DUBAI ENGLISH SPEAKING COLLEGE

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
OUTSTANDING	OUTSTANDING	VERY GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

📍	Location	Dubai Academic City
📅	Opening year of school	2005
🌐	Website	www.dessc.sch.ae
📞	Telephone	97143604866
👤	Principal	Christopher Paul Vizzard
📆	Principal - date appointed	9/1/2014
💬	Language of instruction	English
🔍	Inspection dates	06 to 10 November 2023

STUDENTS

👥	Gender of students	Boys and girls
AGE	Age range	11 to 18
👥	Grades or year groups	Year 7 to Year 13
🧑	Number of students on roll	1851
👣	Number of Emirati students	35
🧩	Number of students of determination	208
🌍	Largest nationality group of students	UK

TEACHERS

🧑‍🏫	Number of teachers	170
🌍	Largest nationality group of teachers	British
🤲	Number of teaching assistants	23
📇	Number of guidance counsellors	3

CURRICULUM

📄	Curriculum	UK
📋	External Curriculum Examinations	IGCSE/GCSE/A Levels
🏅	Accreditation	BSO/BSME

School Journey for DUBAI ENGLISH SPEAKING COLLEGE

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

Year	Rating
2008-2009	Good
2009-2010	Good
2010-2011	Good
2011-2012	Good
2012-2013	Outstanding
2013-2014	Outstanding
2014-2015	Outstanding
2015-2016	Outstanding
2016-2017	Outstanding
2017-2018	Outstanding
2018-2019	Outstanding
2019-2020	Outstanding
2022-2023	Outstanding
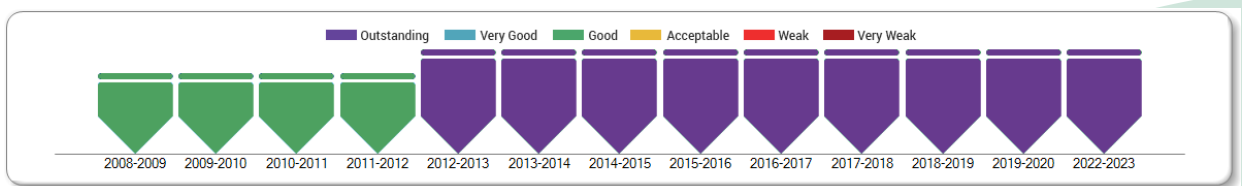
SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' outcomes

- Students' attainment in English, mathematics and science in both phases is outstanding. In Secondary English and Post-16 science, students' progress is also outstanding. There has been a slight decline in the progress students are making in English and mathematics in Secondary and in mathematics at Post-16. Students' attainment and progress in Islamic Education and Arabic have improved and are good in both phases.

- Students are courteous and self-disciplined. Their understanding of Islamic values is strong, and they show respect, compassion and support to others. Students have excellent opportunities to engage in a variety of activities that promote their personal and social development. Projects, clubs, activities and competitions provide opportunities for the development of enterprise.

Provision for learners

- Teachers' expert subject knowledge and excellent grasp of a wide range of effective teaching methods mean that activities match students' needs very well. They create many opportunities for students to work purposefully in groups. Teachers' questioning of their students demands extended and reasoned response; their carefully structured lessons mean that learning takes place at a rapid pace.

- The curriculum is relevant and promotes innovation and challenge across the College. The content and activities are well-matched to the ages, interests and aspirations of most students. Opportunities for cross-curricular links that integrate skills and knowledge across subjects, are consistently embedded in lessons. Curriculum modifications meet the needs of students of determination. Leaders have implemented explicit curriculum pathways at Post-16 to meet the needs of students.

- The college is a nurturing environment where students feel safe and happy. They are polite, courteous and well-mannered. Teachers have very high expectations for students' behaviour and attitudes toward learning, which students meet. Staff members put students' wellbeing at the centre of the college. They use a range of assessment procedures to monitor students' personal development. High quality interventions provide students with personalised academic and careers guidance.

Leadership and management

- Leading by example with calm authority, the highly effective and experienced principal communicates a clear expectation that all students can be successful at the college. Leaders give high priority to the recruitment of teachers of the highest quality; this results in excellent levels of teaching and learning. Staff members feel valued and appreciate the opportunities to develop their teaching and leadership skills. This is demonstrated by the very high rate of retention of teachers.

Highlights of the school:

- Exemplary leadership, focused on ensuring that students' wellbeing and achievements are at the centre of this inclusive college
- The caring ethos and commitment of the staff, enabling students to achieve excellent standards in English, mathematics and science
- The impressive improvements in the provision and outcomes in Islamic Education and Arabic
- Students' personal development, their strong social responsibility, deep understanding of Islamic values and commitment to a sustainable environment
- Teachers' very high expectations of what students can achieve, their expert subject knowledge and, excellent grasp of effective teaching methods

Key recommendations:

- Closely monitor students' outcomes and take the required actions to restore students' progress in English and mathematics to outstanding rates.
- Promote further improvements in students reading literacy skills and apply them across the college over a planned period of time.

OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

		Secondary	Post-16
Islamic Education	Attainment	Good	Good
	Progress	Good	Good
Arabic as a First Language	Attainment	Good ⬆	Good ⬆
	Progress	Good	Good ⬆
Arabic as an Additional Language	Attainment	Good ⬆	Not applicable
	Progress	Good	Not applicable
English	Attainment	Outstanding	Outstanding
	Progress	Very good ⬇	Outstanding ⬆
Mathematics	Attainment	Outstanding	Outstanding
	Progress	Very good ⬇	Very good ⬇
Science	Attainment	Outstanding	Very good
	Progress	Outstanding	Very good

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Secondary	Post-16
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ⬆	Outstanding ⬆
Social responsibility and innovation skills	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

04 CURRICULUM

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

For further information regarding the inspection process, please look at UAE School Inspection Framework

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievements

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

A. Registration Requirements	Met Fully

Not Applicable.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good

- On average across English, mathematics and science students sustained very good results on benchmark assessments from 2022 to 2023. The strongest results were in mathematics and science. While the overall profile for the Emirati students was lower across these three subjects, they did perform well in mathematics.

C. Leadership: International and Emirati Achievement	Outstanding

- All leaders demonstrate coherent understanding of the skills and knowledge required for students to demonstrate their proficiency in each of the international benchmark assessments. The reports of the outcomes of all external assessment data are subject to careful scrutiny. The subsequent analyses are enabling highly focused actions to be taken.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Very good

- The most recent reading literacy skills assessment reveals that a large majority of students reading scores are at or above the age-related expectations. This is also the case for the cohort of Emirati students. All of the teachers in English, mathematics and science are provided with the reports from the benchmark reading assessments. They apply these insights to their teaching strategies. An innovative approach to promoting students' reading skills has begun. Early evidence indicates that there are some direct benefits for all groups of students.

Overall school's achievement of the standards in the National Agenda Parameter is very good.

For Development:

- Improve students' reading literacy skills across all subjects.

Wellbeing

The KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcomes are at an outstanding level.

- Senior leaders have developed their approach to wellbeing over a number of years. Teachers and students have very respectful relationships, which lead to a harmonious, vibrant school environment. Leaders gather relevant wellbeing information and use it to plan specific curricula in both phases of the College. Formal data collection methods are carefully supplemented with other information and enable the precise checking of student's wellbeing. Staff members receive ongoing professional development that develops their knowledge of how to support students' wellbeing.

- Leaders provide a range of activities to enhance the staff's wellbeing, but also ensure that they are treated with kindness and respect. Students receive personalised academic and emotional support. Wellbeing interventions and meetings regularly take place for the staff and with the students. Leaders ensure that ongoing dialogue about wellbeing is a priority. There are effective systems for parents, teachers and students to let leaders know about any concerns they have.

- A positive environment permeates all aspects of school life. Students learn in calm, well-organised classrooms. The Key Stage 5 Life curriculum has been adapted with a focus on helping students to prepare for their futures. Students take on important leadership roles and also lead on enterprise initiatives beyond the school.

UAE social studies and Moral Education

- The school is implementing the combined moral, social and cultural studies (MSCS) curriculum for students in Years 7 to 10. It is taught as a separate subject for one hour per week in Secondary. From Years 11 to 13, moral education is taught by form tutors for 40 minutes each week, using a project approach. The MSCS is delivered in English.

- The curriculum content is based on the approved textbooks and supplemented with guest speakers and field trips. All teachers delivering the curriculum are from the humanities department and have excellent subject knowledge. Students are keenly interested in the subject and demonstrate high levels of knowledge and understanding. Lessons are effectively planned and make excellent use of digital resources. Assessments of learning are conducted regularly, and parents receive termly progress reports.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENTS

ISLAMIC EDUCATION

	Secondary	Post-16
Attainment	Good	Good
Progress	Good	Good

- In both phases a majority of students make notable gains and have secure knowledge and understanding of Islamic concepts, such as worship, manners and the rulings of Zakat.
- Students demonstrate the ability to refer to Qur'anic verses, Hadith and Seerah when discussing and justifying their opinions. They refer to, explain and then apply the different rules of recitation. However, their memorisation and recitation skills are underdeveloped.
- When opportunities are given for students to find information out independently, to discuss and debate using real life scenarios, they do so. This approach is leading to students improving their rates of progress in both phases.

For Development:

- Improve students' Holy Qur'anic recitation and memorisation skills.
- Provide students with more opportunities to develop their independent skills and a deeper level of Islamic knowledge and understanding.

ARABIC AS A FIRST LANGUAGE

	Secondary	Post-16
Attainment	Good ⬆	Good ⬆
Progress	Good	Good ⬆

- Students' achievements are consistently good across the school. The college's internal and external assessment information is accurate. However, students' use of standard Arabic varies across both phases.
- Students' use of Arabic vocabulary is inconsistent. They can respond in short phrases and sentences to questions during brief conversations. Their guided writing abilities are well-developed. They can respond well to a wide variety of prompts. Opportunities for independent creative writing are improving, but on an irregular basis.
- Students have strong reading and comprehension skills. This is a result of the newly established reading programme and the effective use of different platforms; for instance, 'My Book'. Professional development and the recent sharing of best practices in teaching and learning are helping to raise students' attainment.

For Development:

- Provide students with greater levels of challenge in their oral communications.
- Require students to initiate discussions using Standard Arabic.

ARABIC AS AN ADDITIONAL LANGUAGE

	Secondary	Post-16
Attainment	Good ⬆	Not applicable
Progress	Good	Not applicable

- Students in the upper secondary years engage in simple conversations within any given context. New students are able to respond using familiar short sentences with the correct use of grammar. Students' fluency in the language is limited to short commands and phrases.
- Students can understand simple questions and instructions. The restricted development of their vocabulary is preventing them from communicating more effectively orally and in writing. Although their reading skills are good and improving, students' comprehension of texts is underdeveloped.

- Professional development in the Arabic department is resulting in more rapid student progress. Students enjoy sharing their knowledge and practicing simple phrases. The recording of students' reading and speaking on 'QR' codes is leading to their engagement in lessons.

For Development:

- Increase the opportunities for students to apply their language skills in various contexts when speaking and writing.

ENGLISH

	Secondary	**Post-16**
Attainment	Outstanding	Outstanding
Progress	Very good ⬇	Outstanding ⬆

- In both phases, students have very high levels of attainment. Their progress in Post-16 has improved. Internal and international benchmarking test results are broadly in line in both phases; this includes the Emirati students.
- Students in both phases demonstrate excellent listening and writing skills. High levels of language proficiency are evident during class discussions. Most students have very well-developed understanding of literary techniques and sophisticated skills of analysis. The use of technology is engaging students with their extended writing and editing skills.
- Disruptive access to school for some students during the pandemic is identified as a reason for a slightly reduced rate of progress by Secondary students. The school is adapting the curriculum to better meet the needs of students to address this issue.

For Development:

- Ensure that students have more frequent opportunities to share their creative writing with wider audiences.

MATHEMATICS

	Secondary	**Post-16**
Attainment	Outstanding	Outstanding
Progress	Very good ⬇	Very good ⬇

- Students' results in the national benchmark assessments remain consistently high. Their results on the GCSE and A-Level examinations are at a high standard. As a result of regular and challenging activities, students are highly competent problem solvers and think critically about their work.

- Students' knowledge and understanding of mathematical concepts and methods develop rapidly in the Secondary years. A large majority of students continue to make sustained progress in the Post-16 phase. Careful analysis has identified a slight reduction in students' progress, but measures are in place to rectify it.

- Students in the Secondary phase know about mathematical sequences, trigonometrical ratios, surds and standard form. In the Post-16 phase students know about the equations of lines, double angle formulae and probability. Students' understanding of mathematical processes is exemplary.

For Development:

- Design learning activities which challenge and stimulate all groups of students more effectively.

SCIENCE

	Secondary	Post-16
Attainment	Outstanding	Very good
Progress	Outstanding	Very good

- Students in both phases demonstrate high levels of knowledge and understanding, as a result of quality teaching by a specialist staff. The progress of students in the Secondary is above expectations, leading to high levels of attainment on the GCSE examinations.

- The Post-16 students are highly motivated and have secure understanding of earlier content and the scientific process of investigative work. They have the ability to lead their own learning in lessons and respond well to feedback given by their teachers.

- Students across both phases are confident users of technology in science when investigating and communicating their ideas. They understand cross-curricular links and are able to connect learning across different subjects. Their use of scientific vocabulary increases as they move up through the years.

For Development:

- Ensure that interventions and supports are in place so that all students can make more rapid progress.

LEARNING SKILLS

	Secondary	Post-16
Learning skills	Outstanding	Outstanding

- Students in both phases are highly motivated and active participants in lessons. They are able to assess their own learning. The questions they ask demonstrate they are making clear connections between new learning and what they already know.

- Most students are reflective and analyse learning situations in order to discover the best solutions to problems. They use digital technologies to support learning. Through effective collaboration with others, by exchanging ideas and listening to one another, students demonstrate high levels of learning skills.

- Students are very successful in solving problems but would benefit from more frequent opportunities to enhance their research skills.

For Development:

- Ensure that students have more opportunities to develop their research skills and apply their critical thinking and problem-solving abilities.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Secondary	Post-16
Personal development	Outstanding	Outstanding

- Across the phases, students demonstrate excellent attitudes toward learning and show high levels of responsibility. Students' behaviour is exemplary. They are self-disciplined, respectful, friendly and supportive of their peers and adults. They contribute actively to the life of the school.
- Students understand the importance of adopting and maintaining healthy lifestyles. They regularly participate in sporting activities, showing firm commitments to healthy living. They are punctual when arriving at school and to lessons. Their attendance levels are high and improving.
- Students have highly respectful and supportive relationships with each other and their teachers. They are safe, valued and well-supported.

	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ⬆	Outstanding ⬆

- Students' understanding and appreciation of Islamic values are excellent. They appreciate the relevance and effects of these values on their lives within the UAE.
- Students' knowledge about the heritage of the UAE is very strong. Their displays, especially in the Islamic building, reflect their respect for the Arabic language and Islamic symbols such as 'The Pillars of Islam' which are presented in the entrance of the school.
- Students celebrate other nationalities in art, music, reading and language. On International Day students and their families share information about their home cultures. Students are very proud of their own culture and show high degrees of respect for other cultures.

	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding

- Students are insightful and demonstrate commitment and loyalty through the values of care and consideration for others. Older students demonstrate excellent civic responsibility and make valuable contributions when offering opinions on local issues.
- Students report that their experiences are positive and that teachers respect their individuality, creativity and talents. They are confident when leading, initiating and

participating in projects; for instance, the Community Action Programme, raising money to build schools in Nepal and Madagascar.

- Students generally demonstrate an excellent work ethic and innovation skills. They use these to very good effect by generating imaginative ideas that benefit the school community, such as reducing plastic waste. Caring for the environment is part of each student's daily routine.

For Development:

- Students should improve their rate of attendance.

03 TEACHING AND ASSESSMENT

	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding

- Teachers have high expectations of their students and this, coupled with their excellent subject knowledge and general enthusiasm, leads to students enjoying learning and achieving very well. Lessons are very effectively planned with lesson objectives well-defined and the purpose of learning clear.

- A wide range of challenging learning experiences are organised in lessons. Collaborative learning is a feature of best practice in both phases. Teachers ask challenging questions and encourage students to share their ideas. Teachers dedicate time for reflection and problem-solving. Critical thinking is an intrinsic part of teachers' strategies.

- Teachers are highly effective at using digital resources to promote outstanding learning. They create positive learning environments, wherein students are respected. The quality of teaching is expertly supported by the Teaching and Learning Centre.

	Secondary	Post-16
Assessment	Outstanding	Outstanding

- The College's assessment procedures generate a wealth of information on student's academic, personal and social development. The regular assessments of students' attainment in all subjects are accurate and produce highly reliable and valid measures of students' progress.

- All assessment data are subject to careful scrutiny and analyses. The analyses are used skilfully to identify the strengths and weaknesses of all groups of students. These procedures have successfully identified slight reductions in students' progress in some subjects and actions have already been taken to remedy them.

- All assessment information is provided to teachers and then used effectively by them to provide learning experiences which meets all student's needs.

04 CURRICULUM

	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is fully compliant, with a clear purpose to promote challenge, continuity and enjoyment for all students. It is regularly reviewed and updated to meet students' expectations, both within the College and beyond.
- The curriculum has considerable variety, including a wide range of extra-curricular activities, visits and enhancements. In the Secondary and Post-16 phases there are significant choices of subjects available to meet the ambitions of students, including an increased range of vocational subjects, such as Hospitality and Travel and Tourism.
- The curriculum allows for smooth transition between the two phases as a result of thoughtful sequencing and planning at departmental level. This supports seamless entry from the various primary schools and then on to work or further education.

	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding

- A proactive approach to reviewing and evaluating the curriculum ensures that timely and appropriate changes are made to enhance the learning opportunities for all students. For example, there are now reduced weekly teaching periods and number of GCSE options.

- In all subjects, teachers adapt the curriculum to meet the needs of every student by providing challenging, motivating and enjoyable lessons. Students regularly have choices of different learning pathways they can follow to meet their specific learning needs.
- The curriculum is rich and offers a wealth of opportunities. There are, for example, study links with the UAE's culture, such as the mission to Mars, personal development programmes including Project Me and cultural studies for younger students to explore differences between Chinese and Arabic calligraphy.

For Development:

- Evaluate the effects of the reduction in weekly teaching periods and the reduced number of GCSE options on students' choices and their subsequent achievements.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Rigorous policies and thorough procedures are in place to promote and check the health, safety and welfare of students and the staff. All staff members receive appropriate training. Protection from any form of abuse is given high priority.
- The school is maintained to a high standard and leaders make regular reviews of the facilities and keep detailed and secure records. The school environment is secure, with appropriate checks. Students are carefully supervised when arriving and departing from school and when on buses.
- The medical facilities are well organised. The medical staff is effectively involved in the school's provision and promotion of safe and healthy lifestyles and providing high quality care.

	Secondary	Post-16
Care and support	Outstanding	Outstanding

- Students have exemplary relationships with their teachers and each other. They are polite, courteous and well-mannered. Teachers have very high expectations of students' behaviour and their attitudes toward learning. Students consistently meet these high standards across both phases.
- Teachers use assessment information to ensure that students' learning needs and their social and emotional needs are identified and supported. Comprehensive systems closely track the academic achievements of all students.
- Students receive exceptional personal development support. Leaders have invested in resources such as examination pods to help students who become anxious at examination times. Students receive carefully considered academic and careers guidance.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding

- Senior leaders provide a dynamic learning environment wherein students of determination excel. Highly effective leaders identify and monitor students' progress meticulously. All staff members who work with students of determination are committed to their wellbeing. As a result, students' outcomes are high.

- Individual students' needs are swiftly identified. Teachers have detailed knowledge of students and expertly adapt how and what they teach. Specific support such as coaching and mentoring help students to overcome curricular and emotional barriers to learning.

- Leaders communicate effectively with parents. They ensure that progress information is regularly shared, and informal checks take place. Parents are fully involved with the review process for additional support plans. The school provides 'Marhaba' workshops to support parents' understanding of the learning needs of students of determination.

- All teachers have high expectations for students of determination. Rigorous tracking of assessment information ensures that all students receive a curriculum that is challenging but matched to their needs. Consequently, students gain a broad range of qualifications and a wide range of knowledge and skills.

- The atmosphere and culture of learning in classrooms is exemplary. Detailed lesson plans ensure that modifications for students of determination are consistently applied. Leaders have implemented specific curriculum pathways in Post-16 that meet the needs of students.

06 LEADERSHIP AND MANAGEMENT

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

- Senior leaders are highly analytical and have an exceptionally clear focus on the priorities for sustaining and building quality. Leaders give priority to the recruitment of teachers of the highest abilities. Their effects can be seen in the outstanding quality of teaching and learning. Many staff members speak of the collegiality that pervades the school. This is demonstrated in the quality of support and professional challenges they exercise with each other.

- Systematic and rigorous self-evaluation procedures are embedded in the everyday life of the school. The development plan encompasses the breadth of the College's work and is underpinned by action plans for individual areas. These set out clearly the priorities and actions required to achieve them. Leaders prioritise the professional development of teachers. Consequently, they are highly competent in their roles.

- Parents are highly supportive of the school and its leaders. Communications with parents are frequent and much appreciated. They are welcomed into the school and appreciate the many formal and informal opportunities to talk to teachers. Parents say their children are settled, safe, happy and enjoy coming to school. They welcome the detailed information regarding events, wellbeing initiatives and celebrations. A few parents indicate they would welcome greater social involvement.

- The trustees have contributed significantly to the continuing success of the college. They have a wealth of expertise and experience. Their collective commitment is exemplary. Trustees provide a very good balance of support and challenge to the school's leaders. They know the College well, through their very regular visits and detailed information from the Principal and other leaders.

- The school runs smoothly on a daily basis. Members of the staff are well-qualified and effectively deployed. Resources are very carefully designed to motivate students. The many facilities, including the sports fields, swimming pool, spacious classrooms and science laboratories are used to raise students' performances.

For Development:

- Establish greater parental involvement in the school.

WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

- recommendations from the 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