

INSPECTION REPORT

2022-2023



DUBAI ENGLISH SPEAKING SCHOOL

UK CURRICULUM

OUTSTANDING

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Umm Hurair
	Opening year of School	1963
	Website	www.dessc.sch.ae
	Telephone	043371457
	Principal	Catherine Dando
	Principal - Date appointed	9/1/2015
	Language of Instruction	English
	Inspection Dates	21 to 25 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS1 to Year 6
	Number of students on roll	1009
	Number of Emirati students	19
	Number of students of determination	65
	Largest nationality group of students	UK

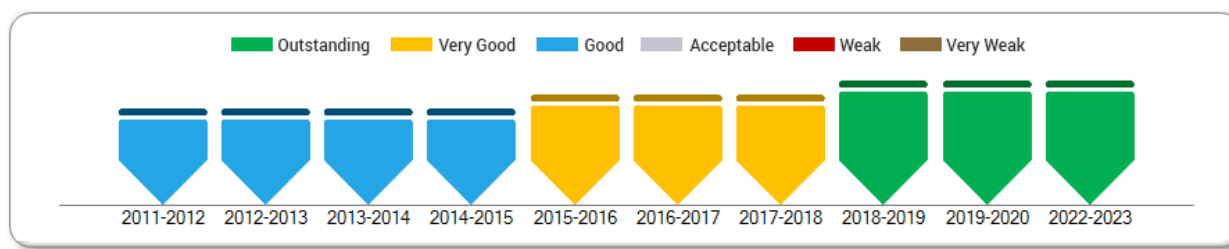
TEACHERS

	Number of teachers	68
	Largest nationality group of teachers	British
	Number of teaching assistants	44
	Teacher-student ratio	1:15
	Number of guidance counsellors	0
	Teacher turnover	1%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	NA
	Accreditation	BSO

School Journey for DUBAI ENGLISH SPEAKING SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- The achievement of students in English, mathematics and science is outstanding. Students make good progress in Arabic and Islamic Education where standards are steadily improving. Achievement is also excellent across a wide range of other subject areas, including the creative and performing arts, physical education, computing, the humanities, moral education, and French. Students' learning skills are excellent across the school.
- The behaviour of children and students and their attitudes to learning are exemplary. They appreciate and have an excellent understanding of Islamic values and the culture and heritage of the UAE. Relationships across the school and with the wider community are exceptional. Students are engaged in a wide range of charitable and enterprise initiatives.

PROVISION FOR LEARNERS

- The high quality of personalisation of learning in lessons is a product of the outstanding teaching and use of assessment information seen across the school. Teachers plan highly-motivating learning experiences which meet the individual needs of children and students. Excellent questioning strategies are used to assess levels of understanding and are leading to discussions that encourage students to think critically and creatively about their work.
- The broad, balanced, and forward-looking curriculum is excellent. Child-initiated learning in the early years and in Lower Primary ensures that children and students take ownership of their learning and develop outstanding learning skills from an early stage. The curriculum is very well adapted to meet students' individual needs, including students of determination and the most able students.
- Very clear and frequently reviewed health and safety policies ensure that the school community is kept safe and secure, and that all children are protected from harm. Healthy lifestyle choices, including those concerning nutrition, exercise, sleep, and the excessive use of screen-time, are promoted by the school. Provision and support for students of determination is of an excellent standard.

LEADERSHIP AND MANAGEMENT

- An inspirational headteacher supported by excellent governance and staff provides outstanding levels of provision and outcomes for all students. Parental engagement is excellent. They see the school for what it is, a high-functioning, inclusive setting where their children are happy, and are known and valued as individuals. The school is understandably oversubscribed. The very well-presented facilities are suitable for the current number of students.

The best features of the school:

- Inspirational leadership and excellent governance building highly-effective staff who deliver an outstanding level of inclusive education and excellent outcomes for students
- An outstanding curriculum adapted to meet the needs of individuals and groups of students, and implemented within facilities which are optimised to promote excellent learning
- Excellent levels of teaching for effective learning in English, mathematics, science and steadily improving standards in Islamic Education and Arabic as an additional language
- The systematic development of students' learning embedded across the curriculum
- School staff who build excellent partnerships with parents and the wider community, ensuring that the wellbeing, health, and safety of all in the community are prioritised.





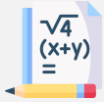

Key Recommendations:

- Raise the levels of attainment in Arabic, as a first language, by reviewing the curriculum to focus on the development of all four language skills but with a specific emphasis on improving students' skills in speaking and writing.
- Accelerate the development of mobile learning across the curriculum through the deployment of innovative technologies to enrich students' learning experiences.

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Good
	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	Good ↑
	Progress	Not applicable	Good
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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.

	Whole school	Emirati cohort
Progress in international assessments	is above expectations	is above expectations

- Although the very challenging TIMSS targets for 2019 were not met, attainment remained very high in mathematics and science. The school is addressing identified areas for further development. In benchmark assessments, outcomes were very good to outstanding.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Leaders are forensic in their analyses of data. Teachers use this information to plan interventions and lessons to address gaps in learning. Leaders and teachers track the progress of individuals, groups, classes, and specific cohorts each half-term and interventions follow immediately.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	is above expectations

- At the core of all improvements is the comprehensive analysis of data to identify and address gaps in reading literacy and students' wider learning skills.

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

For Development:

- Ensure that gaps in the learning of Emirati students are addressed to enable this group of students to achieve the targets set by the UAE.
- Promote even further student-led, independent, inquiry-based learning consistently across the whole school.

Wellbeing

The quality of wellbeing provision and outcomes is at a very high level:

- Trustees and leaders at all levels are committed to promoting very high levels of wellbeing of all. They consider it to be one of the school's highest priorities. A dedicated governor monitors and holds leaders accountable. Additional funding has been provided to promote wellbeing advancement further. A well-qualified leader monitors and ensures that wellbeing permeates all areas of the school's activities and the curriculum. A School Trustee supports this development effectively.
- Regular surveys of students' wellbeing are being used to identify and follow up on any concerns. Very effective monitoring of students' academic and personal development is conducted by teachers, subject leaders, and senior staff. All students have direct access to skilled pastoral and specialist staff. Staff morale is very high. Parents are partners in their children's wellbeing journey. The open-door policy is appreciated. Concerns are addressed and problems are quickly solved.
- A range of formal and informal wellbeing promotion opportunities are carefully constructed and embedded. Students have very positive attitudes and present as self-reliant and confident learners. Their behaviour is exemplary, and relationships are outstanding. Healthy lifestyles are promoted and monitored carefully by clinic staff. Students have a very good awareness of what constitutes a healthy lifestyle, and this is reflected in their behaviour. Students feel valued and know how to keep safe.

UAE social studies and Moral Education

- Moral, social and cultural studies (MSC) is taught from Years 1 to 6. In Year 1, the subject is integrated, while in Years 2-6, moral education is taught as a separate subject for 55 minutes per week. For Years 2 to 6 the UAE social studies programme is delivered through a combination of integration with other subjects and three discrete weeks each term. The school uses the MSC textbooks as reference and maps objectives across the curriculum.
- The National Curriculum for England (NCfE) is used to inform the planning of the curriculum, which encompasses MSC learning opportunities. Teaching is highly engaging and creates opportunities for students to understand concepts and link them to other areas of learning. In moral education, students have many opportunities to engage in debates. The school has established assessment strategies that measure curricular outcomes. Progress is tracked and reported to parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Students make significant progress in lessons across most areas of Islamic Education and especially those who are non-Arabic speaking students. However, their progress over time, although good, could be accelerated by raising expectations of what they can achieve in lessons.
- Recitation and memorisation skills of the Holy Qur'an are well developed. Students' understanding of the Hadith is improving, and increasingly they can infer their learning and apply it in real-life situations. Most students also show a strong knowledge of the practices for the acts of worship.
- Through students' active participation in the Holy Qur'anic lessons and competitions, their memorisation skills and application of the rules of Tajweed are developing rapidly. However, their ability to recite from the Arabic script remains less developed.

For Development:

- Improve students' understanding of The Holy Qur'an.
- Maximise the use of time and resources for students to make more rapid progress in lessons.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Students in Primary make strong progress in lessons in most language skills. Their attainment remains broadly in line with expectations because of their individual, low starting points.
- Listening and reading skills are developing well. Knowledge of phonemic awareness and skills in reading and spelling unfamiliar words together with independent writing is less well developed.
- Reading programmes are beginning to improve student's fluency, and their enjoyment of reading. The focus on listening and speaking in lessons is also beginning to develop students' application of standard Arabic. However, this is still limited only to familiar topics.

For Development:

- Enhance students' reading skills to close the gaps in their reading and spelling skills by modifying the curriculum to meet their needs.
- Provide more opportunities for students to respond as independent writers beyond the text that they are following.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good ↑
Progress	Not applicable	Good

- Students' language skills are developing rapidly across most year groups in Primary. Recent lessons and work recorded on 'Seesaw' indicate that outcomes for students in most language skills are above curriculum expectations. This is helping to improve their overall rate of attainment.
- Students' listening and speaking skills are strong. They engage in meaningful pair and group-speaking activities on familiar topics. Writing skills are developing well and students can write short paragraphs using previously learned vocabulary. The more able students can express their opinions using connectives and different tenses in speaking and writing.
- Recent changes in the curriculum, the development of teaching strategies and use of assessment in lessons are having a positive impact on students' achievement. Students' speaking and writing skills remain an area for further improvement.

For Development:

- Provide more opportunities for students to respond orally, and in writing, in topics on everyday life and which are meaningful to them.
- Challenge more able students to develop their speaking and writing skills using language that is beyond the given text.

English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Children in the Foundation Stage (FS) make rapid progress in acquiring vocabulary alongside skills in early reading, writing and communication, culminating in exceptionally high achievement in relation to the Early Learning Goals (ELGs). In Primary, students develop fluency and confidence in speaking which underpins their impressive reading and writing skills.
- Students listen intently with an increasing understanding of English and engage in discussions to plan, produce, and evaluate their work. They develop an enjoyment of reading which contributes to their highly descriptive, independent, and imaginative writing.
- All groups of students make similarly strong rates of progress. Students are becoming increasingly skilled in assessing their own work and that of others. Recent school initiatives are impacting positively and developing students' higher-order thinking, reading comprehension, and use of personal improvement targets.

For Development:

- Enhance students' oracy skills even further by using expression and intonation when reading aloud, by interpreting and applying authors' use of punctuation, and by using drama and role play.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Most students achieve excellent results in internal, national, and international benchmark tests in Key Stage 2. From their starting points, students in Primary make rapid and sustained progress in developing an advanced understanding of mathematical concepts.
- Assessment in FS shows that most children exceed the expectations of the Early Learning Goals. Children develop their counting skills and understanding of the value of numbers to ten exceptionally well. In Primary, students have very secure numeracy skills and a clear understanding of the different strategies they can use to calculate and formulate answers.
- The school's approach to teaching mathematics has been highly successful in developing students' critical thinking and problem-solving skills. They are provided with extensive opportunities to explore a range of approaches, which are promoting deeper mathematical thinking and ever-more specific skills.

For Development:

- Refine students' critical thinking and problem-solving skills.

Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Across the school, almost all students show better than expected attainment and progress in lessons and in their science books. Children in FS observe and describe the changes which they see in growing plants, while those in Year 6 explore and explain how refraction works.
- In Primary, students are developing an understanding of scientific methodology. They make predictions confidently and can justify their reasoning. In Year 1, students help to plan a simple fair test and by upper Key Stage 2, they can explain the control of variables when investigating a given hypothesis.
- In both phases, children and students possess strong critical thinking skills because teachers ask open-ended, probing questions that require them to explain and justify their responses. This is less well developed in Lower Primary, where questioning techniques are less effective.

For Development:

- Allow students, particularly in Lower Primary, more freedom to make predictions, explore, and investigate more independently.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Across both phases, the development of students' learning skills is systematically embedded throughout the curriculum. Students have very positive attitudes to learning, are keen participants in activities and willingly take responsibility for their own learning. They always work purposefully.
- Students interact exceptionally well with their teachers and each other. They engage in collaborative work to share their thinking and communicate their learning confidently using increasingly sophisticated vocabulary. Students frequently connect their learning to real life and to other curriculum subjects.
- Several initiatives to promote the development of learning skills, introduced since the last inspection, are highly effective in developing students' critical thinking, problem-solving, innovation, creativity, and higher-order thinking. Students use technology and other resources routinely to find things out for themselves.

For Development:

- Extend students' ability to connect their classroom learning to everyday life.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Across the school, students are mature, independent, and highly self-motivated learners. They have a very strong sense of personal responsibility, enjoy excellent relationships with their fellow students and teachers, and possess highly positive attitudes toward their learning.
- Students are committed to following a safe and healthy lifestyle. They generally make good food choices, enjoy exercise, and understand the importance of quality sleep and of moderating their screen time.
- Students are almost always punctual in arriving to school and when changing lessons. Their levels of attendance are very good. They are proud of their school and contribute immensely to what is a warm and welcoming atmosphere. They recognise when others are experiencing difficulties and help one another willingly.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Students have an excellent appreciation and understanding of how Islamic values influence contemporary life in the UAE and reflect these in their own lives and experiences. They incorporate several of these values in their daily behaviour, by showing respect, compassion, and honesty.
- Students respect and appreciate the heritage and culture of the UAE and how these underpin everyday life. Student cultural leaders help to promote awareness of this in the school. They are involved in various cultural activities regularly that recognise key events. A few students initiate these activities.
- Students are very aware of other world cultures and of the cultural diversity that exists in Dubai. The development of students' knowledge of other world cultures is embedded in the curriculum. Students are active in their participation of events to celebrate their own and other world cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Across the school students are engaged in voluntary projects for their school and local and global communities. They engage in voluntary activities to fund educational projects overseas as well as supporting the donations of books to other schools.
- A wide range of innovative projects is carried out in the school. Of particular note is the Year 5 'Chocolate Challenge Project' where groups of students set up a small business to produce chocolate. These entrepreneurial projects promote collaboration, creativity, and teamwork among students.
- Students demonstrate a high level of environmental awareness by participating in events such as Recycling week. They are conscious of the need to save energy in school, at home and globally. They have been involved in re-designing the school bins to encourage the reduction of waste.

For Development:

- Provide more opportunities for older students to take initiatives and to launch their own community drives relating to health, sustainability, and social responsibility.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Across the school, standards of teaching are consistently high. Teachers have secure subject knowledge, and an excellent understanding of how young people learn, which they apply in their teaching. Improving standards in teaching are not as strong yet in Islamic Education and Arabic.
- Teachers know their students very well and use data effectively to plan teaching and learning activities that are matched to individual needs and abilities. Teachers use a range of high-quality resources skillfully to support teaching and to maximise learning.
- Strong teacher and student interactions and skillful questioning are promoting higher-order thinking. Problem-solving and critical thinking skills are embedded in all lessons. Teachers provide frequent opportunities for students to be innovative, creative, and to take responsibility for their own learning.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- The school's internal assessment processes are robust. Assessment data are collected and are valid and reliable. The school analyses students' achievements and their progress rigorously against external, national, and international benchmarks.
- All assessment information is comprehensive and provides teachers with a clear picture of students' strengths and areas for development. Assessment data are used to modify the curriculum and to plan lessons to meet the individual needs of students.
- Teachers provide constructive, diagnostic written feedback to students, so that they know how to improve their work. Students are routinely involved in assessing their own work. Opportunities for students to peer-assess the work of their friends are less developed.

For Development:

- Provide more opportunities for peer assessment in lessons.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is broad, balanced and implements the NCFE successfully. Excellent transition arrangements ensure smooth progression between FS and Key Stage 1. Transitions from KS2 are assisted by student profiles and by frequent interactions with the secondary school in the same group.
- A curriculum strength is the highly successful integration of the EYFS curriculum approaches into KS1. This methodology is used in Years 1 and 2 to promote learning through play. Practical activities underpin the creative design of this curriculum.
- Cross-curricular links are strong in both phases. Natural science themes of environmental pollution and natural disasters are integrated across the humanities, science, Arabic, and English, strengthening connections to the real world. The introduction of Project Based Learning (PBL) from Year 2 to 6 enables students to make choices and to develop their independent learning skills.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Curriculum adaptations are based on the outcomes of data analyses and the needs of students. Curriculum interventions are informed by assessment. This information has led to curriculum modifications, for instance, in Year 5 mathematics to promote the performance of girls.
- The school provides an extensive range of opportunities to enhance students' personal and emotional development. Extra-curricular activities and external competitions enable students to demonstrate their innovation and enterprise skills and to celebrate their talents and abilities.
- The inclusion of moral education has been highly successful in increasing students' awareness and understanding of social values and their understanding of Emirati culture and the heritage of the UAE. It also enables students to engage in debates and thought-provoking dialogue.
- Children in the FS study Arabic for a 30-minute lesson each week.

For Development:

- Increase the opportunities for students to make choices and to increase their independent learning skills.

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

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

- The school implements rigorous safeguarding procedures. All staff are aware of, and trained in, adequate child protection procedures. The school is highly effective in protecting students from bullying.
- Excellent systems are in place to ensure that the school premises are maintained to the highest standards. Risk assessment checks are carried out regularly, and the school transport system is managed effectively. The school is compliant with all regulatory requirements.
- All records, including students' medical records, are carefully maintained. The school's promotion of safe and healthy living is helped effectively by the medical team in collaboration with teachers. The canteen provides some healthy food options for students and staff.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Relationships are exemplary and staff know their students extremely well. Systems for managing behaviour are very effective and respected by students. There are rigorous procedures for monitoring attendance and punctuality.
- The school is highly inclusive. Students of determination and those with gifts and talents have been identified accurately using an extensive range of assessments, including external specialist advice.
- Class teachers and the inclusion team provide high-quality support for students of determination. All students receive outstanding support for their physical and personal development from the clinic and the wellbeing team. Transition advice and support is provided within the school and for students transferring to their secondary schooling.

For Development:

- Extend the range of healthy food options in the canteen.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- Trustees and school leaders sustain a highly inclusive ethos and finance an excellent level of resourcing, including specialist staff.
- The identification of students of determination and those who are gifted and talented is accurate. The inclusion team uses a wide range of assessment information and external advice to plan strategies for support. As a result of this and the well-developed individual tracking systems, students benefit greatly from interventions to reduce barriers to learning.
- Parents are close partners in supporting their children and value the help and advice which the school provides. They are pleased to be given the opportunity to attend meetings to engage in modifying the learning goals of their children.
- Individual Education Plans (IEPs) and accommodations are used well to ensure that the correct level of work is provided and sustained for students. Teachers and Learning Support Assistants (LSAs) are highly skilled in ensuring that tasks provide outstanding levels of challenge and support for students.
- The progress of students of determination is outstanding across most subject areas. Individual students' prime needs are met especially well when they are supported by specialist staff. School leaders are aware of the need to provide regular professional development to staff, so that students with more complex educational needs make stronger progress.

For Development:

- Ensure that the support and challenge for students of determination with more complex educational needs are met.

6. Leadership and management

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

- The inspirational headteacher leads a team of skilled and knowledgeable senior and middle leaders with a clarity of vision, drive, and a shared language for excellence in education. Their deep commitment to wellbeing and to leading a highly-inclusive school is paramount. The achievements of children and students, academic and personal, are of the highest standard. The recruitment and retention of very high-quality teaching, and non-teaching staff is a high priority for leaders, resulting in exceptional student outcomes.
- The leaders' approach to school improvement processes are robust, forensic and evidence based. Comprehensive and accurate analyses of assessment information and other data underpin this method. Action plans are informed by very accurate self-evaluation and innovative whole-school improvement approaches. Implemented initiatives are regularly reviewed for impact and modified as appropriate. The school's approach to the monitoring of teaching is equally rigorous, developmental, and linked to professional learning.
- Highly-engaged parents view the school as part of an extended family. They are very supportive and appreciative of the visibility, accessibility, and responsiveness of all staff, including the headteacher. They also value the quality of communication and informative reporting of their children's progress. Parents report that their children are happy at the school and feel safe and valued as individuals.
- The Board of Trustees fully represents the school community, offering expertise and astute insight. They support, challenge, and significantly contribute to assuring the highest standards of leadership and achievement across the school. Trustees engage with staff and families to ensure that all are consulted and contribute to the ongoing success of the school. They make significant contributions to this highly successful school.
- This warm, welcoming school and its day-to-day routines are highly effective. Secure risk management and security arrangements are in place. Considerable care is taken over staff recruitment and retention and all staff benefit from a highly-personalised approach to appraisal and professional training. The facilities are fit for the purposes of the current school population and are of excellent quality. The environment is very well presented, accessible, and conducive to learning for all.

For Development:

- Ensure that all leaders continue to improve achievement and learning in Islamic Education and Arabic.

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 QA.Schools@khda.gov.ae