GOOD

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

CBSE CURRICULUM

THE KINDERGARTEN STARTERS

Contents

School Information

General Information

Location	Al Garhoud
Opening year of School	1990
Website	www.gemskgs.com
Telephone	971042824090
Principal	Asha Alexander
Principal - Date appointed	8/1/2011
Language of Instruction	English
Inspection Dates	07 to 10 October 2019

Students

Gender of students	Boys and girls
Age range	4-11
Grades or year groups	KG 1-Grade 5
Number of students on roll	5345
Number of Emirati students	0
Number of students of determination	192
Largest nationality group of students	Indian

Teachers

Number of teachers	229
Largest nationality group of teachers	Indian
Number of teaching assistants	79
Teacher-student ratio	1:25
Number of guidance counsellors	2
Teacher turnover	10%

Curriculum

Educational Permit/ License	Indian
Main Curriculum	Central Board of Secondary Education (CBSE)
External Tests and Examinations	N/A
Accreditation	N/A
National Agenda Benchmark Tests	ASSETT/ CAT4, IBT Arabic

School Journey for THE KINDERGARTEN STARTERS

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

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good	Good	Good
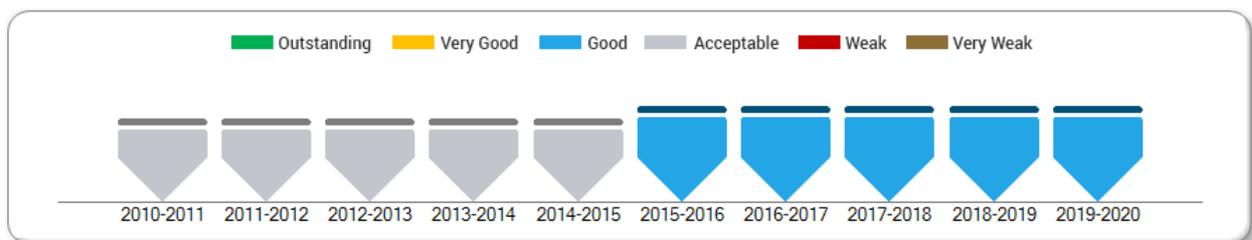
Summary of Inspection Findings 2019-2020

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

Students Outcomes	• In Kindergarten (KG), children's achievement is good in English, mathematics and science. In the primary phase, achievement in Islamic education is good. Achievement in Arabic remains acceptable. Attainment and progress in English and science are very good in primary, Math attainment and progress remain good. Attainment in social studies is good in primary. In KG, children develop good learning skills and in primary, very good learning skills prevail.
	• Students' personal and social development are outstanding. All students meet the high expectations set for conduct extremely well. Students are fully appreciative of the Islamic values and heritage of the UAE. Students in upper primary speak highly about the importance of innovation in the UAE. Students of all ages demonstrate very high levels of community involvement.
Provision for learners	• The quality of teaching is inconsistent. In Arabic as an additional language, and in mathematics, teaching sometimes lacks sufficient challenge. Data are used to inform teachers' planning. In KG, children are provided with activities that match their abilities. This practice is less consistent in primary. Because there is sometimes insufficient opportunity for students to follow-up on teachers' comments, written feedback to students does not fully impact on their progress.
	• The curriculum is closely aligned to CBSE and National Agenda priorities. It has a clear rationale and is broad and balanced. Review meetings ensure a seamless transition for students. The school's excellent work on climate change is integrated across subjects. Students can choose from an extensive range of extra-curricular activities. However, other curriculum modifications do not successfully address the learning needs of all
	• The school gives high priority to safety and child protection. The caring ethos and positive relationships between staff and students are key features of the school. Careful and holistic systems support students of determination. The accommodation, and the number of students in classes, often lead to less than effective outcomes
Leadership and management	• Although they are highly committed to the school, the effectiveness of leaders and governors is inconsistent. Recommendations in previous inspection reports have yet to be fully addressed. Specific challenges towards improving teaching and learning require sharper focus. Parents are happy with the school and are updated about their children's progress.

The Best Features of The School:

- The outstanding attitudes, behaviour and tolerance of children and students
- The improving skills in literacy and the range of creative planning for social studies
- A dedication to caring for the environment
- The support of parents and their appreciation of the welcoming and inclusive nature of the school community
- Children's and students' outstanding personal and social development

Key Recommendations:

- The Governing Board should address the repeated recommendations of recent inspection reports, in relation to the quality of teaching, learning and assessment, including Arabic as an additional language, and in so doing, hold all leaders to greater account.
- Ensure that the Governing Board and leadership at all levels engage in more strategic self-evaluation processes and as a consequence, implement more accurate school improvement planning, that leads to sustained and measurable progress.
- Provide teachers with relevant professional development on differentiated teaching and learning alongside robust strategies of assessment and then monitor more effectively their impact on children's and students' outcomes, in all subjects.
- Ensure that all teachers have higher expectations in lessons and are held to greater account for meeting the needs of all in their lesson planning and in the delivery of the curriculum, in both phases.

Overall School Performance

Good

1. Students' Achievement

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

	KG	Primary
Learning skills	Good	Very good

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

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

3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good
Assessment	Good	Good

4. Curriculum

	KG	Primary
Curriculum design and implementation	Very good	Very good
Curriculum adaptation	Very good	Very good

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

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

6. Leadership and management

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

The school's progression in international assessments	is approaching expectations

- Trends from ASSET data illustrate acceptable progress over the last year in the key subjects of English, mathematics and science. ASSET data over the last two years show a declining pattern across all three key subjects and there is a significant, negative gap in outcomes when compared with the measured potential of students, using CAT4 data. The school's National Agenda Improvement Plan is aspirational. It addresses a few recommendations from the benchmark reports to evaluate their effectiveness in ensuring at least acceptable outcomes for most groups of students.

The impact of leadership	is approaching expectations

- Leaders analyse N.A.P. assessment data but do not use it to validate internal data. The analysis of data is not used to make modifications in teaching, learning and the curriculum. Most leaders require teachers to make effective use of students' cognitive and assessment data to meet students' individual learning needs.

The impact on learning	is approaching expectations

- Students use a range of techniques to generate good ideas but many need some teacher direction to implement them. With some direction, students carry out simple independent enquiry and research activities in science. There is a lack of critical thinking and independent enquiry in English overall, and in the analysis of texts. In mathematics, the extraction of information and presentation of accurate findings are insecure.

Overall, the school's progression towards achieving the UAE National Agenda targets is approaching expectations.

For development:

- Review the school's National Agenda Parameter implementation plan and set realistic targets, while focusing on the development of critical thinking, problem-solving and independent enquiry.

- Validate internal data and modify teaching, learning and the curriculum, to ensure a greater impact on learning outcomes.

Moral Education

- The moral education curriculum has a clear rationale and is fully aligned to the requirements of the UAE learning outcomes. It is effective in developing a balance of knowledge, skills and understanding.

- Teachers plan personalised lessons and provide engaging learning environments where possible. The majority of students apply their understanding of moral education to personal, local and global contexts.

- The school is developing accurate processes for assessing performance and consistent strategies to provide more meaningful feedback to students.

The school's implementation of moral education is meeting expectations

For development:

- Ensure that assessment processes and internal test results are moderated and aligned to grade level

  requirements for each topic

Reading Across the Curriculum

- Data indicate that a large majority of students are reading in English at or above their expected level. Underperforming readers in Arabic and English are identified and targeted for support.

- The school provides professional development to strengthen the teaching of key reading skills. Peer observations, co-teaching, and the modelling of reading during shared planning time are effective practices.

- Through a weekly reading hour, the school is encouraging students to read for pleasure and for information, and to share what they have read with their peers.

- To meet the National Agenda target for PIRLS (545) for 2021, reading is promoted across all phases. The library, however, is still not a suitable space to promote a culture of reading.

The school's provision for reading across the curriculum is developing.

For development:

- Develop a modern library facility which will inspire students, parents and teachers to enjoy reading.

- Promote a culture of reading in both Arabic and English across all grades.

Innovation

- The school actively encourages the extensive use of technology to improve students' learning skills.

- Teachers plan for innovative activities in lessons but do not consistently allow students the independence to follow up on these ideas.

- Students' exploration of climate issues, vegetation and the future of the planet, is a strength in most lessons. Topics are integrated into lessons and through a variety of age-related projects, such as the planting of trees.

- The introduction of the climate-based literacy project and new technical resources, such as virtual reality goggles, are supporting the continued development of innovation across the curriculum.

- School leaders are firmly committed to expanding innovative practices, both in and out of school. All teachers have received training in global awareness and climate change.

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

For development:

- Extend the range of opportunities so that students can take ownership for developing their own creative and innovative ideas and solutions to problems.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- In relation to benchmarks used by the school, test results for the majority of students continue to improve in the key skills, content and knowledge of Islamic education.

- In the lower primary classes, students have a good understanding of Islamic concepts which are appropriate to their age. In upper primary classes, students demonstrate a greater ability to link Islamic concepts to real life and personal experiences.

- Recitation is well developed across the primary phase. However, students' skills in memorisation when interpreting the Holy Qur'an and Seerah are variable.

For development:

- Improve memorisation skills through greater practice and a deeper appreciation of individual students' efforts, diligence and understanding.

Arabic as an Additional Language

	KG	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Trends over time demonstrate that the attainment of most groups of students is broadly in line with national standards and expectations.

- Assessment data show that students in the lower primary classes make better progress compared to those in the upper grades. Students in Grades 1 and 2 are more enthusiastic about learning Arabic as an additional language, and this is often linked to stronger teaching in lessons. Older students are achieving less than expected progress based on their starting points.

- Overall, students' ability to use Arabic in different contexts is below the expected level. Some lessons are restricted, and a lack of extended vocabulary inhibits better achievement. Reading and writing skills are too variable.

For development:

- Improve achievement for all by increasing teachers' expectation of students' reading and writing skills.

English

	KG	Primary
Attainment	Good	Very good
Progress	Good	Very good

- Children and students, and particularly in primary, demonstrate a strong understanding when discussing what they have read. A large majority are confident when expressing themselves orally in English. Most children in KG show an understanding that writing is a form of expression to be enjoyed.

- Speaking and listening skills are stronger than reading and writing. In the primary phase, the pace of lessons is sometimes rushed; not allowing students sufficient opportunity to reflect and develop their understanding of what is being taught.

- Reading skills in KG and the lower primary phase are developing features, with the addition of literacy online platforms. The provision for students of higher ability requires further development to ensure that higher-order thinking skills are features in all lessons.

For development:

- Ensure that classroom planning takes into account a balance of activities which promote all four language skills and meet the needs of all groups of students.

Mathematics

	KG	Primary
Attainment	Good	Good
Progress	Good	Good

- Assessment data indicate that the majority of children in KG achieve above expectations. Internal test results identify attainment in the primary phase which is well above curriculum standards. Progress and attainment in the classroom mirror the results of national benchmarking tests, which are above expectations.

- Children and students are particularly confident in their understanding of number. They apply mathematical operations to word problems effectively and are secure in their use and recognition of technical vocabulary. Skills in measurement are not as strong.

- The introduction of individualised, computer-based learning has contributed to significantly reducing the attainment gap between boys and girls. Practical resources are now a feature of more lessons and support students to grasp numerical concepts, particularly in Grades 1 and 2.

For development:

- Provide more opportunities for the development of skills in measurement, particularly in the primary phase.

Science

	KG	Primary
Attainment	Good	Very good
Progress	Good	Very good

- Most children and students develop a very good understanding of scientific concepts and use scientific vocabulary confidently. Progress is stronger in primary as measured against international assessments and students' starting points. In KG, enquiry and investigative skills are still developing.

- Students carry out investigations; with support from their teachers, they predict, hypothesise, observe and record scientific concepts and draw conclusions. Students sometimes apply their knowledge and understanding of scientific principles to novel contexts.

- Students' application of scientific concepts to real life is evident. By the end of the primary phase, students are able to discuss and apply scientific enquiry to real life. Grade 5 students explore electromagnetism and its relevance to society through fingerprint analysis.

For development:

- Provide opportunities for more students to develop a deeper understanding of scientific concepts through investigative skills, critical thinking and problem-solving.

UAE Social Studies

	All phases
Attainment	Good

- Students from Grades 1 to 5 demonstrate a strong knowledge of the UAE social studies curriculum. Varied and interesting teaching strategies, along with good subject knowledge, lead to strong outcomes. However, internal assessment data present and overly positive picture and require more skilful moderation at each grade.

- Subject-related vocabulary is applied in unfamiliar contexts so that students are accustomed to new words and use them in their daily lives. To improve literacy standards, teachers ensure that students write detailed accounts of social studies topics and in-depth investigations. They also write descriptively about their visits to museums and architectural sites.

- Social studies teachers set developmental targets, plan and teach co-operatively. They engage in peer-observation and in lesson observation and feedback. These strategies have a positive impact on the progress of students and contribute to a good overall level of attainment.

For development:

- Robustly review the assessment outcomes of internal testing and ensure that benchmarks are secure at each grade level.

Learning Skills

	KG	Primary
Learning skills	Good	Very good

- In KG, children are guided with increasing care to develop valuable learning skills. Students in the primary phase demonstrate enjoyment in lessons, take responsibility for their learning in a variety of situations, and enjoy discovering through research.

- The ability to collaborate, to share their ideas and to value the contributions of others, leads to lively debate among students. Learning skills are very well developed in Grades 4 and 5, where many lessons engage and challenge boys and girls well, and where critical thinking is beginning to be encouraged.

- New innovative approaches to learning, such as acting as forensic scientists to help the police to collect evidence, extend students' scientific knowledge. In KG, teachers encourage children to explore and tackle greater challenges in science and mathematics; however, the effectiveness of this is inconsistent and still developing.

For development:
- Improve opportunities for children in KG to seek new experiences and challenges and so develop their independent learning skills in the key subjects.

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

	KG	Primary
Personal development	Outstanding	Outstanding

- Children and students meet the high expectations of behaviour extremely well. Older students provide good role models in their conduct and in their approach to learning. Younger students are well supported and, from an early stage, show kindness to others and a joy for learning.

- Good relationships, respect, and a diligent approach to work, underpin the positive learning ethos in classrooms, especially in Grades 3 to 5. Students want to do their best and use all resources sensibly, including their electronic learning devices.

- Continuing, outstanding levels of attendance reflect a love of school. Children and students understand very clearly how they can keep safe and follow a healthy lifestyle. The school initiative on climate change adds to their understanding of the need to safeguard their future well-being.

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

- Children and students fully appreciate Islamic values and the heritage of the UAE. They are knowledgeable about the UAE leaders and their vision, and enjoy celebrating national and international events in the school. Students in upper primary classes speak highly about innovation in the UAE.

- Children and students are very proud of their own culture and deeply appreciate multi-cultural awareness. Displays across the school, and the extra-curricular activities, reflect a rich knowledge of culture and civilisations from around the world.

- New students are developing their understanding of Islamic values and UAE culture. They are benefiting from more involvement in activities that emphasis their awareness of Islamic practices and values, as well as cultural aspects of the UAE.

	KG	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students of all ages demonstrate outstanding levels of community involvement, both at school and beyond. They contribute to environmental activities and have received many awards, such as Digital First Award and SEWA Pioneer Award.

- The students' council regularly communicates with school leaders to support initiatives such as Green Flag and a plastic-free school. Global and environmental awareness is fully embedded in the school community.

- All students take responsibility for the school environment and ensure that it is kept clean and tidy. They work actively to avoid wasting water, paper, energy and other resources. Most students are exemplary environmental ambassadors for the UAE.

For development:

- Improve the knowledge and appreciation of children in KG regarding the values of Islam and how they affect contemporary society in Dubai.

3. Teaching and assessment

	KG	Primary
Teaching for effective learning	Good	Good

- Although overall, it is good, the quality of teaching remains inconsistent across the school. Teaching is more challenging and engaging in Grades 4 and 5 where research and discussion are used to extend learning and to set higher goals. In Arabic as an additional language and in mathematics, the quality of teaching is least positive.

- In some lessons, good use of questioning and interesting material engage students effectively. Sometimes, work is too teacher-directed and the development of ideas, level of challenge and independent learning are all limited.

- Teachers know their students well and monitor progress regularly. The use which they make of this information is underdeveloped, especially in the primary phase. Lesson planning sometimes requires the incorporation of greater challenge for all groups of students.

	KG	Primary
Assessment	Good	Good

- Teachers use analyses of internal and external data to inform their planning. Most children in KG are provided with activities that match their abilities. This practice is less reliable in the primary phase, and as a consequence group tasks or whole class teaching strategies sometimes provide insufficient challenge for some students.

- Following the analysis of assessments, the curriculum in some subjects has been effectively modified to improve standards. A small number of identified students are invited to attend effective after-school support sessions.

- New class assessment procedures have resulted in successful, additional teaching of concepts that significant groups may not have not fully grasped. Teachers' marking and self- and peer-assessment are not fully impacting on attainment because there is insufficient time devoted for students to follow-up to the comments which are made.

For development:

- Ensure that all teachers set higher expectations for all groups of students, and engage in more creative and challenging lesson planning.

- Improve the use made of assessment information to plan lessons which meet the learning needs of different groups of students.

4. Curriculum

	KG	Primary
Curriculum design and implementation	Very good	Very good

- The curriculum is aligned to the CBSE and National Agenda priorities. The curriculum in KG prepares children very well for their studies in Grade 1. It has a clear rationale and is broad and balanced. Review meetings ensure a seamless transition for students from one grade to the next.

- Students have a choice of additional languages for study; Hindi, Malayalam and French. In addition to this, elective subjects such as art, physical education, music and dance match the interests and aspirations of most students.

- Curriculum review, the integration of subjects and the analysis of external assessments have led to modifications in key subjects. Forensic science and the study of climate change in science are new initiatives. These impact positively on students' learning outcomes.

	KG	Primary
Curriculum adaptation	Very good	Very good

- Lessons are supporting students to develop a deeper understanding and appreciation of the culture and values that influence UAE society. Further development is required, particularly in KG, to ensure a more holistic approach.

- Activities in technology, robotics and design laboratories are helping to develop students' critical thinking and innovation skills. However, these skills are not always quite so effectively developed in some other lessons. Students are motivated to make a valuable social contribution. They generously support building schools and providing equipment for refugees.

- The school's excellent work in sustainability is integrated across most subjects. Students can choose from an extensive range of extra-curricular activities and attend field trips. Other curriculum modifications do not always successfully address the learning needs of all lower ability or gifted and talented students.

- Arabic is taught for 40 minutes each week in KG.

For development:

- Review the curriculum in KG and adopt a holistic, integrated approach, especially with outdoor play.

- Check the impact of curriculum initiatives and modifications on learning outcomes for all students.

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

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

- The school places a high priority on students' safety and child protection. Children and students are well supervised during breaks and on school transport. The school has been swift in its response to improve new dismissal procedures at the end of lessons in KG, to promote children's safety.

- The school is kept clean. There are regular checks for safety in the building and on transport. Medical personnel maintain comprehensive records of students' health and are active in following through actions. The school promotes healthy living well.

- The school is developing and implementing policies, systems and procedures for the safety, care and protection of all students. It has invested in improvements to ensure that the building and grounds meet the physical needs of all students. The large numbers in some classrooms have yet to be addressed.

	KG	Primary
Care and support	Good	Good

- The caring ethos and positive relationships between staff and students are key features of this school. Attentive behaviour management systems and high expectations support children and students in self-managing their behaviour. The school is successful in the promotion of high levels of attendance.

- A range of strategies is employed for the early identification of students of determination and of those who are gifted and talented. Support and challenge in lessons, however, remains inconsistent, resulting in variable academic progress across the curriculum.

- The school effectively promotes the well-being of all. Parents and students have access to a counsellor to discuss any difficulties or concerns in confidence. Along with senior leaders, the counsellor is available to guide the parents of students in Grade 5 in making transition arrangements.

For development:

- Improve the level of support and range of appropriate challenge in all lessons for those students of determination and for those who are gifted and talented.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- Leaders and governors have appointed qualified staff to the inclusion team to provide a warm welcome and appropriate support for students of determination. Improvements have been made to staff training, monitoring and the evaluation of provision.

- Staff have a secure understanding of the different types of disabilities and learning needs. They monitor students as a result of any concerns raised, and implement a range of formative and summative assessments to identify any barriers to learning. Students are identified against the revised KHDA categories.

- Parents feel welcomed by the inclusion team staff, who make themselves available to discuss any concerns. Parents take an active part in the development and review of their children's individual education plans (IEPs). They receive regular reports of progress. Some take advantage of the one to one support for their children with internal and external specialists.

- Curriculum modifications for students of determination are not always well matched to the students' needs. The promotion of independent learning skills is variable, as some students become too reliant on support from the learning support assistants.

- Students with IEPs which are closely matched to their learning needs make better than expected progress as interventions and support are targeted and effectively address their barriers to learning. Academic progress, however, is more variable.

For development:

- Refine professional development to improve teachers' skills in modification strategies to meet the needs of students of determination more effectively.

6. Leadership and management

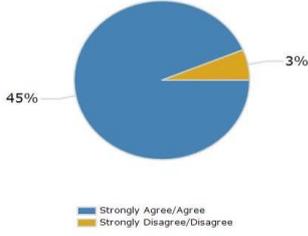|	
The effectiveness of leadership	Good ⬇
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Very good

- The principal and senior leaders are competent. They work diligently to ensure best practice and they create a supportive ethos that empowers staff to deliver a good education. In order to be more effective, the process whereby senior leaders are held to account for improving outcomes, most notably in teaching and learning, requires a new focus and direction.

- While self-evaluation processes are comprehensive, the evidence gathered is not always secure in providing a reliable basis for ensuring high-quality outcomes. School improvement planning requires more regular review, in order to ensure that detailed actions and well-focused goals for all subject areas are having a positive impact.

- Partnership with parents and the community is outstanding. The school is proactive and has an open-door policy; welcoming parents and in seeking feedback to guide its development. Concerns raised are addressed promptly to improve the well-being of students. Parents receive regular reports regarding their children's progress and attainment. International partnerships are promoting a culture of learning, research and innovation.

- The Governing Board is committed to supporting and resourcing the school. The process of holding all leaders to account for students' performance is less secure. This inspection notes a decline in external benchmarks and in the quality of teaching at some grade levels in primary. Recommendations in previous inspections reports are yet to be fully addressed.

- The day-to-day operation of the school is effective and efficient. The school building and grounds provide a clean, safe environment. Classrooms are not all suited to the large numbers. Plans are in place to improve library facilities. Staffing is adequate to deliver the curriculum, and teachers are provided with professional development. The resources available for teaching and learning continue to improve.

For development:

- Ensure that governors fully address the recommendations in recent inspection reports.

- Ensure that governors and leaders implement secure processes for self-evaluation and school-improvement planning, and, as a consequence, improve the outcomes for all groups of students.

The views of parents

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

Students No. of responses = 0	Parents No. of responses = 455
	Overall, I am satisfied with the quality of education at my child's school 45% 3% ■ Strongly Agree/Agree ■ Strongly Disagree/Disagree

Students	N/A
Parents	Almost all parents who responded to the survey are satisfied that their children enjoy school, and that they feel well informed. They value the safe and respectful learning environment where students work well. A few parents express unease with the emphasis placed on electronic devices for classroom learning.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae