

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

Inspection Report 2018-2019

Kings School Nad Al Sheba

11 YEARS OF INSPECTIONS

Very good









Curriculum
UK
















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School Information

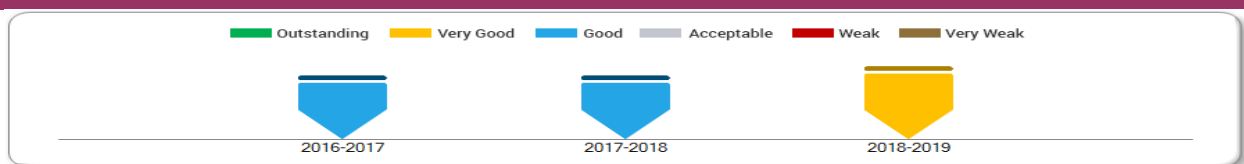
General Information	 Location	Nad Al Sheba
	 Opening year of School	2014
	 Website	http://www.kingsdubai.com/Kings-School-Nad-Al-Sheba
	 Telephone	0097143275555
	 Principal	Kate Fuller
	 Principal - Date appointed	1/9/2018
	 Language of Instruction	English
	 Inspection Dates:	25 to 27 March 2019

Students	 Gender of students	Boys and girls
	 Age range	3-11
	 Grades or year groups	FS1-Year 6
	 Number of students on roll	331
	 Number of Emirati students	57
	 Number of students of determination	29
	 Largest nationality group of students	UK

Teachers	 Number of teachers	36
	 Largest nationality group of teachers	British
	 Number of teaching assistants	21
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	0
	 Teacher turnover	39%

Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	SATs, PASS, NCAs
	 Accreditation	BSME
	 National Agenda Benchmark Tests	GL, CAT4

School Journey for Kings School Nad Al Sheba



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- There have been significant improvements in students' learning skills and achievement in both phases. Most children in the Foundation Stage (FS) make better than expected progress and attain very high standards. Primary students achieve very well in English, mathematics and science. Their attainment is in line with expectations in Islamic education and Arabic. The majority of students now make better than expected progress in Islamic education and Arabic as a first language.
- Students have excellent attitudes to learning and behave exceptionally well. They appreciate living in Dubai. They are aware of its diversity and understand the influence of Islamic values on UAE society, particularly the welcome extended to people from all over the world. Students demonstrate their care for the community by looking after and supporting each other. They also do what they can to take care of their environment.

Provision for learners

- The quality of teaching is very effective in both phases and enables students to develop a range of skills that contribute to their success in learning. Teachers make increasingly effective use of assessment information in planning to meet the range of individual needs. They create a positive and supportive climate and environment for learning and are very skillful in asking questions to assess students' understanding and to extend their thinking.
- The curriculum in the FS is very well planned, implemented and adapted to meet children's stage of development. In both phases, the curriculum is designed to ensure continuity and progression for all learners. The curriculum is modified effectively for students of determination.
- The arrangements for caring for students and keeping them safe are exemplary. They are very well supported in their physical, personal, social and emotional development. Students of determination usually receive very effective support, although this is not consistent in all lessons.

Leadership and management

- School leaders are improving students' learning experiences and outcomes through an increasingly-accurate view of the school's performance and the priorities for its next stage of development. Parents are actively involved in their children's education and enthusiastically support the school in its work. Governors have clearly-defined systems for holding the school to account. The day-to-day management of the school is very efficient, and premises and facilities provide a safe environment that is conducive to learning.

What the School does Best:

- The vision and successional planning by the Kings Group and governors that are aimed at maintaining and building on the strengths of the school
- The experience and expertise of the new principal and her senior leaders that are used to good effect to inspire, motivate and engage parents and the whole school community in the best interest of the students
- The students' exemplary attitudes to learning, their excellent behaviour and their very positive relationships with their teachers and peers
- The outstanding achievement in the FS and the significant improvements in achievement in the primary phase
- The improvements in the quality of teaching, assessment and curriculum that enable students to be increasingly successful learners.







Key Recommendations:

- Encourage teachers to have the confidence to allow students to discover things for themselves.
- Improve students' progress in Arabic as an additional language, by aligning teachers' expectations to the curriculum standards in all four language skills.

Overall School Performance

Very good ↑

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 English	Attainment	Very good ↑	Very good ↑
	Progress	Outstanding ↑	Very good
 Mathematics	Attainment	Outstanding ↑	Very good ↑
	Progress	Outstanding ↑	Very good
 Science	Attainment	Outstanding ↑	Very good ↑
	Progress	Outstanding ↑	Very good
Learning skills		Outstanding ↑	Very good ↑

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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good↑
Assessment	Very good↑	Very good↑

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding↑	Very good↑
Curriculum adaptation	Outstanding↑	Very good

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

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

6. Leadership and management

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

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

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. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations.

- The school had students eligible for the TIMSS international assessment in 2015 but not in 2011. The school exceeded its targets for Year 4 mathematics and science in 2015. The school's average score in the PIRLS international assessment in 2016 was 469. Students' outcomes in the N.A.P. tests in 2018 significantly exceeded those of 2017 in all three subjects. When comparing N.A.P. outcomes against CAT4 measured potential, on average most students attain substantially in excess of what is expected in English, mathematics and science.

Impact of Leadership

is above expectations.

- The leadership team is committed to the vision and goals of the National Agenda. Their action plan identifies the steps needed to improve outcomes for students. External data is used to align the curriculum with the requirements of the TIMSS, PIRLS and GL tests. Teachers make consistently effective use of assessment information to influence their teaching practices.

Impact of Learning

meets expectations.

- Leaders understand the need to promote and develop students' critical thinking, enquiry and research skills more effectively. Most students respond successfully to the activities designed by their teachers, organising data collection, undertaking age-appropriate analyses and communicating their findings. The use of digital devices is a regular feature of learning activities.

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

For development:

- Develop students' critical thinking, enquiry and research skills in English, mathematics and science.

Reading Across the Curriculum

- The improvement in students' reading skills is evident in the high levels achieved in recent internal assessments.
- The majority of students are motivated to use their reading skills for learning. Attitudes to reading are mostly positive, especially in the FS.
- A high-quality library programme is in place, and it is linked to the school's curriculum and action plan. Staff are modelling best practices in fostering a love of reading.
- A whole-school programme to promote reading across the curriculum is partially implemented.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Provide training to ensure that all teachers are confident in teaching the various elements of reading.

UAE Social Studies

- The skilfully-planned curriculum has very effective links with other subjects. It is enhanced through visits from prominent Emiratis, as well as visits to a mosque.
- Students interact enthusiastically and discuss topics such as the changing environment in Dubai. They enjoy sharing their own knowledge and experiences.
- A large majority of students demonstrate levels of knowledge, skills and understanding that are beyond the expected standards. They have a very well-developed understanding of the heritage and culture of the UAE.
- Termly assessment information and lesson observations indicate that the large majority of students make better than expected progress in relation to their starting points.

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

Innovation

- The majority of students get opportunities in lessons to develop their critical thinking, problem-solving, collaborative and independent learning skills. They use learning technologies appropriately.
- Students have a very positive work ethic and show some initiative, such as by suggesting ideas for Eco Day.
- Teachers often model innovative practice in lessons. They provide opportunities for the use of learning technologies, such as virtual reality and digital portfolios to support students' learning.
- The curriculum is planned effectively to promote a range of students' learning and self-evaluation skills. Opportunities to develop enterprise and entrepreneurial skills are insufficient.
- Senior leaders and governors have a clear understanding of innovation and its importance in learning now and in the future. They provide the necessary resources and training to promote and support innovation in the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good ↑

- Students have made improvements in their understanding of Islamic concepts. They are more engaged and have more opportunities to share their ideas and enhance their thinking.
- The majority of students are developing their recitation skills well. They are increasingly able to use verses from the Holy Qur'an and Hadeeth to support their opinions, but their understanding of their meanings is still underdeveloped.
- The improvements in teachers' activities and questioning skills have had a positive impact on students' knowledge and their ability to link Islamic values to real life. The assessment process does not accurately reflect the level of students' achievement.

For development:

- Improve students' memorisation and recitation of the Holy Qur'an by providing more opportunities for practice.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Students' attainment is in line with curriculum expectations. In lessons and work samples, the majority of students are making better than expected progress. This is reflected in internal assessment data.
- Listening and reading skills are strong across all years. Most students read assigned short stories at home and record their views in the reading booklet. However, students' writing and speaking skills are less developed. So far, there is limited impact of the recently-adopted writing booklet on the quality of students' writing. When speaking, students revert to using dialect to compensate for gaps in their knowledge of classical Arabic vocabulary.
- The tracking of students' progress against each curriculum standard is an improvement and is providing teachers with important information on the progress of individual students.

For development:

- Systematically develop writing skills for different purposes and through multiple drafting.
- Ensure students develop their speaking skills and follow up on the feedback teachers provide them with in their workbooks.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Attainment is in line with the curriculum standards, and students are making acceptable progress in relation to their years of study. Students who are new to the school are making more rapid progress from their starting points.
- Students can read and understand familiar sentences and short paragraphs. They can write simple sentences, following a formulaic pattern and using relevant vocabulary lists. However, most often, they rely on the use of English to understand their teachers' instructions. Their speaking skills are limited to formulating simple sentences, using basic vocabulary.
- Students with more years of study are not sufficiently exposed to authentic and challenging texts to read. Their ability to use language in conversation and in a wider range of contexts is inconsistently developed.

For development:

- Improve students' ability to seek and give information when participating in conversations.
- Provide older students with appropriately-challenging texts to enhance their reading skills.

English

	Foundation Stage	Primary
Attainment	Very good ↑	Very good ↑
Progress	Outstanding ↑	Very good

- In the FS, the large majority of children attain levels that are above curriculum standards. Most children make better than expected progress, considering their limited understanding of English on entry. A large majority of students in the primary phase are developing very effective communication skills.
- Children in the FS have very well-developed phonic knowledge and can read compound words. They are able to write extended, well-structured pieces that include connectives. Primary students demonstrate remarkable speaking and writing skills in a wide range of genres.
- The school has been particularly successful in developing children's reading and writing skills in the FS. In the primary phase, reading skills are developing, and the improved leadership, curriculum design and adaptation, and consistency in the quality of teaching are helping improve students' achievement levels.

For development:

- Extend the opportunities for students, especially in the primary phase, to read in silence and aloud and to develop their innovation and research skills.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding ↑	Very good ↑
Progress	Outstanding ↑	Very good

- Provision for mathematics is stronger in the FS, where children work at levels that are beyond those expected for their ages. In both phases, students have a real enthusiasm for mathematics and see it as important and useful.
- In the FS, children have secure knowledge and understanding of basic facts relating to number and shape. Primary students are gaining increasing fluency in work relating to number, angles, units of measurement, fractions, decimals and percentages. Their skills in mental calculation are very well-developed, particularly in Years 5 and 6.
- The department has recently undertaken a review of its work and, as a result, has placed increased emphasis on matching the level of challenge to students' needs and abilities. This is bringing steady improvement, particularly in relation to students' ability to tackle word problems.

For development:

- Provide more opportunities for students to carry out mathematical investigative work.

Science

	Foundation Stage	Primary
Attainment	Outstanding ↑	Very good ↑
Progress	Outstanding ↑	Very good

- Children's skills of observation and classification develop rapidly in the FS. Students' progress continues consistently in the primary phase as teachers apply their subject knowledge effectively. Students' external test results are consistently high in all years in the primary phase.
- Most children in FS know about plants and the importance of caring for the environment. Through the primary phase, students progressively extend and deepen their understanding of the contribution of different nutrients to healthy living, the water cycle and electrical circuits.
- Practical work to develop students' investigative skills and their use of the scientific method are strong features of learning in both phases. However, students do not always think critically about their work because the activities to promote this are neither frequent nor sufficiently challenging.

For development:

- Promote students' critical thinking skills by providing them with regular activities that are sufficiently challenging.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding ↑	Very good ↑

- Most students are highly motivated and enthusiastic learners. In the FS, well-established classroom practices facilitate highly-focused involvement by children in their learning. In both phases, students' engagement in lessons is impressive, as they take responsibility for their own learning and are capable of working constructively on their own.
- Across the school, students work collaboratively, in pairs and small groups, and are highly conscientious in their work. They interact well and share their learning thoughtfully and with reflection. Most students are also able to evaluate their own learning and that of their peers.
- Students solve problems competently, applying their learning to real world contexts and using technology where appropriate. They can think critically and make connections between areas of learning. Their research and enquiry skills continue to develop.

For development:

- Increase the opportunities for students to develop their skills of research and enquiry and of finding things out for themselves.
- Provide more opportunities for students to develop their skills of enterprise, entrepreneurship and innovation.

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

	Foundation Stage	Primary
Personal development	Outstanding ↑	Outstanding ↑

- Across the school, students demonstrate very positive attitudes towards learning and their school community. This is evident in lessons where they show maturity and participate eagerly in the wide range of experiences available to them.
- Students are consistently well behaved and respectful to fellow students and school personnel. They are self-disciplined and require minimal supervision in the classroom and play areas. They encourage each other in their involvement in activities.
- Students have a secure understanding of how to lead a healthy life. They are actively involved in the opportunities for physical activities and are aware of the importance of choosing healthy eating options. Attendance is very good, and punctuality in the primary phase has improved.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑

- Students understand the Islamic values that shape the UAE, and most talk confidently about their influence on different aspects of life and society.
- Students' knowledge and understanding of the heritage, history and culture of the UAE are still developing. Students respond well and contribute to the range of school initiatives, such as the 'Emirati of the Month' and the 'Zayed's Champions'. They happily take on responsibilities, such as during National Day activities and the 'UAE Appreciation Week'.
- Students show a strong sense of pride in their own cultures and an understanding of the cultures of others. They are aware of the various nationalities represented in Dubai and the ways in which Dubai is successful in accommodating and celebrating its diverse community. Students talk about their friends from other countries, appreciating and accepting any differences they have with them.

	Foundation Stage	Primary
Social responsibility and innovation skills	Very good	Very good

- Students across the school are very well aware of their roles and responsibilities as members of their school and the wider community. A particular strength is students' positive work ethic.
- Across the school, students enjoy learning and participating in the life of the school. Most are happy and contribute positively to the school activities and projects, and many take the initiative when given the opportunity to do so.
- This year, the student council and house leaders have contributed actively to the school community by organising many activities and events. Eco Day activities and recycling practices are having a very positive impact on students' understanding of the environment and of their role in taking care of the school environment.

For development:

- Increase the opportunities for more students to be involved in voluntary work within the local community.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good ↑

- Teachers have very good subject knowledge and understand how children learn. High quality professional development initiatives are having a positive impact on the quality of teaching. Most teachers are reflective practitioners who are contributing to the effective learning across the school.
- The systematic, collaborative lesson planning, which is well-established in both phases, contributes significantly to ensuring that teachers are meeting a range of individual student needs. Resources are used well, and teachers create attractive, stimulating classrooms and learning areas.
- Most teachers employ active learning methodologies and use questions skilfully. They enable students to engage in meaningful discussions, problem-solving and reflection. However, in some lessons, students do not have enough opportunities to engage in more open-ended, self-directed enquiry and research.

	Foundation Stage	Primary
Assessment	Very good ↑	Very good ↑

- In all subjects, the school's regular assessment of students' work provides reliable and comprehensive measures of their progress as linked to the school's curriculum. The systems in place to ensure the validity of assessments are well-developed.
- External assessment data are analysed thoroughly, interpreted accurately and used effectively by teachers to modify the curriculum and to plan lessons. Leaders also use the reliable and valid information from the student tracking system to analyse students' attainment and to monitor their progress.
- FS teachers' continuous assessment of learning in lessons is the basis of their daily planning. In the primary phase, most teachers assess students' progress routinely during lessons and adapt the activities to ensure that their learning is sustained. This element is still a developing feature in Islamic education and Arabic.

For development:

- Improve the effectiveness of teachers' assessment of students' progress in Islamic education and Arabic lessons.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding ↑	Very good ↑

- The curriculum, which is based on the National Curriculum of England (NCfE), has a clear rationale and shared values. It adopts a research-based approach in its design, and it promotes challenge, coherence and choice for all learners. In the FS, it is particularly enhanced by providing additional subjects and events to inspire young children.
- The curriculum builds systematically on students' prior knowledge and anticipates their next steps in the learning journey. Cross-curricular approaches to learning are key features in its design and implementation.
- The recent review of the curriculum has been very successful in refining learning pathways and identifying ambitious goals. Continuity and progression are very effective. For example, the transition from the FS to Year 1 is smooth because the curricular themes are designed to appeal to younger students.
- Moral education is integrated within the FS curriculum and taught as a stand-alone subject in the primary phase, using a good range of resources and assessment strategies.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding ↑	Very good

- In the FS, curriculum adaptations ensure that the needs of all groups of children are catered for very well. In the primary phase, the curriculum is modified effectively to reduce barriers to learning for students of determination.
- The extra-curricular programme is planned to meet most students' interests and includes opportunities for creativity, physical activity and community service. Opportunities for enterprise and innovation are too few.
- The curriculum enables students to develop a broad understanding of the UAE culture and traditions. The singing of the national anthem, morning assemblies and displays around the school contribute meaningfully to developing students' appreciation of the UAE.
- In FS2, all children learn Arabic for 30 minutes per week, and children who speak Arabic as a first language get 60 minutes of study.

For development:

- Provide more opportunities for all students to develop skills of enterprise and innovation.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑

- The school has very effective safeguarding and anti-bullying arrangements. These are shared with all stakeholders, including students and staff who join the school community during the academic year. Key messages are regularly reinforced through lessons and assemblies.
- The school premises, equipment and resources are excellent. Students are always supervised around the school and on transportation. The school meets all legal and regulatory requirements, including emergency evacuation drills. Thorough risk assessments are carried out before students engage in out-of-school activities.
- Medical staff are vigilant in their care of students' well-being, providing them with support on how to stay fit and healthy. They administer routine medical checks, keep detailed medical records and store medication securely.

	Foundation Stage	Primary
Care and support	Very good	Very good

- The calm learning environment of this school emerges from the considerate, respectful nature of staff and students. Positive behaviour management principles and approaches operate very effectively in the school. Attendance and punctuality are continually improving, as is parents' understanding of the impact of absenteeism on learning.
- Students of determination and those with gifts and talents are identified by class teachers and the school's inclusion team. Support is appropriate in most cases and characterised by a system of individualised planning and effective review.
- The school provides very effective support for students' well-being and personal development, and a member of the senior leadership team is responsible for providing advice to students who wish to share their concerns.

For development:

- Build on existing practices to ensure that the provision for inclusion maintains an appropriate balance between academic development and emotional well-being.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- Governors and senior leaders have embedded an inclusive ethos that is supported by very effective systems applied across the school. However, the monitoring of the impact of provision on students' achievement is an area for further development.
- The identification of students of determination is effective and aligned to the KHDA categories. Interventions are usually matched to students' needs, but there are some inconsistencies. Individual education plans (IEPs) do not always include students' starting points, and targets are not always precise enough to allow the accurate measurement of progress.
- Parents of students of determination access a range of helpful guidance, training and support and are involved in planning the next stages in their children's development. The 'Seesaw' programme serves as an effective on-line communication tool, enabling parents to communicate well with teachers and to see samples of their children's work.
- The effective modification of the curriculum enables all students of determination to participate in meaningful and relevant opportunities and develop their competence and confidence. Therefore, they become increasingly independent learners as they enhance their social and personal interactions.
- The progress of students of determination is monitored informally and formally. Evidence from assessment information and workbooks indicates that they are making very good progress.

For development:

- Ensure that IEPs for all students of determination reflect their starting points and include targets that allow the accurate measurement of progress.
- Ensure that the curriculum is effectively modified for all students of determination.

6. Leadership and management

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

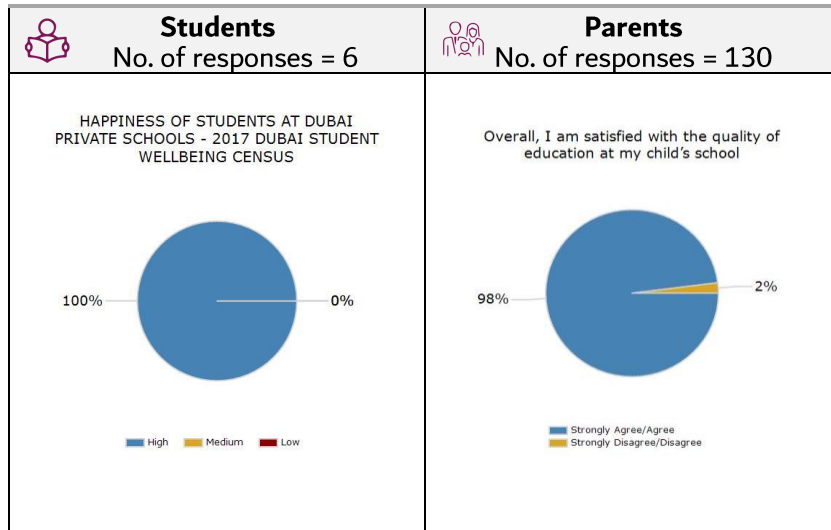
- The restructured leadership team shares a clear vision for improvement and models the Kings' ethos, culture and values in its work. Leaders are very aware of their own skills and areas for development. This stems from their ability to reflect on their own practice and from the school's effective performance management system. As a result, they are increasingly successful in ensuring continuous improvement and in managing change skilfully. This is leading to improvements in students' outcomes.
- Senior leaders have an increasingly accurate view of the school's performance based on the monitoring of teachers' effectiveness and the careful analysis of all assessment information. This is used to identify most of the priorities for development. The new subject leaders for Islamic education and Arabic are improving students' learning experiences. The assessment systems and procedures have been reviewed and improved and are having a positive impact on lesson planning and students' achievement in most subjects.
- Parents are actively involved in their children's education, and they support school initiatives with enthusiasm. The school responds appropriately to suggestions from the Parents' Forum, but there is no formal link to the governing board. Communication between the school and parents is highly effective. Parents are regularly updated on school events and their children's progress and attainment. There is a strong working relationship with the other Kings schools.
- The governing board appoints parents to represent the diverse school community. Governors have clearly-defined roles for monitoring the school and holding it to account for its work. They ensure that the best practice that exists in all of the Kings schools is effectively shared. Their commitment to the school is evident in their response to the last inspection, their investment in leadership and resources and their preparations for the secondary phase and the growth in the student population.
- The school runs very smoothly. All staff and students know and respect the school's routines and requirements. Teachers are appropriately qualified to provide high quality learning experiences for all students, including those with particular learning needs. The premises and facilities provide a safe, pleasant and stimulating environment. They are well maintained and strongly support the curricular and extra-curricular activities for students. The school is very well equipped with relevant, up-to-date resources, including learning technologies.



For development:

- Ensure that the school development plan focuses on a realistic and manageable number of priorities for improvement.
- The governing board should evaluate its own performance to ensure that it supports continuous improvement.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> • Six students were involved in the survey. Their responses indicate that they have a more positive outlook to home, life and school, including learning and social life, than that of other students in Dubai. They are happy, healthy and optimistic. Some students find it hard to persevere with their school work. Inspectors concurred with students' views.
 Parents	<ul style="list-style-type: none"> • Parents who responded to the survey are overwhelmingly positive about almost all aspects of the school. A few have concerns about the communication systems and the length of the journey on school transport. Inspectors share most of the views expressed by parents, especially about the quality of education provided by the school.

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