

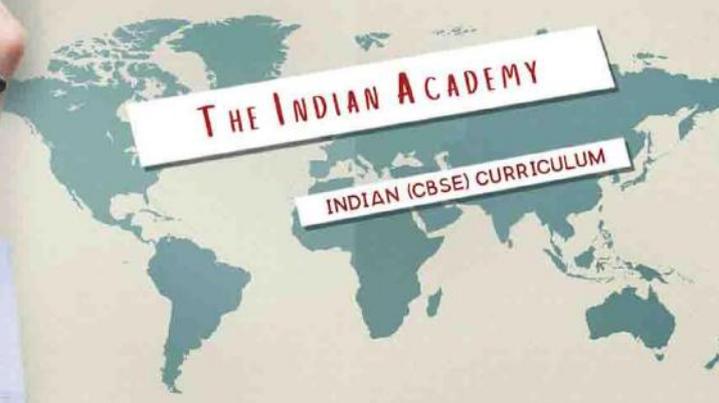
THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018

The Indian Academy
Celebrating 10 years of inspections



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School information

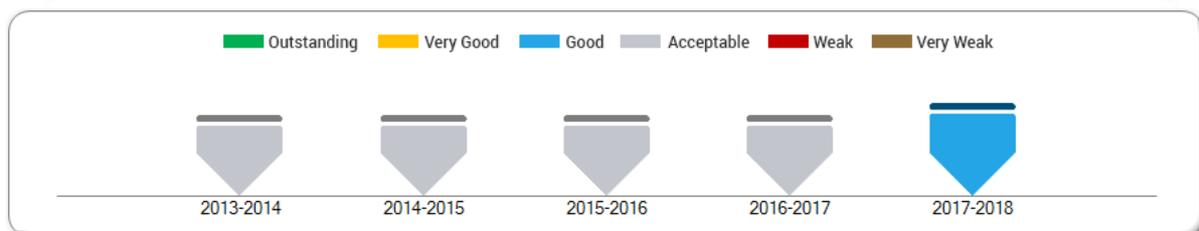
General information	
Location	Muhaisnah 4
Type of school	Private
Opening year of school	2012
Website	www.indianacademydubai.com
Telephone	04-2646746
Address	Muhaisnah-4
Principal	Ms. Jwairia Saleem
Principal - Date appointed	4/3/2016
Language of instruction	English
Inspection dates	25/09/2017 to 27/09/2017

Teachers / Support staff	
Number of teachers	49
Largest nationality group of teachers	Indian
Number of teaching assistants	12
Teacher-student ratio	1:15
Number of guidance counsellors	4
Teacher turnover	11%

Students	
Gender of students	Boys and girls
Age range	4-14
Grades or year groups	KG 1-Grade 8
Number of students on roll	566
Number of children in pre-Kindergarten	0
Number of Emirati students	0
Number of students with SEND	24
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	Internal CBSE related
Accreditation	IBT tests taken
National Agenda benchmark tests	ASSET, CAT4

School Journey for The Indian Academy



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

The **Indian Academy** was inspected by DSIB from 25/09/2017 to 27/09/2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leadership and management of the school have been strengthened through the improvement of self-evaluation and more rigorous monitoring and planning. Partnerships with parents and governance remain positive features and both are continuing to improve. Professional development for teachers has been well focused on needs and effective in facilitating improvements, particularly in assessment practices. The principal's leadership has contributed significantly to this whole school improvement

Students' achievement

In English, progress has improved in the primary and middle phases and attainment has improved in Kindergarten. Students' achievement in mathematics and science remains strong across all phases. Attainment and progress in Islamic education and Arabic remain acceptable. Progress of students with SEND is good as judged against CAT4 predictors and most students make good progress against IEP targets.

Students' personal and social development, and their innovation skills

The school instils in students a strong sense of personal and social responsibility, respect for themselves and others, and a love of learning. Students' understanding of Islamic values and awareness of Emirati and world cultures has improved. Students participate in activities to increase their innovation skills and they enjoy developing their leadership skills. Most students are engaged in entrepreneurial projects within and beyond school.

Teaching and assessment

Teaching and assessment have improved significantly. Of particular note is the improvement in the quality of teaching in the middle phase and the teaching of English, now a positive feature of the school. Assessment systems, the analysis and the use of assessment information have also improved across all phases of the school.

Curriculum

Curriculum design and implementation is effective in almost all areas of the school, which results in overall good achievement in those areas. Curriculum adaptations are being introduced to better serve the needs of all students and to provide appropriate challenge and support.

The protection, care, guidance and support of students

A very safe, hygienic and secure environment is provided for students. Parents and students appreciate the new outsourced transport system. The school promotes good attendance and punctuality. Provision of appropriate support for students with SEND ensures that they make good progress in both academic and personal development.

What the school does best

- Students' strong sense of personal and social responsibility, respect for others and love of learning.
- Improvement in students' understanding of Islamic values and awareness of Emirati and world cultures in the primary phase.
- Improved teaching in English, which results in improved student progress, in the primary and middle phases.
- Regular performance management that supports improvement in teaching in middle school.
- Improvements in assessment practices, driven by leaders across all phases.

Key recommendations

- Raise attainment in Islamic education and Arabic by improving student progress rates.
- Improve the quality of teaching in the primary phase by:
 - sharing best practice from elsewhere in the school and beyond
 - sustaining individual professional development closely linked to teachers' needs through rigorous performance management
 - developing capacity in leaders for effective coaching and mentoring
 - Ensure that all curriculum adaptation is based on identified student needs and impacts on student outcomes, especially where student progress is below expectations.

Overall School Performance

Good ↑

1. Students' Achievement

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Good ↑	Acceptable	Acceptable
	Progress	Good	Good ↑	Good ↑
Mathematics 	Attainment	Good	Good	Good
	Progress	Good	Good	Good
Science 	Attainment	Good	Good	Good
	Progress	Good	Good	Good
		KG	Primary	Middle
Learning skills		Good	Good ↑	Good ↑

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

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

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good	Acceptable	Good ↑
Assessment	Good ↑	Good ↑	Good ↑

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

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

6. Leadership and management

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

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment as indicated by the National Agenda Parameter benchmarks meets expectations in English. However, data are statistically unreliable in mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter 2017-18
- The school's National Agenda (N.A.) action plan addresses key strategies to develop high-level competence in its teachers and leaders. The leadership team is committed to the N.A and is held accountable for this by governors.
- The CAT4 data are analysed, clearly identifying individual achievement gaps for all students. Leaders and core subject teachers understand these analyses and how to use them to modify provision.
- The school has adapted its curriculum to ensure that N.A.P. skill requirements are met and that its CBSE curriculum prepares students for TIMSS and PISA assessments.
- Teachers seek to challenge students to justify their responses by explaining their thought processes. Often teachers adopt a learning facilitation style of working.
- The principal has a strong conviction that research skills form the basis for lifelong learning. In some grades, learners assume greater control over their own learning.

Overall, the school's provision for achieving National Agenda targets meets expectations

Moral Education

- The UAE moral education programme is being implemented in tandem with other existing programmes, such as 'Life Skills' and 'Values Education'.
- Teachers use strategies that appeal to different learning styles. They employ open-ended discussion questions that encourage group interaction and collaboration.
- Students participate in lessons and have opportunities to extend their learning in the form of homework discussions with the family.
- Student learning in moral education is not yet assessed nor is it reported to parents.

The school's implementation of the UAE Moral Education Programme is developing.

Social Studies

- The UAE social studies curriculum is integrated with the CBSE curriculum.
- Teachers use the understanding-by-design approach to ask a "Big Question" about the topic to stimulate student enquiry. This strategy is effective in creating a positive, engaging learning environment.
- Students enjoy working collaboratively in small group discussions, research projects and presentations.
- UAE Social Studies learning outcomes are not yet fully assessed or reported to parents.

The school's implementation of the UAE Social Studies curriculum is developing.

Innovation in Education

- Most students show independence in learning and research-based, home-learning assignments are increasingly used to improve students' investigative skills.
- Almost all students use their creative and entrepreneurial skills to demonstrate good citizenship and to participate in community service projects across the school.
- A few teachers have begun to extend students' learning opportunities using technology and the incorporation of complex "real world" issues.
- The new curriculum allows students to develop skills of entrepreneurship and to design and produce original ideas. The IT curriculum is challenging, although critical thinking is less well developed.
- Leaders have developed a range of projects to promote students' capacity for innovation. They provide regular opportunities for students to choose activities that nurture and develop creativity and leadership.

The promotion of a culture of innovation is Emerging.

Main inspection report

1. Students' achievements

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- In lessons and recent work, most students demonstrate knowledge and understanding in line with curriculum expectations. However, marking of internal assessments is too generous.
- Most students have appropriate knowledge of key Islamic concepts such as the pillars of Islam, faith, prayers and belief in all messengers. Most students show strong knowledge of Seerah and can relate and summarise stories of some prophets of Allah.
- The majority of students across both phases make expected progress in understanding of Islamic values and explaining key Islamic concepts.

For development

- Improve students' understanding of recitation rules and ability to memorise longer chapters of the Holy Qur'an, and link this learning to real life contexts.

		KG	Primary	Middle
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- The school's assessment data show that most students attain levels that are above MoE curriculum standards. However, in-class observations and work samples indicate that most students' attainment is in line with curriculum expectations.
- Listening skills are a strong feature of provision, with most students able to understand and follow instructions. Speaking skills are generally limited. There is little evidence of creative or extended writing.
- Reading comprehension is improving, especially in the upper grades in middle school. Students read and understand the main ideas and details of short passages about familiar topics.

For development

- Improve student's creative writing skills and their ability to apply their speaking and writing to new contexts

		KG	Primary	Middle
English 	Attainment	Good ↑	Acceptable	Acceptable
	Progress	Good	Good ↑	Good ↑

- Kindergarten children make rapid progress in listening to, understanding and using English. In the primary phase, students' speech becomes fluent and expressive, continuing to improve throughout middle school. Curriculum assessments demonstrate a rate of progress that is consistently higher than scores gained in international assessments.
- A systematic programme of reading instruction is delivered across all phases. Primary students gain a thorough understanding of how different types of texts are structured and, consequently, they write more purposefully.
- In primary and middle school, students use assessment rubrics to check that their work meets the criteria to achieve high grades. Vocabulary is systematically taught through reading, enabling students to enrich their oral presentations. However, students' writing lacks this sophisticated vocabulary.

For development

- Support students to edit, redraft and improve their written work, incorporating advice from teachers' marking and students' own reflections.

		KG	Primary	Middle
Mathematics 	Attainment	Good	Good	Good
	Progress	Good	Good	Good

- There is an upward trend in attainment and progress over time, in all phases, and both are now consistently strong across the school, especially in the middle school.
- Students' progress is above curriculum expectations. Students generally make good progress in lessons and students with SEND are achieving in line with their objectives.
- The acquisition of mathematical knowledge and vocabulary is generally stronger than the development of reasoning skills. The absence of open-ended questions and opportunities for individual research hinders the development of students' ability to think independently and carry out investigations.

For development

- Expand critical thinking activities to include open-ended questions and opportunities for independent research in mathematics.

		KG	Primary	Middle
Science 	Attainment	Good	Good	Good
	Progress	Good	Good	Good

- Attainment and progress in all aspects of science are similar across the school, although students in the middle school have increased their rate of learning.
- In the middle school, achievement in biology is significantly stronger than chemistry and physics. In other phases, the acquisition of knowledge is stronger than its application in investigations.
- Driven by the achievements in biology, students' progress overall has improved and, in general, attainment and progress have remained consistently strong.

For development

- Use facilitated learning more effectively to improve students' critical thinking and investigative skills.

	KG	Primary	Middle
Learning Skills	Good	Good ↑	Good ↑

- Children in Kindergarten have active learning experiences that contribute to sustained listening, following instructions and working independently. Older students are self-sufficient, effective collaborators. By Grade 8, their study skills are embedded and enable them to improve their work.
- In lessons, students are encouraged to make connections between their learning and its application beyond school. They share their experiences, are reflective and are beginning to apply their learning to other contexts. They are given opportunities to link theory and technology during enrichment periods.
- Across all phases, strong research skills and use of technology enable students to find things out for themselves and develop their presentational skills. However, opportunities for students to raise or to answer challenging questions and improve their higher order thinking skills are limited.

For development

- Provide further opportunities for students to participate in independent research and investigations, especially in mathematics and science.

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

	KG	Primary	Middle
Personal development	Very good	Very good	Very good

- Students' sense of personal responsibility develops as they move through the school. They are encouraged to participate in all the school's activities and to value the contribution others make. Attendance levels are high, which reflects students' enjoyment of learning.
- The whole community is committed to adopting safe and healthy lifestyles. In the Kindergarten, 'wake and shake' gives children an active start to each day, while older students benefit from yoga and regular exercise. Students understand the benefits of selecting healthy snacks.
- Strong personal values are evident within this learning community. Students treat each other and adults with great respect. This is demonstrated in sensitivity to the needs of others, including those who have difficulties in learning or making relationships.

	KG	Primary	Middle
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑	Very good

- In the primary and middle phases, students talk confidently about the ways in which Islamic values shape life in the UAE. Children in Kindergarten are aware of a range of traditions in the UAE.
- Students in the primary and middle phases have a high degree of respect for Islamic values and knowledge about the historic and cultural heritage of the UAE.
- Students' knowledge of international cultures is weaker. There is limited focus on raising awareness of other cultures, especially those of other Arab nations.

	KG	Primary	Middle
Social responsibility and innovation skills	Good	Good	Good

- Students are very attached to their school and community. Some volunteer to contribute to social and environmental causes. Many undertake a range of leadership responsibilities, for example, acting as class monitors and monitors of electricity usage.
- Students show a positive work ethic. They occasionally initiate their own projects, write and deliver assemblies, and participate in community events, for example, designing artefacts and children's toys from re-cycled materials to help visually impaired citizens in the community.
- Almost all students demonstrate care for their school and take part in activities to improve the environment. The result is an attractive, appealing environment, conducive to learning.

For development

- Provide further models of innovative practice and offer more opportunities for students to use advanced learning technologies in creative ways

3. Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good	Acceptable	Good ↑

- In Kindergarten, teaching encourages a variety of learning modes. In the primary phase, teachers understand how students learn, although, limited teaching strategies are used in the lower grades. The school recognises that teaching in Arabic and Islamic education requires additional pedagogical support and focused coaching and mentoring.
- In the middle phase, teachers take a more traditional approach to the presentation of topics, often by providing model problems. However, most endeavour to encourage discussion of open-ended scenarios, to extend students' critical thinking.
- Most teachers use appropriate questions to assess students' knowledge and understanding. Challenge questions are presented to allow all students to expand on newly acquired knowledge. In most classes, materials are modified to accommodate diverse learning needs.

	KG	Primary	Middle
Assessment	Good ↑	Good ↑	Good ↑

- Internal assessment processes are mainly consistent and linked to the school's curriculum across all phases. In Kindergarten, assessment is mainly based on teacher observation. The school plans to use external international benchmarking in Kindergarten next school year.
- The school analyses data in some depth and provides accurate and detailed information about individuals and groups. These data are used effectively in those areas of the school directly impacted by N.A.P targets. However, use of data to modify curriculum and teaching strategies is inconsistent across subjects and phases.
- The school uses CAT4 well to predict performance and check the progress of individuals and groups. Regular progress reviews enable trends and interventions to be identified.

For development

- Ensure that all teachers consistently facilitate student self-assessment and peer assessment.

4. Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Good	Good

- In Kindergarten, the curriculum is guided by early childhood learning principles and is moderated externally to ensure that it is broad, balanced and age-appropriate. Curriculum design and implementation continues to be a positive feature of the school across all phases.
- The school has a curriculum action plan arising from a major review completed in April 2017. The school has taken account of TIMSS requirements and included 13 new concepts in the curriculum. Curricular choices continue to be extended and the range of extra-curricular activities is much appreciated by students and parents.
- School leaders have incorporated an afternoon a week for curriculum extension activities that offer more opportunities for students to develop their interests, gifts and talents.

	KG	Primary	Middle
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- In Kindergarten, curriculum planning is modified well for children's learning. However, this is not consistently strong throughout the school and not all learners are appropriately challenged and supported. In some subject areas, learning outcomes are not adequately specified and there is insufficient connection to previous learning.
- Opportunities for developing creative thinking, enterprise and innovation are provided within many lessons, in addition to assembly, circle time, and 'maker space' sessions.
- The implementation of UAE social studies and moral education is enabling students to develop a clear understanding of the UAE's values, culture and society.

For development

- Develop consistency across phases in making modifications for students with SEND

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

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

- Security cameras are located throughout the campus. Buses have security cameras and GPS tracking. Emergency drills and safety inspections are conducted as required. Finger-guards have been installed on all Kindergarten doors.
- The school has appropriate policies in place for the protection of students. Faculty, staff and students are instructed about cyber safety. Bathrooms and food service areas are hygienic. A nurse is available throughout the week and a doctor visits twice a week. There is a well-equipped medical room.
- Specialised classrooms include a science lab, technology lab, library, gymnasium, swimming pool and indoor playground for Kindergarten children.

	KG	Primary	Middle
Care and support	Good	Good	Good

- Teachers and leaders have very positive relationships with students, which contribute to students' good behaviour. Attendance and punctuality are managed well and attendance rates are high because students enjoy coming to school.
- The identification of students with SEND is effective. There are well-developed systems in place, which are thorough, accurate and managed sensitively. The identification of students who are gifted and talented is in place, but is not yet well developed.
- The school has identified students with high CAT4 scores in verbal reasoning and spatial awareness and has met with students and parents. They have agreed some specific provision and advice to accelerate students' rates of progress but these measures are yet to be fully implemented.

For development

- Develop and implement a programme of academic guidance, including, in the middle school, a careers guidance programme

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- Clear policies are in place in the school to ensure that the whole community understands that inclusion is everyone's responsibility. There is an inclusion plan, with clear milestones for achievement of goals and designated responsibilities. The school has not yet identified an Inclusion Champion.
- The identification of students with SEND is managed well. Students are assessed thoroughly using a range of indicators. Their specific needs are identified accurately and plans are implemented to support their learning.
- The school understands the need for effective communication and close relationships between home and school. A wide range of effective strategies is used to inform parents of progress, and to keep them updated on what their child is learning.
- In Kindergarten, the curriculum is modified well, but this is not a consistent feature across the school. Some learning targets are too general and students are unsure about what they are expected to learn.
- Children in KG make good progress and achieve well against their starting points. Most students continue to make good progress in the primary and middle schools and across the curriculum. Progress is slower in lessons where students are not sure what they are expected to learn or where teaching is not well matched to their needs.

For development

- Identify an Inclusion Champion to be part of the Inclusive Education Team

6. Leadership and management

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

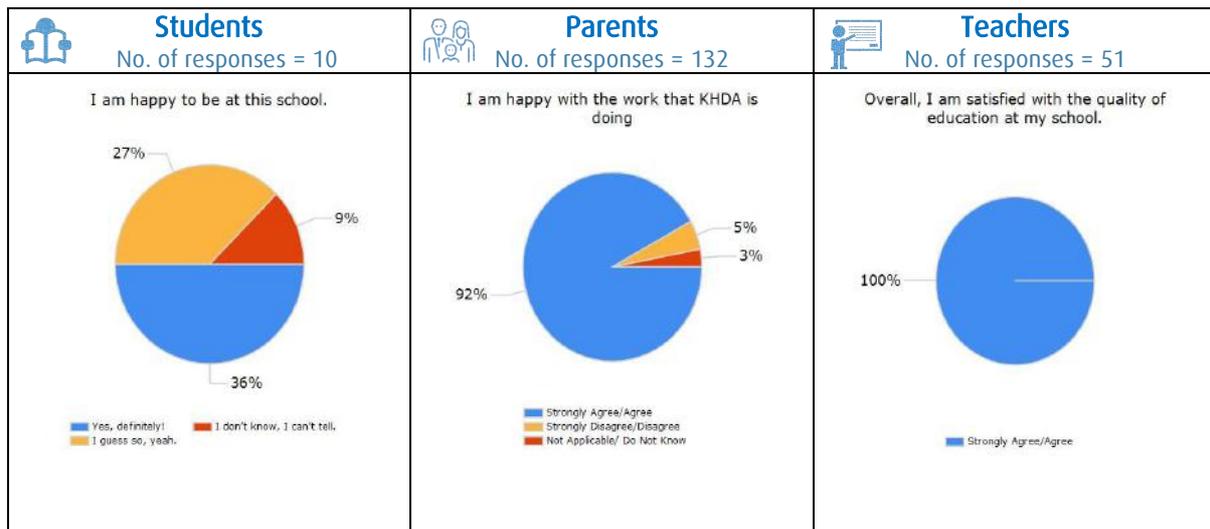
- The principal and leaders have a clear and coherent vision for the school, which has been sustained through a turbulent period of change. They are establishing a positive and inclusive culture of learning. Effective strategic planning and monitoring has resulted in improvements in assessment, English progress, learning skills, self-evaluation and improvement planning. The majority of subject leaders are effective in maintaining high levels of student achievement.
- The evaluation of school performance is increasingly rigorous. The school knows its strengths and areas for development, and has identified key priorities. Senior leaders work diligently to evaluate effectively and are involving most middle leaders systematically. Assessment data are analysed accurately to inform curriculum modifications and improvement planning. However, the school has yet to show improvements in some key subjects.
- Parental engagement remains effective. Parents are increasingly involved in all aspects of their children's education. Academic information is provided frequently and clearly. Information about the progress made by students with SEND identifies the next steps in learning. The Parents' Survey indicates that they are highly satisfied with the quality of education provided but concerned about the future stability of provision.
- Governors continue to provide clear, transparent and supportive governance. They monitor regularly and hold leaders to account for students' learning outcomes. They know the school well and have recruited governors with specialist knowledge, such as HR, inclusion and Islamic education. They are investigating strategies to improve recruitment and retention of high quality teachers. The Governing Body is committed to National Agenda priorities.
- School leaders ensure that daily routines are systematic and reliable with no time wasted between lessons. Extensive professional development has focused on identified school and national UAE priorities, and identified teacher development areas. The school environment is attractive and conducive to learning. However, there are limited classroom manipulatives to broaden learning opportunities for students with kinaesthetic and spatial aptitudes.

For development

- Implement strategies to improve recruitment and retention of high quality teachers.

The views of parents, teachers and senior students

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



 Students	<p>All respondents feel that they help in deciding things at school, and participate in activities that help them to develop leadership skills, such as the school council. Almost all agree that they have a wide range of extra-curricular choices, which offer them opportunities to use technology to support their learning. These views are supported by inspection findings.</p>
 Parents	<p>Satisfaction with the school is high. Parents feel that students are well behaved, respectful, and happy at school, developing personal and social responsibility and capacity for curiosity and innovation. They feel that literacy and love of reading is promoted in both English and Arabic. Parents of students with SEND feel well informed and confident that needs have been identified accurately. The inspection confirms these views.</p>
 Teachers	<p>Teachers are strongly supportive of school leadership. They indicate that leaders and staff listen to parents and act on their views, and that there is collegiality and trust among members of staff. They state that professional development at school has helped them become better teachers. These perceptions are supported by inspection findings.</p>

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