

# INSPECTION REPORT

2022-2023



**BRIGHT RIDERS SCHOOL**

**INDIAN CURRICULUM**

**ACCEPTABLE**

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## SCHOOL INFORMATION







### GENERAL INFORMATION

	Location	Dubai Investment Park
	Opening year of School	2018
	Website	www.brightridersdubai.com
	Telephone	97148237444
	Principal	Deepa Shetty
	Principal - Date appointed	1/3/2018
	Language of Instruction	English
	Inspection Dates	05 to 08 December 2022





### STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 14
	Grades or year groups	KG 1 to Grade 8
	Number of students on roll	926
	Number of Emirati students	0
	Number of students of determination	78
	Largest nationality group of students	Indian

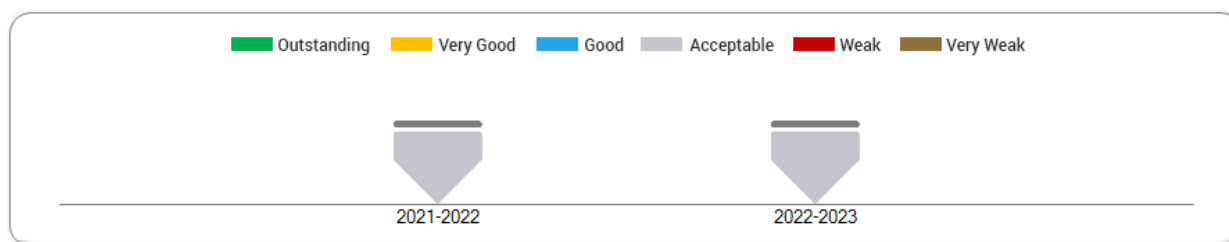
### TEACHERS

	Number of teachers	58
	Largest nationality group of teachers	Indian
	Number of teaching assistants	15
	Teacher-student ratio	1:16
	Number of guidance counsellors	1
	Teacher turnover	16%

### CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	CBSE

### School Journey for BRIGHT RIDERS SCHOOL



## Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

### STUDENTS OUTCOMES

- Attainment is acceptable in the Kindergarten (KG), primary and middle phases. In the middle phase, students make good progress in Islamic Education, English, mathematics, and science. In the lower phases, students' progress is acceptable. Students' learning skills are developing well across all phases. Higher-order thinking skills, including inquiry, independent investigations, and critical thinking, are underdeveloped.
- Students have very positive and responsible attitudes to their work. They are willing participants and, if allowed, able to take ownership of their learning activities. They are courteous, respectful, and friendly towards one another and their teachers. Students demonstrate strong awareness and appreciation of Islamic values and understand their relevance to everyday life in the UAE. They appreciate the school's mindfulness initiatives and enjoy being at school.

### PROVISION FOR LEARNERS

- The quality of teaching is variable, with the strongest teaching evident in the middle phase. Teachers across all phases have appropriate levels of subject knowledge, but many do not plan lessons that adequately meet the needs of all groups, or allow students to investigate independently, enquire, or to solve problems. The assessment of students' work is regular, but teachers do not make enough use of assessment information to guide lesson planning.
- The curriculum is sufficiently broad and balanced. It is systematically reviewed in the light of benchmark test results. Any gaps in learning are identified and addressed, leading to a more effective curriculum. In KG, the curriculum is not sufficiently aligned with the standards set in the framework of the Early Years Foundation Stage (EYFS).
- Effective procedures for safety and security are implemented throughout. The promotion of healthy living is a feature of the school. Staff-student relationships and students' behaviour are based on mutual respect. A secure process ensures the accurate identification of students of determination. Students have access to personal guidance and to social and emotional support.

### LEADERSHIP AND MANAGEMENT

- Leaders are committed to the UAE national priorities and have established a positive school climate by embracing wellbeing and encouraging students to succeed. Roles and responsibility are clear. The school's self-evaluation is thoughtfully constructed, but not always accurate. The quality of teaching is checked systematically. Parents are extremely supportive and express confidence in the quality of education provided by the school. The availability of resources to support learning is limited.

### The Best Features of The School:

- Students' good progress in Islamic Education and, in the middle phase, in English, mathematics, and science
- Students' positive behaviour and their respectful relationships with their teachers. which underpin a very positive, nurturing environment for learning
- The safe and secure learning environment, and the procedures for the safeguarding of students
- The strong relationships between the school and parents, including the high quality of support provided by the parents' group





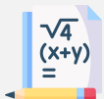

### Key Recommendations:

- Make use of the EYFS principles in KG to develop an environment that promotes independent child-initiated learning.
- Ensure that, in all lessons, learning activities provide an appropriate level of challenge for students of all ability levels.
- Improve the accuracy of self-evaluation by ensuring that all judgements are based on reliable information so that key improvement priorities are identified and feature in the school development plan.
- Ensure that the assessment systems are consistently applied by teachers in all subjects.
- Hold school leaders to account for the school's performance and provide sufficient resources to support learning and teaching.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	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	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable ↑
	Progress	Acceptable	Acceptable	Good ↑
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ↑
		KG	Primary	Middle
Learning skills		Good	Good	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Good ↑
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)



## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

**The school meets the registration requirements for the National Agenda Parameter.**

	Whole school	Emirati cohort
<b>Progress in international assessments</b>	<b>is approaching expectations</b>	<b>Not applicable</b>

- Progress in English and science in international assessments is stronger than in mathematics. However, English declined from 2021 to 2022. There has also been a decline in mathematics in most grades in 2022, while science has remained at the 2021 levels.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is approaching expectations</b>

- Leaders introduced systems to analyse students' assessment data more rigorously and to track their progress. These analyses inform leaders about any gaps in students' knowledge and skills. Curriculum adaptations are then made to close the identified gaps. Leaders make further adaptations to the curriculum to provide some opportunities for students to develop higher-order thinking skills.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is approaching expectations</b>	<b>Not applicable</b>

- Leaders have identified the need for improvement in reading literacy and have implemented measures to raise reading levels. There has been insufficient time for any impact to be evident in students' outcomes.

**Overall, the school's progression to achieve the UAE National Agenda targets is approaching expectations.**

#### For Development:

- Improve teachers' use of assessment data to inform their planning to meet the needs of all students.
- Increase opportunities for independent learning and the development of problem-solving and inquiry skills.
- Develop the use of questioning to challenge students' thinking and to assess their level of understanding.



## Wellbeing

### The quality of wellbeing provision and outcomes is at a moderate level:

- The principal and senior leaders see wellbeing as fundamental to the ethos and work of the school. The wellbeing action plan provides clear direction for planning and development. The governing board has provided additional funding to enable a senior leader to take responsibility for wellbeing. Surveys of students and staff are used to identify and follow up any individual concerns. A range of extra-curricular and other activities provides additional support for students' wellbeing. Regular health checks are provided by the medical staff.
- Subject leaders, the inclusion team and class teachers track each student's progress. The school counsellor ensures that issues related to personal wellbeing are supported and resolved. Members of staff receive training in supporting students' social and emotional development. Teachers know their students well, but in some lessons, tasks are not always well matched to ensure that individual learning is maximised. Outcomes from surveys indicate that staff morale is high. Classroom teaching is monitored, and professional training is a regular feature. Parents are well informed of their children's wellbeing.
- A focus on wellbeing features prominently in the moral education and social studies lessons, and in extra-curricular activities. Assemblies provide opportunities for students to demonstrate their understanding of concepts such as empathy and compassion. Mapping of the wellbeing curriculum is an important next step to ensure consistent access to a broad, balanced wellbeing promotion opportunity. Students have a good understanding of the importance of a healthy diet and regular exercise to maintain their emotional and physical health. Students demonstrate consistently positive attitudes and behaviour. Students highly appreciate their access to creative activities and feel safe at school.

## UAE social studies and Moral Education

- Moral education and UAE social studies follow the Ministry of Education (MoE) curricula and are taught as separate subjects. Moral education is taught from Grade 1 to Grade 8, and UAE social studies is taught from KG2 to Grade 8, for two 45-minute periods per week. The subjects are taught in English.
- The curriculum for moral education is based on textbooks in the upper phases. Some activities are incorporated to encourage students to think critically. The curriculum is adapted to meet basic needs. Classroom teaching is reinforced through school activities, such as assemblies and project work. Assessment processes include class and end-of-term tests. Students' progress is reported to parents as part of the school's reporting cycle.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Good ↑

- Students in both phases demonstrate levels of attainment that are broadly in line with expectations. School assessment data indicate levels that are higher than inspection findings. Attainment is strongest in the lower primary grades.
- The majority of students makes considerable gains in lessons, in recent understanding of the Hadith and in inferring relevant ruling from verses of the Holy Qur'an. Students' knowledge of Islamic manners and etiquettes is a strength. Although students make better progress from their starting points in Aqedah, and Fiqh, progress is less evident in lessons.
- In addition to reducing class sizes in both phases, the deployment of additional staff and improved independent learning skills have had a positive impact on student's progress. As a result, progress in both phases is now good.

#### For Development:

- Improve students' research skills and use of learning technology to extend their knowledge and skills.
- Extend students' use of relevant evidence from the Holy Qur'an and Hadith to support their views.

#### Arabic as an Additional Language

	KG	Primary	Middle
Attainment	Not applicable	Acceptable	Acceptable ↑
Progress	Not applicable	Acceptable	Acceptable

- Students across the school attain at levels that are in line with curriculum expectations. In lessons and in their work, most students make steady progress. However, progress is not consistent across different groups of students. Middle phase students make better progress than those in the primary phase.
- Students' listening and reading skills are adequately developed. Students in Lower Primary, and those new to the Arabic language, are slowly developing their understanding of the relationships between letters and sounds. Older students can respond to texts on familiar topics. Speaking and independent writing are underdeveloped.
- Recent changes in the provision for students new to Arabic are beginning to have an impact on students' achievement. As a result, students' attainment in the middle phase has improved. However, their ability to use the language is inconsistent.

#### For Development:

- Improve students' language skills, especially speaking, and independent writing skills.
- Increase opportunities for students to use Arabic in lessons.

## English

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ↑

- Lesson observations and work scrutiny show primary students' attainment to be below that indicated by external test results. However, inspection evidence shows attainment in the middle phase to be above external test data. This is a result of the improved progress of middle phase students.
- In KG, children's speaking and listening skills are good, and writing skills are developing well. In Primary, students' writing lags behind the development of the other language skills, with inconsistency in spelling, punctuation, and grammar. Students' writing improves in the middle phase.
- Tasks and activities are not always well matched to students' needs. In many lessons, teachers' expectations are too low, and work is not sufficiently challenging. This slows the development of students' language skills and their capacity for critical thinking in the subject.

### For Development:

- Raise teachers' expectations of what students can achieve and the level of challenge in the work presented in lessons.
- Improve students' ability to take responsibility for their own learning and independent learning skills.

## Mathematics

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable ↑
Progress	Acceptable	Acceptable	Good ↑

- Students' progress rates in the middle phase are showing improvement. Progress in KG and in the primary phase is less positive because activities do not always provide an appropriate level of challenge. Students in all phases are improving their levels of mathematical literacy.
- In KG, children recognise quantities that are greater and smaller than others. In the primary phase, students are adept at using the four rules of number to calculate accurately. In the middle phase, students use the trial-and-error method successfully to solve linear equations.
- Problem-solving is an emerging feature of most lessons. Students lack practical resources to investigate concepts independently. The majority of upper grade students can justify and explain their reasoning better than those in the lower grades.

### For Development:

- Improve the practical resources needed to support students' understanding of mathematical concepts.
- Make use of assessment to match appropriately challenging learning activities to students' attainment levels.

## Science

	KG	Primary	Middle
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ↑

- In all phases, most students demonstrate knowledge, skills and understanding that are in line with the curriculum standards. Progress in the middle phase is more rapid because students develop confidence in the application of the scientific method through posing questions and drawing conclusions.
- Students participate in simple science experiments in which they predict, record their observations, and draw conclusions. However, students in Primary are not given enough opportunities to design and carry out their own independent investigations.
- The scientific method is being incorporated in all lessons. The accurate use of scientific terminology is emphasised, and practical activities and experiments are helping to enhance skills. However, more rapid progress is limited by too few opportunities for students to work independently on investigations.

### For Development:

- Opportunities for students to carry out independent investigations in which they make predictions, gather, and analyse data and draw conclusions.

## Learning Skills

	KG	Primary	Middle
Learning skills	Good	Good	Good

- In all phases, students demonstrate positive attitudes and a genuine interest in learning. They are focused and communicate their learning clearly. However, they are not always clear about how to improve their work. In Islamic Education, students display particularly strong self-reliance.
- Students interact, collaborate well, and show respect to one another and to their teachers. In the best lessons, they make purposeful connections with previous learning and the real world. In KG, children display good learning skills when choosing activities or sharing resources.
- Students' skills of investigation, inquiry, research, and the use of technology are underdeveloped. Students are not given sufficient opportunities for independent learning. They have opportunities to think critically in middle phase mathematics and science, but less often in other subjects.

### For Development:

- Provide more opportunities for students to develop and apply critical thinking, problem-solving, and independent learning skills.
- Improve students' access to technology, and expand the opportunities to use it regularly to support their learning.

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

	KG	Primary	Middle
Personal development	Very good ↑	Very good ↑	Very good ↑

- Students across the school show a willingness to take personal responsibility. Most demonstrate self-reliance and positive attitudes towards school and learning. Students enjoy coming to school and take part in their learning experiences with enthusiasm. As a result, attendance rates have improved.
- Students' excellent relationships with one another and with adults are built on mutual trust and respect. They support and encourage one another in a safe learning environment. Wellbeing ambassadors support their fellow students.
- Most students are aware of the importance of maintaining a healthy lifestyle. They make healthy choices when choosing their meals and take part in physical activities and daily mindfulness sessions. Children in KG are aware of the consequences of an unhealthy lifestyle.

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

- Students demonstrate a secure understanding of and respect for Islamic values. They participate in celebrating Islamic festivals and show empathy and respect when Muslim students are fasting during Ramadan. Students across the school listen and show respect during the daily recitation of the Holy Qur'an.
- Students respect the Emirati culture. They participate in cultural events that promote the heritage of the UAE, such as the National Day and Flag Day. Older students show a deep understanding of the importance of the UAE culture to Emiratis.
- Students who participation in the Global Awareness Project develop a strong knowledge and understanding of the range of cultures represented in the school. The KG curriculum highlights the UAE culture and Islamic values. This provides a secure base for the development of deeper understanding in later phases.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good ↑	Good

- Students have a secure understanding of their roles in school and how these benefit members of the school community. Volunteer roles are popular and respected throughout the school. The students host school radio, and broadcast news and events daily to the school.
- The student council plays an active role in organising fund raising events. During Ramadan, students donate food and clothing to help those less fortunate than themselves and make products to raise funds for the school charity. Students are not often involved in wider community events.

- Students take a keen interest in caring for their environment. The Eco club and environmental ambassadors raise awareness of global issues. Innovative and entrepreneurial opportunities in relation to sustainability are not consistently offered throughout.

#### For Development:

- Engage students in a wider range of community projects.
- Provide more opportunities for students to increase their understanding of other world cultures and global environmental issues.

### 3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Acceptable	Acceptable	Good

- Teachers demonstrate a secure knowledge of their subjects. Competent and supportive, they interact well with students. In all phases, but particularly in KG and the primary phase, lessons are often too directed by teachers. Teachers do not provide learning activities that challenge and engage students sufficiently.
- Teachers know their students well and are aware of their strengths and weaknesses. In lesson planning, some use is made of assessment data to match work to students' attainment levels, but these plans are not always translated into practice.
- Students across the school are not sufficiently challenged. Teachers do not provide a wide enough range of learning activities to support the development of research and inquiry skills. This slows the development of students' critical thinking, inquiry, and problem-solving skills.

	KG	Primary	Middle
Assessment	Acceptable	Acceptable	Acceptable

- Leaders rigorously analyse internal and external data to identify gaps in learning and to track students' progress. The information is used to adjust the curriculum to ensure that topics are covered in a timely manner and to meet the requirements of external assessments.
- The use of assessment data in lesson planning, and to modify teaching to meet the needs of students more closely, is inconsistent. As a result, students are not always provided with appropriate support or work that is matched to their attainment levels.
- The marking of students' work is inconsistent across subjects and grades. It often lacks specific guidance on the standard of the work and how it can be improved. The targets provided on students' report cards are not subject-specific and often, not measurable.

#### For Development:

- Improve the planning and implementation of learning activities that provide an appropriate level of challenge and support.
- Provide more opportunities for students to engage in learning activities to support the development of critical thinking, problem-solving and inquiry.
- Increase the detail in the marking of students' work so that they know the standard required, and how to improve.

## 4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Acceptable	Acceptable	Good ↑

- The curriculum is reasonably broad and balanced and meets the requirements of the CBSE and the MoE. In KG, the curriculum is not sufficiently aligned with the standards set in the framework of the EYFS. Students enjoy choice in their extra-curricular activities.
- Continuity in learning is planned with an emphasis on the development of knowledge rather than on skills and understanding, especially in the lower phases. Progression in the development of skills and concepts is not secure. Cross-curricular links are evident in planning but seldom seen in lessons.
- The school's curriculum review procedures do not focus sufficiently on the provision of opportunities for skill development and higher-order thinking. Although assessment information drives the review, it is not used strategically, resulting in revisions and adaptations that are not fully effective.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The impact and delivery of a modified curriculum is not fully evident in lessons. Although teachers' plans indicate an awareness of the need to modify tasks for students of differing abilities, learning tasks are often the same for all.
- The curriculum engages most students. Extra-curricular activities concentrate predominantly on developing students' academic and cultural performance. There are few opportunities for students to follow their own interests or to be innovative and enterprising in their thinking or actions.
- Links to the UAE heritage, culture and traditions are fostered through special assemblies, displays, and events that celebrate the achievements of the UAE. Educational visits to places of note enable students to acquire a deeper understanding of the local culture and traditions.
- Arabic is taught in KG2 for 40 minutes each week.

### For Development:

- Improve the alignment of the KG curriculum with the framework of the EYFS.
- Ensure modifications to the curriculum meet the needs of students of all abilities.



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

	KG	Primary	Middle
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good

- The school has detailed safeguarding policies and procedures to ensure that students are kept safe. Child protection procedures are given high priority. Students feel safe in school and have the confidence to report any concerns to an adult.
- The school buildings and equipment are well maintained. Work has commenced to ensure that the premises and facilities are accessible to all students. While risk assessments are carried out for all external visits, they are not so routinely applied for in-school activities.
- Healthy living and students' wellbeing are embedded in many aspects of school life. Students understand the importance of making healthy food choices. They take part in a wide range of activities and opportunities to help them to make healthy lifestyle choices.

	KG	Primary	Middle
Care and support	Good ↑	Acceptable	Good ↑

- Relationships between students and staff are strong, resulting in an atmosphere of mutual respect. Systems for managing behaviour are followed successfully by the school community. Procedures for monitoring levels of attendance and for promoting punctuality are thorough and are beginning to have an impact.
- The identification of students of determination is accurate. They receive appropriate and often good support, leading to acceptable progress overall. Higher-attaining students are identified, but in lessons, tasks do not consistently challenge them.
- Student's academic and personal progress are monitored. Care and wellbeing are high priorities. Students receive individual support from the counsellor, teachers, senior leaders, and inclusion staff. Appropriate transition arrangements are provided between phases.

### For Development:

- Where appropriate, conduct appropriate risk assessments for in-school activities.
- Improve the academic and personal support for higher-attaining students.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- The school is committed to providing well-resourced provision for students of determination. The number of specialist staff has been increased. The supportive inclusion governor has significant and relevant experience. Strong and focused leadership is provided by the school's inclusion leader.
- There are good procedures for accurately identifying the differing needs of students of determination. The school uses a range of assessments and outside specialists to diagnose individual barriers to learning. Since the previous inspection, the school has recognised a number of students who are gifted and talented.
- Partnerships with parents are very positive. Parents are positive about the advice they receive and the quality of provision for their children. Regular meetings are held which involve parents fully in the reviewing progress, forming new goals and agreeing strategies for support.
- Individual education plans (IEPs) are focused on students' prime needs. They are detailed and include measurable goals with regular updates on progress. Not all teachers refer to them sufficiently when planning lessons, and do not provide the modifications necessary to meet the specific requirements of each student.
- Most students make at least acceptable progress. In some classes, progress is slowed when lesson plans contain insufficient detail or clarity about the support to be provided. Progress is consistently high when students receive planned, relevant and informed individual support from specialist staff.

### For Development:

- Ensure account is taken of student's individual needs when planning and delivering lessons.
- Improve the identification and support of gifted and talented students.

## 6. Leadership and management

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

- Leaders at all levels share a commitment to realising the school's vision, which mirrors the UAE national and Emirati priorities. Leaders are fully committed to inclusive practices and to transparency. They demonstrate some understanding of the best practices in teaching and have effectively established a positive school-wide learning culture. Their key improvement strategies are insufficiently clear to advance the school. The effectiveness of middle leaders is inconsistent.
- The analysis of the school's internal and external data, along with the outcomes of systematic lesson observations, is included in the school's evaluation process. Insufficient checks are made to determine the accuracy of internal assessment data. This reduces the effectiveness and accuracy of the self-evaluation process and has resulted in over inflated self-evaluation judgements. Lesson observations are systematic but not always accurately aligned to UAE expectations. Improvement planning is well developed, and there is evidence of some success.
- Parents express very positive views about the school. An active parents group supports the school, with one member taking responsibility for supporting one of the school's classes. Regular communications inform parents of day-to-day events. School workshops help parents to understand how to guide their children's learning at home. Information to parents about their children's learning outcomes is extensive, but not always informative. Reports sometimes lack meaningful personalised detail and restrict parents' understanding of their children's next learning steps.
- Governance of the school includes representatives of a broad range of stakeholders. Through meetings, reports from the principal and visits, governors have a detailed knowledge of most aspects of the school. Governors support and challenge school leaders and make suggestions for improvement. For example, they ensure that the school operates in a fully inclusive manner. There are insufficient resources to enhance students' learning.
- The school's day-to-day operations are effectively and efficiently managed. The school is adequately staffed, with most teachers being suitably qualified. Targeted programmes of professional training are delivered at whole-school and at subject department levels. Specialist learning facilities are available across many curricular areas. Most learning spaces provide an adequate learning environment, but the library and laboratory are not well resourced, and some specialist subject resources are scarce.

### For Development:

- Make the academic direction articulated in the school's vision that guides the school's development clear.
- Improve the availability and sufficiency of resources to support students' learning.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)