a secure knowledge of their subject. They provide interesting learning environments and ensure that interactions with students lead to engagement and willingness to learn.
- In Arabic as an additional language students' prior learning is not always taken into account. Some lessons in English and mathematics lack the necessary challenge required for all groups of students. .

	Foundation Stage	Primary
Assessment	Good	Acceptable
<ul style="list-style-type: none"> The school carries out regular assessments of students and these are linked to the curriculum. The recording of assessment data and information is well organised. Students' strengths and weaknesses are known by their teachers, particularly in the Foundation Stage, where it is used to personalise learning. The school's assessment procedures do not consistently result in valid or reliable data about levels of students' progress as insufficient comparison is made with other information available to teachers. Leaders effectively benchmark assessments against international standards. The resulting analyses are shared with teachers and used to identify trends and needs for intervention. Although this is not fully embedded in both phases, it is improving. 		

For development

- Improve the analysis of all assessment information, to accurately measure students' progress.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good
<ul style="list-style-type: none"> The Foundation Stage curriculum is imaginative and designed to engage the majority of children. Its implementation effectively builds on children's previous learning experiences and ensures the development of positive learning skills. The primary curriculum has a clear rationale and supports continuity and progression of knowledge, understanding and skill development in key subjects. Opportunities for student choice are inconsistently implemented. A number of cross-curricular links are planned but these do not fully facilitate students' transfer of knowledge between separate areas of learning. The curriculum is reviewed regularly in all key subject areas, with the exception of Islamic education. 		

	Foundation Stage	Primary
Curriculum adaptation	Good	Acceptable
<ul style="list-style-type: none"> The curriculum is modified effectively in the Foundation Stage to meet the academic and personal needs of almost all groups of children. Curriculum modification is less effective in the primary phase as insufficient challenge is provided for students with higher ability. 		

- In the Foundation Stage, the curriculum offers a range of opportunities to promote children's interests and to increase motivation. In the primary phase, opportunities for enterprise, innovation and creativity are being developed inconsistently implemented.
- In both phases, the curriculum enables students to develop an understanding of the UAE's values, culture and society. An introduction to the Arabic language is offered to children in the Foundation Stage. There is an appropriate range of extra-curricular activities.

For development

- Design, implement and adapt the curriculum more effectively to appropriately challenge higher-ability students.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good
<ul style="list-style-type: none"> • The school takes all matters related to the safety and security of students very seriously. Clear policies guide actions related to child protection and safeguarding. All staff receive effective training. Students are carefully supervised at all times. • The clean and litter-free premises reflect students' high level of respect for the learning environment. Rigorous safety checks and emergency evacuation procedures are carried out regularly. • The promotion of healthy life styles is integrated into almost all aspects of ' school life. The clinic provides students with very good health services and accurate, up-to-date records are maintained. 		
	Foundation Stage	Primary
Care and support	Good	Good
<ul style="list-style-type: none"> • Effective reward systems and positive behaviour management processes support students' conduct around the school. Staff provide a good model of positive attitudes and values. Attendance and punctuality are generally managed effectively. • Thorough procedures for the identification of students with SEND are in place. In the Foundation Stage, the provision of targeted support is effective and results in consistently good progress. In the primary phase, systems to support students with SEND are not consistently implemented. 		

- Screening procedures for students who are gifted and talented are being improved. However, the provision of support for these students is in the early stages of development. The well-being and personal development of all students are routinely monitored. Academic and pastoral guidance is overall of a good quality.

For development

- Increase the challenge for all more able and gifted and talented students so that work in lessons is better matched to their abilities.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The inclusion champion is in the early stages of establishing systems and policies which will support the provision for students with SEND. Implementation of quality provision in lessons is inconsistent.
- The school makes adequate use of a range of assessment tools to identify students with SEND. Procedures on entry are consistently applied and a range of academic, behavioural and social support programmes developed.
- Parents have positive relationships with the school and communication systems are clear. Educational programmes that help parents to support their children at home are in a developing stage.
- Curriculum plans are modified to account for individual learning needs but do not always succeed in providing students with SEND with appropriate learning opportunities. The implementation of strategies identified in individual learning plans are having a positive impact on students' attitudes towards learning.
- Assessment of students with SEND is generally accurate. The large majority of students make expected progress and continue to work towards achieving age-related curriculum expectations. However, assessment information is not effectively used to prepare students for the next stage of learning.

For development

- Ensure staff fully understand and accurately measure progress for all students with SEND.

6. Leadership and management

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

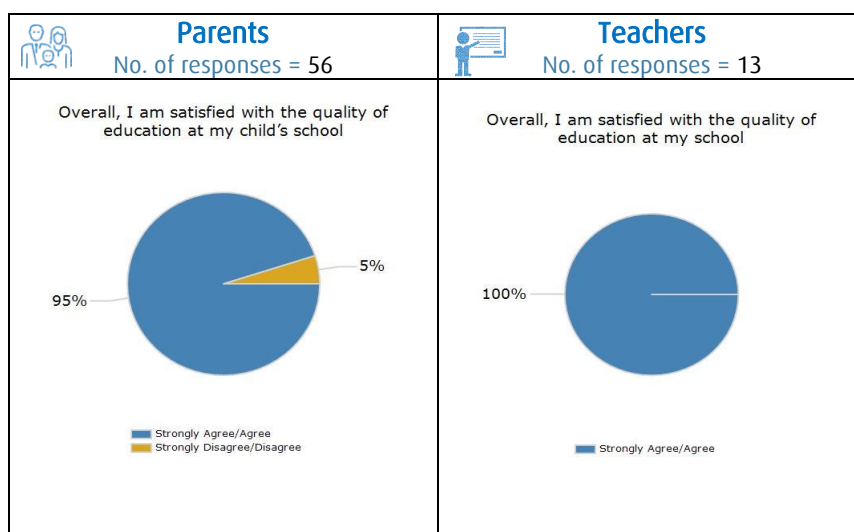
- The principal and school leaders, in collaboration with parents and students, have set a vision for the school which is influencing almost all decision-making processes. Most leaders, have a secure understanding of best educational practices and are creating appropriate policies and procedures.
- The process for the school's self-evaluation draws on a wide range of evidence. School action and improvement plans are well-written but impact on student performance is not evident. The processes for measuring progress made in lessons, lack rigour.
- Parents are welcomed as partners in their children's formal education. A range of strategies keep them well informed about all aspects of school provision.
- Representation from the school community on the governing board is limited. Some knowledge is gained of the school from parental surveys, principal reports and feedback from external, educational consultancy bodies. Governors are providing some additional leadership support.
- Effective day-to-day management processes enable the school to run smoothly. Well-designed accommodation and a sufficiency of resources promote a culture of learning. Staff are well-recruited and of a high quality. The current inclusion leadership team lacks the support required to improve achievement results of students with SEND.



For development

- Ensure the governing board is fully representative and that it holds school leaders effectively to account for school performance.

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.



 Parents	<p>A relatively small number of parents responded to the survey. Those who did are very positive about all aspects of school life. Almost all parents are satisfied with the school. All report students are well behaved and respectful. This view is fully supported by inspection findings.</p>
 Teachers	<p>Teachers who responded to the survey are very positive about the school's provision and performance. All believe students have a good understanding of the UAE culture and Islamic values and that there are many opportunities to develop environmental and community responsibilities. Teachers believe the school listens to their opinions. Their views are in line with inspection findings.</p>

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