

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

Inspection Report 2018-2019

Star International School (Branch)

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



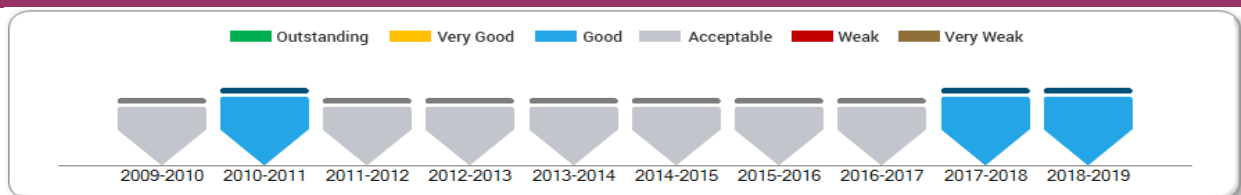
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School Information

General Information	Location	Mirdif
	Opening year of School	2008
	Website	http://www.starmirdifschool.com/
	Telephone	04-2884644
	Principal	Gill Roberts
	Principal - Date appointed	1/9/2016
	Language of Instruction	English
	Inspection Dates:	19 to 21 November 2018
Students	Gender of students	Boys and girls
	Age range	3-12
	Grades or year groups	FS1-Year 6
	Number of students on roll	479
	Number of Emirati students	49
	Number of students of determination	21
	Largest nationality group of students	Arab
Teachers	Number of teachers	49
	Largest nationality group of teachers	BRITISH
	Number of teaching assistants	24
	Teacher-student ratio	1:10
	Number of guidance counsellors	0
	Teacher turnover	0
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	UK
	Accreditation	Not applicable
	National Agenda Benchmark Tests	GL

School Journey for Star International School (Branch)



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students make consistently positive progress across all key subjects in both the Foundation Stage (FS) and primary. Achievement in science in the primary school is now above curriculum expectations and in line with English and mathematics. Students are not at this standard in Islamic education and Arabic as first and additional languages. Learning skills are strong and have improved in FS this year.
- Across the school students are highly motivated to work and readily take on responsibilities. They are caring of one another and very respectful to teachers and other adults. Primary students' appreciation of Islamic culture and UAE values is very well-developed. They enjoy opportunities for applying innovation in their learning, and have made some improvements in their research skills using technology, and also in developing their creativity.

Provision for learners

- Teaching and assessment are consistently effective across the school. Improvements in teaching approaches are having a positive impact on learning so that students are more independent and have more choice. Innovative approaches, such as team-teaching in Arabic and English in Year 1, are helping to raise levels of engagement. Careful use of assessment data is improving the effectiveness of planning and the support teachers provide for individuals and groups of students in their classes.
- Curriculum design and implementation have improved. Students experience a well-balanced range of opportunities and thematic concepts that allow them to make connections in their learning, and to link their learning effectively to real-life experiences and with UAE society. Curriculum modification is appropriate, but for some students, it is not always sufficiently adapted to their needs, particularly students of determination or those who have gifts and talents.
- Procedures to protect and care for students are implemented effectively. Healthy lifestyle choices are given high priority and students are encouraged to take part in regular physical exercise. High expectations of behaviour are clear within the shared values of the school. Regular attendance is a continuing school focus with emphasis to parents of its importance for their children's education. The school is successful in identifying and supporting students of determination.

Leadership and management

- The school is very well led by the principal with effective support from governors. Parents are fully engaged in supporting the school and with their children's learning. The management of staffing and focused professional training are increasing the capacity of middle leadership. The new resources and facilities for the extended FS provide children with high-quality learning experiences.

What the School does Best:

- The principal's and governing board's very clear vision and planning for the school's future, and their management of staffing and resources
- Students' attitudes and engagement in learning, and their respect and appreciation of UAE society and culture
- The enthusiastic support and involvement of parents in the life of the school
- The quality of the planned curriculum, providing smooth progression across FS and primary
- The close working partnerships between Arabic and English teachers, and their effective team teaching in Year 1.







Key Recommendations:

- Improve attainment in Islamic education and Arabic as first and additional languages by:
 - developing teachers' understanding of assessment and its application in identifying accurate levels of student achievement
 - more rigorous monitoring of internal assessment results.
- Improve the consistency of meeting individual students' needs through well-differentiated activities.
- Develop students' use of the library facilities to enhance their research and reading skills across the curriculum in both FS and primary.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good
Assessment	Good	Good

4. Curriculum

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

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

	Foundation Stage	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	Very good ↑
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 :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.).

School's Progression in International Assessments **is above expectations,**

- The school took the TIMSS test for Year 5 in 2015 and is preparing for the next round in 2019. As this was the first time through TIMSS the school cannot demonstrate progress between tests, although their scores were significantly below the targets set for the school on both the mathematics and science tests. The scores achieved by the school were slightly below the mid-point for all students taking the test. The school took PIRLS for the first time in 2016, so again progress cannot be measured. The PIRLS score was slightly above the corresponding mid-point.

Impact of Leadership **meets expectations.**

- Leaders are committed to the National Agenda and have produced a comprehensive action plan. Training has been conducted on analysing and using N.A.P. data. Curriculum modifications have been made where gaps are identified. Teachers have access to N.A.P. results and use them with varied success to adjust their teaching.

Impact of Learning **meets expectations.**

- Teachers effectively use open questioning that encourages critical thinking both in class and in written tasks. Students are able to respond to such questions creatively but often in not much depth. Research is not consistently well developed, and many students have limited opportunities and skills in seeking out required information.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Implement a school-wide research policy that focuses on systematically developing students' research skills.

Reading Across the Curriculum

- External benchmark data indicate consistent improvement in students' achievement in reading over time.
- Guided reading in English and Arabic, systematically develops students' ability to extract and use information. Students use this ability effectively in mathematics and science when reading unfamiliar texts.
- The librarian liaises with teachers to promote reading in FS and primary. Initiatives to use the library as a fundamental part of promoting cross-curricular reading are limited.
- The principal emphasises the importance of reading across the curriculum. Reading development is a key priority and supported through school planning and staff training.

The schools provision, leading to raised outcomes in reading across the curriculum is Developing.

For Development:

- Extend and embed the cross-curricular reading initiatives.
- Strengthen the links between subject leaders and the librarian, in order to raise the profile of the library in supporting improvements in reading across the curriculum.

UAE Social Studies

- Modifications to the UAE social studies curriculum ensures better links with other subjects. Resources are appropriate for the needs of most learners, but support and challenge are inconsistent.
- Students work well together and share their ideas. They are developing understanding and making connections to real life experiences, related to the UAE.
- Teachers are developing students' knowledge, skills and understanding in line with curriculum expectations. Critical thinking, problem-solving and the use of learning technology are developing features of students' learning.
- In lessons, most students make the expected progress in relation to their individual starting points and UAE social studies curriculum expectations.

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

Innovation

- FS children are confident and enjoy finding things out for themselves. Primary school students continue to develop these skills and take responsibility for presenting their own work.
- Students demonstrate the school's core values through team work within their house system. They initiate ideas and take part in helping to conserve the environment.
- Teachers encourage students to think critically and to be creative, but the systematic development of innovation is not fully embedded.
- The curriculum offers opportunities for problem-solving and the innovative use of technology, for instance, in the green screen photography. The class enterprise challenge supports the development of entrepreneurial skills.
- Leaders are active in encouraging innovative learning which has a positive impact on teaching and learning and incorporates the pillars of the UAE expectations for 2021 and beyond.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Internal assessment data do not accurately reflect the achievement of students in lessons and their recent work. Students in lower primary, particularly non-Arab students, are making better progress from their starting points than Arab students.
- Students' understanding of Islamic concepts, and their links with real life, are in line with curriculum expectations. Memorisation skills and understanding the overall meaning, rulings and guidelines from verses of the Holy Qur'an are underdeveloped, especially for Arab students.
- Grouping students in three levels of ability is starting to support learning and improve progress. However, lesson planning is not differentiated sufficiently to suit all learning needs and have a measurable effect on students' attainment.

For Development:

- Improve students' achievement by measuring their performance more accurately using the MoE guidelines and use this information to improve their progress in class.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Internal assessment data indicate that students' attainment is above expectations. This is not consistent with the level of attainment reflected in lessons and workbooks, which is only in line with the Ministry of Education (MoE) curriculum standards. Progress is better than expected when measured against learning objectives in lessons.
- Most students read familiar texts with confidence. They locate and retrieve information from texts and can make some direct inferences; they are less able to read with critical appreciation. Students' writing and research skills are less well-developed compared to their other language skills.
- The programme of weekly guided reading lessons across all grade levels is having a positive impact on progress through the enrichment of students' familiarity with the Arabic language.

For Development:

- Improve students' written work by providing more opportunities for independent writing in a variety of styles.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Most students are achieving the expected curriculum levels of attainment in tests and classwork. Measured against their starting points, the majority of students make better than expected progress across all language skills.
- Students' ability to sight read familiar short texts is secure and they are able to respond to verbal instructions well. Their speaking and writing skills are under-developed.
- The scheduling of a weekly Arabic lesson in the library has increased students' interest in reading and their appreciation of books written in Arabic. This is helping to extend students' Arabic vocabulary.

For Development:

- Improve students' speaking skills in Arabic by providing real-life learning situations that allow for greater student interaction.
- Improve students' independent writing skills for a range of purposes.

English

	Foundation Stage	Primary
Attainment	Good	Good
Progress	Good	Good

- Children in FS make good progress from their differing starting points and attainment is above the expected levels. They are able to form letters clearly and write simple words. Primary students achieve outstanding results in external benchmark tests, with rigorous internal assessments showing that progress over time is positive.
- In the primary classes, students' written work is neat and fluent, although students' spelling is weaker than their understanding of grammar and punctuation. They read for comprehension and extract information for specific purposes. By Year 6 they read more complex texts with inference and deduction.
- Improvements in the guided reading programme have had a significant impact in improving students' reading skills and increasing their understanding of narrative and character. Students use descriptive vocabulary well and know the correct tenses to use for different purposes, for example in news reports.

For Development:

- Ensure that all students are given regular feedback to improve the accuracy of spellings, particularly in the upper primary classes.

Mathematics

	Foundation Stage	Primary
Attainment	Good	Good
Progress	Good	Good

- FS children develop strong early number skills but sometimes in isolation from other strands of mathematics. Opportunities to enquire are most well-developed in FS and lower primary. In some lessons, higher ability students are not moved quickly enough onto more challenging mathematics and problem-solving tasks.
- Collaboration skills are strong in both phases, with students learning from each other. Self-assessment and opportunities for reflection help students consolidate their understanding. Students rarely apply their mathematical skills and knowledge in cross-curricular work.
- The emphasis on improving marking and feedback has led to more focused work to develop mathematical skills, which in turn, has raised attainment. Regular checks on students' progress have initiated timely interventions where concerns have been identified.

For Development:

- Provide opportunities for extended enquiry that leads to deeper critical thinking and develops research skills.

Science

	Foundation Stage	Primary
Attainment	Good	Good ↑
Progress	Good	Good

- Attainment and progress in external tests, lessons and workbooks, across both phases, are above curriculum standards for the majority of students. However, attainment levels against the school's more rigorous internal assessments are slightly weaker than those in external examinations.
- Most students demonstrate secure levels of knowledge, skills, and understanding, but their application of investigative skills using technology are less well-developed.
- The school's focus on scientific learning is resulting in students' observation skills developing well in both phases. Students know the principles of fair testing but are less confident in explaining the reasons behind their predictions.

For Development:

- Develop students' investigation skills through more challenging, enquiry-based approaches.

Learning Skills

	Foundation Stage	Primary
Learning skills	Very good ↑	Good

- Most students are positive about their work and are confident and collaborative learners. In FS, children are actively involved in their own learning. They respond very well to teachers' questions and challenges.
- In most lessons, students are able to evaluate their own learning as well as that of their peers. Students understand the purpose of what they are learning, relating it to the real world and other subject areas. They demonstrate their thinking by justifying their answers.
- Children in FS respond very well to the enhanced learning environment by exploring and being creative. When given the opportunity, primary students use technology imaginatively. However, these opportunities do not feature regularly in lessons. Critical thinking and the ability to engage in independent and collaborative research are developing.

For Development:

- Provide more opportunities for students to use technology and to develop and use their research skills.

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

	Foundation Stage	Primary
Personal development	Very good	Very good

- Students consistently display responsible attitudes to their school and work. This is a significant strength of the school. The very positive behaviour and the self-reliance of children in FS contribute to a harmonious learning community. Across the school, bullying is very rare.
- Students respond well to others and work together to resolve differences. Student-teacher interactions are respectful and considerate. Students are developing habits of healthy lifestyles. They participate regularly in sport and aesthetic activities.
- The school has various initiatives to improve attendance rates, but their impact is only evident in the primary phase. Students in primary are highly committed to arriving to school and lessons on time, and this contributes significantly to their achievement.

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

- Across all phases there is a secure knowledge of Islamic values and how they influence life in the UAE. Primary students show a depth of understanding and relate their knowledge to different aspects of everyday life.
- The appreciation of the culture of the UAE, understanding the history of the region and respect for the its heritage are strengths in the primary school. In FS, children’s understanding of their community and their knowledge of the UAE, are developing.
- Older students understand the importance of diversity and show an appreciation of their own, and other cultures. They take part in a wide range of activities and celebrations to increase understanding of the wider world. These have a positive impact on their social development.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Good

- FS children exhibit a good sense of social responsibility. They look after their belongings and are active in tidying up after activities. Students in the primary school understand the value of community service and take part in different fundraising activities organised by the school.
- Students display a good attitude to their work. They collaborate purposefully in teams in creating business plans during Enterprise Week. They understand and speak passionately about the school’s values of respect and resilience and can describe what it means to have a, ‘Growth Mindset’.
- Through the role of the eco-council, students show their care for the environment. They participate in a variety of campaigns and projects to conserve the environment, including the clean-up campaigns, simply bottles project, and cleaning the beach.

For Development:

- Improve students' entrepreneurial skills by building systematic opportunities into the curriculum for them to take personal initiatives.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good

- In both FS and primary, teachers successfully promote active learning through a variety of engaging tasks. These often enable students to make meaningful connections to real life. Teachers and support assistants are proficient in supporting independent learning, particularly in FS.
- Teachers plan work for different ability levels, but not all are skilled in adapting the activities to meet the needs of all groups of students, including those with gifts and talents, and students of determination. Students' research skills are not systematically developed in lessons.
- The initiative of team-teaching by Arabic and English staff is having a beneficial effect on the learning of both languages. In science, teachers' subject knowledge is more secure due to focused professional training.

	Foundation Stage	Primary
Assessment	Good	Good

- Assessment in FS is based on the Early Years Foundation Stage (EYFS) development stages. In the primary phase, it is aligned to The National Curriculum for England (NCfE), and the MoE standards. Teachers are becoming more skilled in making accurate assessments of students' progress. The tracking systems in both phases now provide more valid and reliable measures of achievement.
- Analyses of extensive benchmarking and internal data are used well to modify the curriculum. Most teachers use this data to design activities that meet the needs of groups and individuals. In Arabic, support for students of determination is not so effective.
- A new policy has improved teachers' marking practices. Although feedback in science and Islamic education for non-Arabic speakers has improved, there are inconsistencies in Islamic education for Arabic speakers. The linking of Learning Ladders to MoE Arabic standards has had a positive impact on assessment procedures.

For Development:

- Ensure that all teachers adapt their plans to take account of students' starting points, as well as providing challenge and support to meet their needs.
- Systematically develop students' research skills.

4. Curriculum

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

- The curriculum is very well-mapped to the NCFE objectives and standards. This results in smooth continuity and progression, for example in the provision for phonics and mathematics between FS2 and Year 1.
- The themed curriculum is carefully planned to ensure very good connections are made between areas of learning. It also enhances both Emirati and British cultural values that underpin the curriculum rationale. Regular reviews, which include feedback from teachers and students, inform changes in curriculum content and delivery.
- In FS, children are offered a choice of activities in Arabic, Islamic education and science, which enables them to take greater responsibility for their own learning. In other years and subjects, opportunities for choice are less frequent.
- Moral education is taught as 50-minute, standalone lessons in Years 2 to 6, complemented by weekly 30-minute assemblies, in which moral themes are the focus.

- Curriculum adaptations, which include additional reading resources by Emirati authors and varied approaches to stimulate boys' interest in reading, are beginning to meet students' needs well. However, the curriculum in Islamic education is not well adapted to meet the needs of students of determination and those with gifts and talents.
- The curriculum includes a sharp focus on understanding of the UAE society. The impact is clear in all subjects and students display a strong appreciation of Emirati values and culture.
- The curriculum is well-structured to offer students innovative ways to learn through on-line programs. However, these technologies are not yet consistently available across all of the curriculum.

For Development:

- Ensure that the curriculum in all subjects, particularly in Islamic education, is adapted to meet the needs of all students.
- Increase curriculum opportunities for all students to make choices and to explore learning through the use of the library, and technology.

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

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

- Provision for health and safety, including arrangements for child protection, is well-established and very effective. The school provides a safe, well-resourced learning environment for all students.
- Specific strengths include excellent medical services, thorough risk assessments for relevant student activities, systematic safety checks on equipment and resources, and well-designed procedures for the arrival at, and departure from school.
- Regular reviews ensure that safeguarding policies and practices are consistent and up-to-date. Enhanced resources and training for staff promote awareness of all child protection issues. A few staff, new to the school, have not received training.

	Foundation Stage	Primary
Care and support	Good	Good

- The 'star values' of the school are successfully promoted through the positive behaviour policy. An atmosphere of mutual respect is evident throughout the school community. There are robust systems in place to monitor and encourage good attendance and punctuality.
- The school has effective systems to identify students of determination and ensure that interventions are swiftly put in place. The quality of support, although variable, enables the majority to make good progress. Although students with gifts and talents are identified, provision to meet their needs is not fully embedded.
- The school carefully monitors students' personal and social development. Initiatives such as the mini-inclusion champions, promote an inclusive and supportive community. Staff provide valuable guidance to students, especially those who are vulnerable. The school does not provide a qualified counselling service.

For Development:

- Establish a counselling service to support and guide students in their personal and social development.
- Enhance the provision for students with gifts and talents to enable them to reach their full potential.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- Senior leaders have developed an inclusive atmosphere and the school welcomes students of determination. The inclusion champion, governors and student mini-inclusion champions successfully promote the school's vision of, 'learning for all'. The school is implementing an inclusion improvement plan.
- The school makes effective use of a variety of assessment information to identify the specific needs of students of determination. Good links have been established with outside agencies for formal diagnoses. Following identification and assessment, the school swiftly implements targeted support and interventions.
- Parents' involvement in their children's education is valued, especially when writing and reviewing the detailed individual education plans (IEPs). Parents appreciate the comprehensive reports about their children's progress. but would welcome more guidance on how to support their learning at home.
- Support for students of determination is most effective when they are working with specialist teachers and learning support assistants. There is some effective support in classrooms, but not all teachers are skilled at personalising learning for individual students.
- Teachers and support staff are rigorous in checking students' progress towards their IEP targets, and the majority of students make better than expected progress, particularly in their personal development, engagement, resilience and confidence.

For Development:

- Monitor the quality of support in lessons to ensure that learning for all students of determination is personalised and enables them to reach their targets.
- Provide guidance to parents on how they can support their children's learning at home.

6. Leadership and management

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

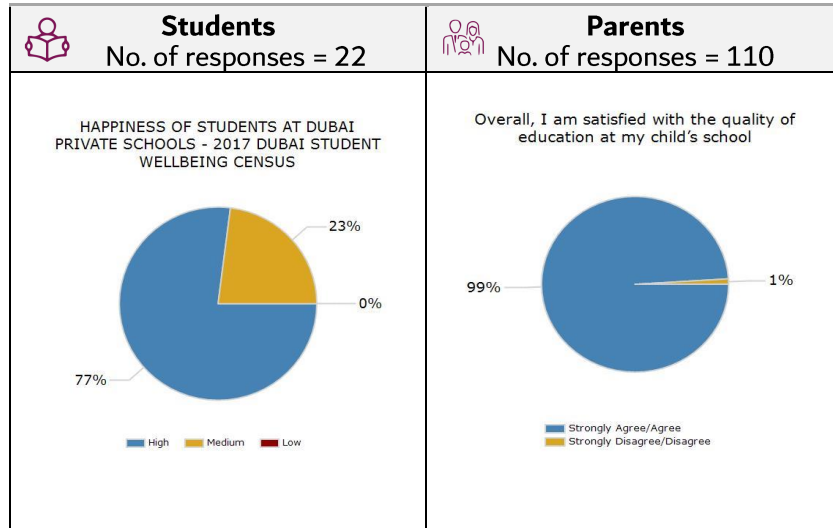
- The principal and leaders demonstrate a very clear vision and direction for the school that reflects the expectations of UAE. Leaders build a very positive profile of the school, ensuring appropriate scrutiny and staff development. The principal, in particular, is held in high regard by staff, parents and children. The extended leadership teams provide effective, shared responsibility as they develop and consolidate their leadership skills.
- Whole school involvement in self-evaluation and improvement planning results in consistently good progress towards priorities. Senior leaders observe lessons regularly to check the quality of teaching and learning. Tracking systems are used well to monitor students' progress and achievement across all areas of learning. Improvements include the development of the curriculum, approaches to learning and provision in FS. Raising attainment in all subjects is a continuing focus for leadership.
- Parents are very involved and feel welcomed in the school. They readily share ideas with teachers and parent governors on school strengths and areas for improvement. Frequent communication keeps parents fully informed of their children's achievements. Close partnerships with other schools facilitate the sharing of excellence and the development of staff expertise. The school engages widely in the community through students' eco-activities, competitions, visits and charitable work.
- The governing body continues to build its expertise and involvement in the school. Individual governors link directly with the school on specific aspects. This is effective in gaining depth of knowledge of the quality of provision and in holding the school to account. Governors and school leaders share a clear forward-looking strategy for improvement. Parents form most of the key stakeholder group.
- The school's daily routines run very smoothly. The board and principal manage staffing levels very effectively. Facilities for physical education, swimming, music and art enhance learning. Investment in resources for FS provides very good learning opportunities. Additional books underline the importance of reading in Arabic and English. However, the library is not used as fully as it could be for research and learning in all subjects.



For Development:

- Ensure that leaders' day-to-day evaluations of classroom practice focus on the quality of students' learning and their outcomes.
- Extend the stakeholder membership of the board to reflect continuing growth and developments in the school.

The View of parents and senior students

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



 <p>Students</p>	<ul style="list-style-type: none"> Almost all students who responded to the survey feel confident in the school and have positive relationships with other students. All feel safe, want to do well and work hard. Students know that they can ask for, and readily get extra help when they need it from their teachers.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of their children's education in the school and know staff listen to their views. They feel their children are kept safe and that they have positive, respectful relationships with other students and teachers. A very small minority mentioned bullying in school. Parents comments during inspection interviews stated that the very few instances are dealt with quickly and effectively.

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