VERY GOOD

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

CISCE CURRICULUM

AMBASSADOR SCHOOL

Contents

School Information

General Information	Location	Al Mankhool
	Opening year of School	2013
	Website	www.ambassadorschool.com
	Telephone	043983535
	Principal	Sheela Menon
	Principal - Date appointed	8/9/2015
	Language of Instruction	English
	Inspection Dates	14 to 16 October 2019

Students	Gender of students	Boys and girls
	Age range	6-18
	Grades or year groups	Grade 1-Grade 12
	Number of students on roll	838
	Number of Emirati students	0
	Number of students of determination	63
	Largest nationality group of students	Indian

Teachers	Number of teachers	101
	Largest nationality group of teachers	Indian
	Number of teaching assistants	16
	Teacher-student ratio	1:8
	Number of guidance counsellors	5
	Teacher turnover	10%

Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CISCE
	External Tests and Examinations	ICSE, ISC, IBT, ASSET, CAT4
	Accreditation	ICSE, ISC
	National Agenda Benchmark Tests	ASSET, IBT, CAT4

School Journey for AMBASSADOR SCHOOL

Legend: ■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good	Good	Very Good
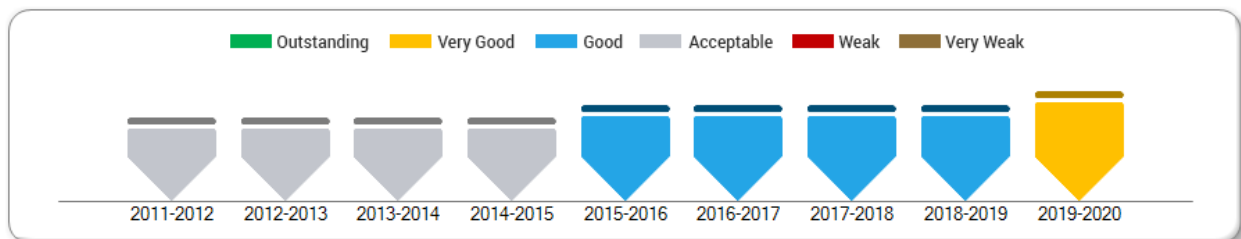
Summary of Inspection Findings 2019-2020

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.

Student outcomes	• From Grade 1 onwards, students acquire very good learning skills and achieve very well, particularly in Islamic education, English, mathematics, science and UAE social studies. In Arabic, attainment and progress are acceptable in the middle phase. In Primary, student achievement is good, and in Secondary, attainment is acceptable and progress is good. Students of determination make very good progress towards their learning goals.
	• Students' respectful and considerate behaviour makes a significant contribution to the school's welcoming and purposeful learning atmosphere. They display highly positive and very responsible attitudes to learning. They appreciate and respect Islamic values and have a very good understanding of the culture and traditions of the UAE. Students are keen to take on leadership roles and display well-developed innovative and enterprise skills.

Provision for learners	• Much of the very good teaching successfully engages students' attention and interest. In the most effective lessons, teachers' skilful use of questioning promotes higher order thinking as students are challenged to explain their reasoning. Teaching of this quality is most evident in the upper grades. Teachers' use of assessment information to ensure that work is matched to students' learning needs is inconsistent.
	• The curriculum is effectively designed to develop students' skills, knowledge and understanding. In the secondary phase, imaginative curriculum planning promotes high achievement. Cross-curricular links and connections to everyday experiences bring learning to life. The range of extra-curricular activities adds a significant dimension to students' academic and personal development. Overall, the curriculum is effectively adapted to meet the needs of most groups of students.
	• Students' welfare is given a high priority. Safeguarding procedures are guided by very clear policies and supported by appropriate staff training. Students are effectively supervised and kept safe both within school and when on school transport. Healthy living is systematically promoted throughout school life. A very good level of support is provided for students of determination.

Leadership and management	• The principal, effectively supported by senior leaders and staff, ensures that students' well-being and academic achievement are at the heart of this inclusive school. Parents value their close partnership with staff. They are very supportive and hold the school in high regard. Governors effectively hold school leaders to account for the performance of the school. The day-to-day management of the school is efficient.

The best features of the school:

- The inclusive ethos of the school that ensures very good care and support for all students, particularly students of determination

- Students' very good achievement in Islamic education, English, mathematics, science and UAE social studies

- The strong partnerships with parents and the excellent arrangements for keeping students safe and healthy

- Students' outstanding personal and social development in the middle and secondary phases

- The engaging secondary curriculum that prepares students exceptionally well for the next stage of their education.

Key recommendations:

- Raise attainment and accelerate progress in students' day-to-day learning in Arabic by ensuring that teaching and learning are of a consistently high quality.

- Increase the proportion of outstanding teaching by ensuring that, in all lessons, teachers make full use of students' capacity for independent learning and provide them with opportunities to develop their critical thinking skills.

- Ensure greater consistency is the use of technology to support teaching and learning.

Overall School Performance

Very good ⬆

1. Students' achievement

		Primary	Middle	Secondary
Islamic Education	Attainment	Very good	Very good ⬆	Good
	Progress	Very good	Very good ⬆	Good
Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an Additional Language	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Acceptable	Good ⬆
English	Attainment	Very good	Very good	Outstanding ⬆
	Progress	Very good	Very good	Outstanding ⬆
Mathematics	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
Science	Attainment	Very good	Very good	Outstanding ⬆
	Progress	Very good	Very good	Very good
UAE Social Studies	Attainment		Very good	

	Primary	Middle	Secondary
Learning skills	Very good	Very good	Very good

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

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

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good ⬆	Very good
Assessment	Very good	Very good	Very good

4. Curriculum

	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Very good	Outstanding ⬆
Curriculum adaptation	Very good	Very good	Very good

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

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

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, 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 for the academic year 2019-2020.

School's progression in international assessments	**meets expectations.**

- Because the school participated in the Programme for International Student Assessment (PISA) for the first time in 2015, it did not have any set targets to meet that year. The school's 2017 results in the PISA Based Test for Schools (PBTS) are well above the PISA targets set for 2018. The National Agenda Parameter (N.A.P.) assessments show that attainment is highest in English. Comparisons of measures of students' cognitive potential (CAT4) with N.A.P. outcomes show that although most students are achieving according to their potential in English, there is some underachievement in mathematics and science.

Impact of leadership	**is above expectations.**

- The leadership team is fully committed to the vision and goals of the National Agenda (NA). The NA action plan identifies the procedures for checking students' progress and attainment and for planning interventions to improve performance. However, although all assessment information is carefully analysed, there is inconsistency in teachers' use of this information in planning to meet the learning needs of individual students.

Impact on learning	**is above expectations.**

- Critical thinking, open-ended activities and problem-solving are becoming more important parts of lessons, particularly in the upper grades. In English, students analyse literary texts and extract relevant information. In science and mathematics, students engage in tasks that require the application of problem-solving skills. However, opportunities for independent research and investigations are more limited.

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

For development:

- Ensure that all teachers make full use of assessment information in planning approaches to their teaching to meet the learning needs of all students.

Moral education

- The moral education curriculum meets statutory requirements. It is enhanced by the use of a variety of additional resources and links to other areas of learning.

- Teachers make effective use of questioning to probe students' understanding. In the middle and secondary phases, good use is made of small group discussions to promote critical thinking.

- A variety of assessments are used to check students' attainment and progress. The outcomes are reported to parents as part of the school reporting procedures.

The school's implementation of moral education is meeting expectations.

For development:

- Ensure that in the primary phase, students are provided with more opportunities to share their understanding of moral concepts and their relevance to everyday life.

Reading across the curriculum

- The assessments of students' reading accurately identifies their reading levels and guides interventions to support underperforming readers.

- Students' reading literacy levels in the primary and secondary phases are at or above age-related expectations and are improving as a result of well-planned initiatives and interventions.

- Training for teachers to promote the development of reading is having a positive impact on the development of students' comprehension and subject-specific vocabulary. A wide range of initiatives is promoting students' interest in reading and supporting the development of their reading skills.

- Although leaders are committed to improving a whole-school approach to developing students' reading, this is not captured within a strategic plan across all subjects.

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

For development:

- Develop a whole-school plan for the promotion of reading as a cross-curricular theme.

Innovation

- Across the school, students engage in a variety of activities and projects that develop their ability to be innovative. They collaborate very effectively in many creative activities.

- Through numerous representative roles, students engage in a wide variety of activities that demonstrate their strong sense of social responsibility.

- Many teachers promote deeper thinking and understanding through skilful questioning and open-ended activities. However, these approaches are not consistently evident in the primary phase.

- Curriculum adaptations to promote innovation are being made for students, including students of determination. Opportunities for creativity and entrepreneurship are particularly evident in the secondary phase.

- Senior leaders fully understand the importance of innovative opportunities and are helping create the conditions necessary for innovation to develop.

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

For development:

- Enhance the promotion of innovation, creative thinking and entrepreneurship, particularly in the primary phase.

Main Inspection Report

1. Students' achievement

Islamic Education

	Primary	Middle	Secondary
Attainment	Very good	Very good ⬆	Good
Progress	Very good	Very good ⬆	Good

- Students' attainment is steadily improving, particularly in the middle phase where progress is accelerating. Recitation and memorisation skills show considerable improvement. However, there is still some inconsistency in secondary students' understanding of the background of Seerah and worship.

- Almost all students engage in independent research to enrich their interpretation of Hadith and the Holy Qur'anic verses. Most students demonstrate a secure knowledge of the main events of the life of the Prophet Mohammed (PBUH).

- Although the use of technology is helping to develop students' recitation skills, other elements of the curriculum are not being covered in sufficient depth. There is inconsistency in teachers' use of questioning to probe and extend students' understanding.

For development:
- Make sure that teachers apply the use of questioning to extend students' thinking.

- Ensure that all areas of the curriculum are covered in sufficient depth.

Arabic as an Additional Language

	Primary	Middle	Secondary
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Good ⬆

- The school's internal assessments indicate that student attainment exceeds expectations in all phases. However, work in lessons and students' workbooks suggest that achievement in the middle and secondary phases is closer to curriculum expectations. A majority of students make better than expected progress in the primary and secondary phases.

- Students' speaking and reading comprehension skills are improving. They are increasingly confident in speaking when using sentence prompts and word lists. However, fewer students have the confidence to speak or write independently.

- The recent improvements in approaches to teaching and the use of resources are having a positive effect on students' progress in the secondary phase. However, inconsistencies in teaching and assessment practices are slowing the rate of progress in the middle phase.

For development:
- Provide more opportunities for students to develop their independent speaking and writing skills.

- Ensure a greater consistency in the quality of teaching and assessment processes in the middle phase.

English

	Primary	Middle	Secondary
Attainment	Very good	Very good	Outstanding ⬆
Progress	Very good	Very good	Outstanding ⬆

- Students' well-developed literacy skills are particularly strong in Secondary, where they communicate their learning in both writing and speaking with precision. Their extended and creative writing skills have improved greatly in both quantity and quality.

- In all phases, students' speaking and listening skills exceed curriculum standards as they are able to expand their vocabulary rapidly and use it effectively in their speaking and writing. Younger students learn and apply a range of strategies to help them read unfamiliar texts.

- As they move up the school, students quickly improve their reading comprehension skills. Secondary students make effective use of technology to support independent learning and in evaluating a range of texts. The use of technology to support learning is less evident in the primary and middle phases.

For development:

- Provide more opportunities for students to use technology to support their learning in the primary and middle phases.

Mathematics

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

- External benchmark test results confirm that students' attainment is well above curriculum expectations in all phases, with little difference in the attainment of boys and girls. Progress in lessons is more rapid in Primary and Secondary, where the level of challenge is greater.

- Skills of mental calculations and numeracy are well-developed across the school. Primary students manipulate fractions with confidence. Secondary students have good algebraic skills and apply the rules of differentiation successfully to find the minimum and maximum points of a function.

- The development of critical thinking and problem-solving skills is a common feature in most lessons. Students are provided with many opportunities for investigations and discussion, especially in the upper grade levels. Across all grade levels, insufficient use is made of technology to support learning.

For development:

- Improve students' access to and use of technology to support learning.

- Ensure that students are provided with an appropriate level of challenge in all lessons.

Science

	Primary	Middle	Secondary
Attainment	Very good	Very good	Outstanding ⬆
Progress	Very good	Very good	Very good

- The development of students' scientific investigative skills underpins their very good progress and attainment. This is reflected in their performance in internal and external examinations. However, the results of students' cognitive potential indicate that this year, some students have not achieved as well as they should have.

- Students develop secure scientific skills because they are given the opportunities to engage in practical activities and learn through investigating and problem-solving. These skills are particularly strong in the secondary phase, where investigations and experiments are the main focus of lessons.

- The emphasis on practical laboratory work is helping students develop their independent enquiry and research skills. However, in some lessons, teachers do not provide students with enough opportunity to learn independently or with the freedom to make mistakes and learn from them.

For development:

- Extend students' critical thinking skills by involving them in more independent problem-solving and investigations in every lesson.

UAE Social Studies

	All phases
Attainment	Very good

- Students' recent work and their attainment in lessons show that a large majority exceed the expected curriculum expectations. Internal assessments indicate that attainment is even higher.

- In the lower grades, students are confident in discussing the natural environment of the UAE and how it affects the country's economy, both in the past and present. Older students are able to analyse the roles of key figures in the contemporary history of the UAE.

- Engaging approaches to teaching and the balanced planning of the curriculum contribute to students' increasing knowledge and understanding. As a result, in all grade levels, a large majority of students can synthesise and analyse information and reflect on their findings from primary sources.

For development:

- Ensure that assessment processes are more closely aligned with curriculum expectations, particularly in the secondary phase.

Learning Skills

	Primary	Middle	Secondary
Learning skills	Very good	Very good	Very good

- The development of students' learning skills is strong across all grades. Most students are self-motivated and keen to participate in learning. They display very good problem-solving and inquiry skills, and when given the opportunity, they can take responsibility for their own learning.

- In all grade levels, students interact positively with their teachers and peers. They participate enthusiastically in collaborative learning and enjoy discussing and sharing their thinking. They often reflect and evaluate their own work and communicate their learning well.

- Most students make meaningful links between their learning and the wider world and their own personal experiences. Many engage in innovative and enterprising projects. The use of technology to support independent learning is less consistently evident in the primary phase.

For development:
- Provide students with more opportunities to take responsibility for their own learning and to use technology to support independent learning.

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

	Primary	Middle	Secondary
Personal development	Very good	Outstanding ⬆	Outstanding

- Students' very positive attitudes to learning are reflected in the consistently-high attendance rates. They are keen to participate in work and are very proud of their school and extremely respectful to staff, visitors and their peers.

- Most students are self-disciplined and sensitive to the needs of others. They often show genuine empathy. The exemplary behaviour of older students guarantees the harmonious relationships evident across the school. Senior students provide excellent role models for the younger ones.

- Across the school, students are committed to maintaining healthy lifestyles and remaining safe. They can explain the reasons for eating healthily and exercising regularly and discuss the factors that can affect their personal well-being.

	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding ⬆

- In all grade levels, students show clear understanding and appreciation of Islamic values. This is particularly strong in the secondary phase. They appreciate the relevance and impact of these values on the everyday life in the UAE.

- Student are knowledgeable about the heritage and culture of the UAE. They engage in a variety of cultural activities, such as visits to museums and other places of interest, that strengthen their understanding of Emirati culture and traditions.

- Most students demonstrate an excellent understanding of their own cultural background and a growing appreciation of wider global cultures. They respond well when given the opportunity to explore the similarities and differences between cultures.

	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good	Very good	Outstanding ⬆

- Students' contributions to the school community are significant, particularly in the upper grade levels. They perform a wide variety of roles responsibly and know that their views are taken seriously. This contributes much to the positive atmosphere of the school.

- Most students have a well-developed work ethic and are very resourceful. They organise and participate in a variety of entrepreneurial activities to raise funds for local and international charities.

- Students initiate and manage innovative projects to promote environmental sustainability and show care for the school environment. Older students take charge of hydroponics and are aware of the interdependent nature of the global community.

For development:
- Ensure that students in the primary phase more consistently display the exemplary behaviour evident in the upper grade levels.

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good ⬆	Very good

- Most teachers have secure knowledge of their subjects, which they use well to plan varied and interesting lessons. In the most effective lessons, planning is based on information about students' prior learning and sets out clearly how the lesson will be taught and resourced.

- In many lessons, particularly in the secondary phase, teachers use searching questioning to probe students' understanding and to promote their deeper thinking. This often leads to thoughtful small-group discussions. Occasionally, the over-direction of learning by teachers limits students' thinking.

- The impact of training to develop teachers' professional skills is evident in Middle and Secondary. In these phases, teachers ensure that learning activities provide an appropriate level of challenge. However, there is inconsistency in the level of challenge provided for students in Arabic and for those of higher ability.

	Primary	Middle	Secondary
Assessment	Very good	Very good	Very good

- Internal assessment processes are coherent and consistent across the phases and subjects. They are linked well to the curriculum standards. They provide valid and reliable measures of students' academic and personal progress. The analysis of assessment information to check students' progress is comprehensive in all phases.

- External assessment results are analysed sufficiently to identify the strengths and weaknesses of the different groups of students. However, there is still some inconsistency in the extent to which teachers make use of this information to ensure that work in lessons is matched to students' learning needs.

- Most teachers have strong knowledge of their students' strengths and weaknesses. There is variation in the helpfulness of the marking of students' work in the school. Marking does not always provide clear messages on the quality of work or how to improve it.

For development:
- Ensure that, in all lessons, teachers make full use of students' capacity for independent learning.

- Through the marking of students' workbooks, provide clear guidance on the quality of work and how it can be improved.

4. Curriculum

	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Very good	Outstanding ⬆

- The curriculum fully integrates national priorities with the school's vision. It enables students to learn core, creative and technological subjects, through skill-based interactive experiences. Twice weekly, extended days provide opportunities to broaden and reinforce students' learning.

- Cross-curricular links and opportunities to make links with everyday life are effectively planned. These are strengthened by the inclusion of areas such as science, technology, engineering and mathematics (STEM) courses. The continuity of learning is strong at transition points between phases. However, opportunities for students to engage in independent research and use technology are inconsistent.

- A range of age-appropriate options and an extensive array of subjects ensure that older students are well-prepared for higher education and their career aspirations.

	Primary	Middle	Secondary
Curriculum adaptation	Very good	Very good	Very good

- The curriculum is reviewed regularly and modified as necessary for most groups of students. Assessment information is used well to target interventions and provide support for students of determination. Adaptations for those with gifts and talents are less effective.

- The curriculum is diverse and imaginative. Opportunities for innovation, creativity, enterprise and social contribution are provided across all phases. A wide range of options is available for students, both within and outside the school day, and these enhance their academic and personal development.

- Links to the UAE culture are embedded throughout the curriculum and included in daily lesson planning. Multiple school-wide events provide students with the opportunities to celebrate the heritage and culture of the UAE.

For development:
- Increase the opportunities for students to use technology more widely to support their learning.

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

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- Rigorous policies and procedures for child protection and safeguarding ensure the safety and well-being of all students. Training for staff on safeguarding and child protection is a high priority for the school. Protecting students from any form of abuse is given high precedence.

- The school provides a safe, hygienic and secure environment for students and staff. Student supervision is very effective. Regular safety checks are carried out, and action is taken to repair any deficiencies.

- Healthy living is promoted systematically and supported by sporting activities and choices of food available in the canteen. The arrangements for parents at student drop-off and collection times are extremely well organised and safe.

	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good

- Positive relationships at all levels are a strong feature of the school. Older students provide excellent role models, and mutual respect is evident in their interactions. Regular attendance is supported by an effective recording and monitoring system.

- Students of determination are quickly and accurately identified. The support provided for these students is carefully managed and effectively coordinated. Procedures for the identification and support for those with gifts and talents are less developed.

- The well-being and personal development of all students is successfully monitored by the care and support team. Counsellors in the upper phases ensure that students receive high-quality guidance for their future careers and courses of study.

For development:

- Ensure that students with gifts and talents are accurately identified, and teachers plan learning activities for them that present an appropriate level of challenge.

Inclusion of students of determination

Provision and outcomes for students of determination	Very good

- In this inclusive school, well-developed policies and practices ensure that provision for students of determination is consistent and fully embedded. The admissions policy makes clear that applications from parents of students of determination are welcomed.

- Effective use is made of a variety of assessment procedures to identify accurately students' particular learning needs. This information is used to plan appropriate interventions and reduce barriers to learning.

- Parents value the regular information they receive about their children's progress and the guidance they get to support their children at home. Feedback from parents regarding their children's educational programmes helps enhance the support available for them.

- Curriculum provision is well organised and directly related to meeting students' academic and personal needs. However, there is some inconsistency in the extent to which teachers adapt their teaching approaches to meet students' learning needs.

- A wide range of assessment information demonstrates that students of determination are making very good progress in relation to their individual starting points. They make particularly good progress in their personal development and so gain confidence and develop valuable social skills.

For development:

- Ensure that there is consistency in the adaptation of approaches to teaching to meet the learning needs of all students of determination.

6. Leadership and management

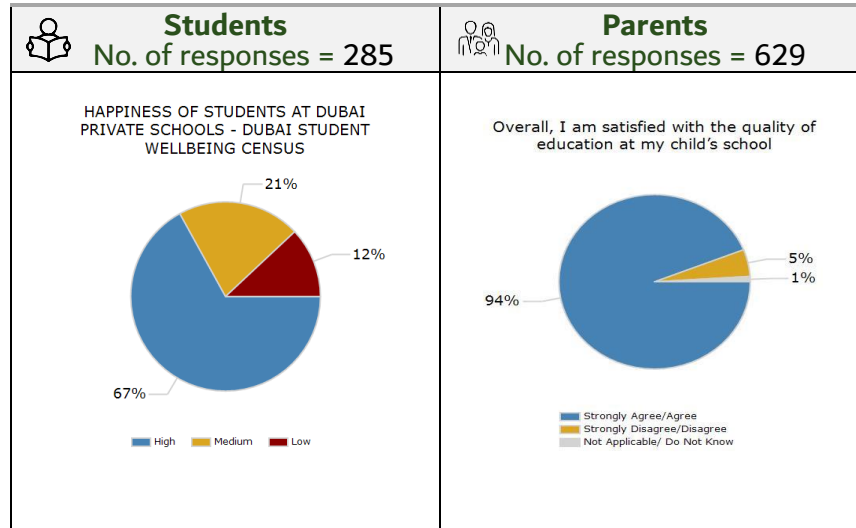|	
The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good ⬆
Parents and the community	Very good
Governance	Very good
Management, staffing, facilities and resources	Good

- The principal, with the full support of all staff, provides a very clear vision for the future direction of the school. Together, they ensure that students' well-being and academic achievement are at the heart of this inclusive school. The wide distribution of leadership roles enables all staff to make a meaningful contribution to the drive for further improvement.

- Comprehensive self-evaluation procedures provide school leaders with an accurate picture of the school's performance. Staff, governors, parents and students all contribute to the process of self-evaluation. The information gathered, together with systematic analyses of assessment information, ensures that improvement planning is focused on appropriate development priorities. The recommendations from the last inspection report have been undertaken with determination.

- Parents are highly-valued partners, and many are actively involved in a range of school events. The influential parent support group provides an effective channel for parents to express their views. Parents value that teachers are readily accessible and that concerns are dealt with promptly. Some parents, however, consider that links with the wider community could be strengthened.

- Governors understand their responsibilities for holding the school to account and carry out their roles as critical friends effectively. Through regular visits, governors have a very good understanding of the school's performance. They actively support leaders in pursuing the National Agenda targets. They ensure that, where necessary, additional resources are made available to improve the quality of education the school provides.

- The daily management of the school is carried out effectively. Teachers are deployed according to their subject specialisations and benefit from a wide range of training opportunities. These are focused on individual and whole-school improvement targets. The small classrooms restrict students' movement and hinder the development of practical and collaborative learning. The on-site facilities for sports and other activities are limited.

For development:
- Ensure that through continuing professional development, teachers improve the skills needed to meet the learning needs of all groups of students.

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	• Students have very positive views. They have a strong sense of belonging and are positive about the relationships they have with their teachers and other adults in the school. Students feel they are treated fairly and receive help when they need it. They have confidence in their own ability to do good work. These characteristics are evident in the daily life of the school.
Parents	• Parents are very positive about the school and appreciative of the school's leadership and the quality of education provided. They are pleased with the information they receive about their children's learning and personal development. They are confident that their children are well-cared for and kept safe. The inspection agrees that these views. The survey reveals no significant areas of concern.

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