

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

**Inspection Report
2018-2019**

**The Arcadia
Preparatory School**

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



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School Information

General Information	Location	Jumeirah Village Triangle
	Opening year of School	2016
	Website	www.arcadia.sch.ae
	Telephone	+971 4 552 2600
	Principal	Graham Beale
	Principal - Date appointed	9/1/2016
	Language of Instruction	English, Arabic
	Inspection Dates:	18 to 20 March 2019

Students	Gender of students	Boys and girls
	Age range	3-11
	Grades or year groups	FS1-Year 6
	Number of students on roll	452
	Number of Emirati students	0
	Number of students of determination	89
	Largest nationality group of students	Other European

Teachers	Number of teachers	36
	Largest nationality group of teachers	British
	Number of teaching assistants	19
	Teacher-student ratio	1:12
	Number of guidance counsellors	0
	Teacher turnover	14%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	N/A
	Accreditation	None
	National Agenda Benchmark Tests	CAT 4, GL

School Journey for The Arcadia Preparatory School

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2018-2019

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' progress in English, mathematics and science is good in both Foundation Stage (FS) and in the primary phase, but it is acceptable in Arabic and Islamic education. Attainment is similar to progress, but weak in Arabic as a first language. The quality of learning skills demonstrated by students across the school is good. Students are keen and enthusiastic to learn. They are able to make good use of technology when given the opportunity.
- Students' personal development is outstanding in FS and very good in the primary phase. They demonstrate positive attitudes and very good behaviour. Across the school, students' understanding and appreciation of Islamic values and Emirati and other cultures are good. Their social responsibility and their environmental awareness are good in the FS and very good in the primary phase. Attendance and punctuality are very good across the school.

Provision for learners

- Teaching is good across both phases. In the primary phase, it is strongest in mathematics and weakest in Arabic. Relationships between students and their teachers are supportive and teachers know their students well. Teachers' subject knowledge is particularly strong, but they do not always plan appropriately to meet the needs of all students. Assessment systems and the use of assessment information to influence teaching, the curriculum and students' progress are becoming increasingly effective.
- The school's curriculum is aligned to the National Curriculum in England, with Arabic and Islamic education following the Ministry of Education (MoE) requirements. The curriculum is enhanced through an extensive range of enrichment and extra-curricular activities. The promotion of enterprise and innovation is emerging. Modifications to the curriculum for students of determination are good, while personalised provision for students with gifts and talents has just begun.
- The arrangements for ensuring the health, safety and protection of students are very good, although systematic safety checks are not sufficiently rigorous. Staff have a secure awareness of child protection procedures and know what to do if they have concerns. The school is highly inclusive, and the care, guidance and support for students are of a very high standard.

Leadership and management

- The school's leaders have an ambitious vision for the school, but action plans are too vague and self-evaluation is overly descriptive. The school has a developing knowledge of its strengths and weaknesses, which it uses to good effect. Governance includes wide representation and expertise, but governors' roles are not clearly defined. Relationships with parents and the community are very strong. Facilities and resources are of a very high standard.

What the School does Best:

- Students' personal development is very good in primary and outstanding in the FS. Children and students demonstrate very positive attitudes and behaviours.
- The arrangements for ensuring students' health and safety, and the quality of care and support are very good overall. Students say that they feel safe and parents agree. The school provides good levels of support for students of determination.
- Partnerships with parents and the community are very good. Staffing, facilities and resources across the school are outstanding.







Key Recommendations:

- Improve teaching and learning to raise attainment and accelerate progress by ensuring that:
 - there is greater consistency in the quality of teaching across subjects and year groups
 - teaching strategies meet the needs of all students, especially the most able
 - there is a greater focus on developing students' critical thinking and problem-solving skills
 - expectations and challenge are raised in Arabic and Islamic education.
- Develop the role of middle leaders to secure best practice in teaching, learning and assessment, as well as to create an ethos of collective responsibility and greater accountability.
- Ensure that the school's self-evaluation and improvement planning:
 - are clearly focused on students' achievements
 - take account of inspection outcomes, stakeholder feedback, lesson evaluations and performance data.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 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	Primary
		Good	Good

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

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

6. Leadership and management

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

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.) for the academic year 2018-2019.

The school's progression in international assessments	meets expectations.
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- As the school has only been open for a short time, it is not possible to measure the school's progression in national and international assessments. The school's cognitive ability tests (CAT4) have only been administered for one year and the General Learning (GL) assessments in English, mathematics and science are based on the results of a small cohort of students.

The impact of leadership	meets expectations.
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- The leadership team has a strong commitment to the vision of the National Agenda. The National Agenda action plan is comprehensive and detailed. The use of assessment information to influence teaching and to improve achievement is developing. Checks on the impact of leaders' interventions on student outcomes are not fully established.

The impact on learning	meets expectations.
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- Teachers regularly plan lessons by considering students' identified strengths and areas for development. Students enjoy opportunities for enquiry-led learning, but this is not established consistently across the school. The promotion of critical thinking and problem-solving skills is a developing feature across the school.

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

For development:

- Evaluate progression when assessment data becomes available, and support staff in developing their understanding of the National Agenda.

Reading Across the Curriculum

- New initiatives result in students showing an interest and improvement in their reading skills. Additional resources have been successful in encouraging boys to engage more in reading.
- FS children and lower primary students use a range of reading strategies. Older students use comprehension skills less confidently in lessons, particularly when using science textbooks.
- The library is an exceptional resource for the school. The generous supply of books, which are suited to all languages, interests, ages and reading abilities, is enjoyed and appreciated by students across the school.
- Leaders are focused on optimising students' achievements in reading. Students' interests in reading for enjoyment and information are being renewed due to the active promotion of literacy activities and the significant investment in resources.

The school's provision, leading to raised outcomes in reading across the curriculum is developing.

For development:

- Refine students reading skills, including their comprehension skills, particularly in science.

UAE Social Studies

- The social studies curriculum is well planned to allow students to experience a range of topics and build on their previous knowledge and skills. It is enriched by educational visits and the observation of and participation in special events, such as National Day celebrations.
- Students are interested and engaged learners. They use technology independently to research information about different cities and compare and contrast them to Dubai. They skilfully share their own worldly knowledge as a result of their experiences, to enrich class discussions.
- Students are articulate and use their well-developed communication skills to share their knowledge about the UAE. They describe changes and make connections between the present and past events of the country.
- Most students make good progress in relation to their starting points and over time. They are able to increasingly make links with prior learning and confidently apply their skills.

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

Innovation

- Students are encouraged to think in innovative ways, but this is not a strong feature across the school. The use and application of learning technologies are emerging, but overall this is inconsistent across the school.
- Some students participate in projects that develop some skills of innovation. However, students are not provided with sufficient opportunities to develop and promote their skills of enterprise and innovation.
- Teaching to develop students' critical thinking and problem-solving skills is inconsistent. Lesson plans are not sufficiently modified to promote students' skills in innovation. Opportunities for students to use technologies independently and creatively are limited.
- Some areas of the curriculum are adapted to promote innovation; extra-curricular and enrichment activities in particular, nurture students' innovation skills.
- Leaders encourage innovation, but evidence of innovation development within classes is variable. Innovative ideas, such as the Junior MBA programme, contribute to students' understanding of business practices.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Primary students' attainment is in line with curriculum expectations, as indicated by internal data, lesson observations and the evaluation of students' work. Most students are enthusiastic about learning, but their progress is inhibited by their lack of confidence in, and motivation for, Islamic education.
- Students in the lower primary school know about the Pillars of Islam but find it difficult to name the different prayers and their different timings. In the upper primary school, students have a better understanding of Islamic values, especially those students who are learning the subject in English.
- Students throughout the school find it difficult to memorise the Holy Qur'an. They find it challenging to pronounce some of the Arabic letters. The Islamic education department's assessment questions are relatively easy, and teachers are too generous with their marking. Their expectations and levels of challenge are too low.

For development:

- Raise students' attainment by developing their speaking and recitation skills, and develop their confidence and enthusiasm for Islamic education.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Weak
Progress	Not applicable	Acceptable

- Students' work samples and lesson observations confirm that their attainment is below the expectations of the MoE curriculum standards, while their overall progress is adequate. Students in the lower primary school are making better progress compared to those in the upper primary school, and the progress of girls exceeds that of boys.
- Students' strongest skill is in speaking modern standard Arabic. They make adequate progress in the development of listening skills, but reading comprehension and writing skills are not well developed.
- The recent promotion of a programme to enhance students' reading skills in Arabic has not had time to show any significant impact.

For development:

- Improve students' skills in reading, speaking and extended writing by providing more opportunities for them to practise these skills.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- The attainment and progress of different groups of students is inconsistent across the primary phase. More-able students are progressing at a faster rate than those who are less-able. Girls are making slightly better progress than boys, especially in the upper primary classes.
- Most students have adequate listening and reading skills when using familiar pre-learned texts. However, students' speaking skills, and their ability to write independently are underdeveloped due to low teacher expectations, and the limited opportunities to practise these skills.
- Teachers are using technology to engage students in classes. However, technology is not always used effectively to enhance students' learning and help them to improve their learning outcomes and language skills.

For development:

- Improve students' writing and speaking skills by providing more opportunities for them to practise these skills.

English

	Foundation Stage	Primary
Attainment	Good	Good
Progress	Good	Good

- Throughout the school, students have well-developed speaking skills. They can explain what they are learning and how they can improve. Lower primary students recognise figurative language. Older students can use persuasive argument and interpret metaphoric verse.
- In FS1, the majority of children can form letters and recognise them in text. They increasingly develop phonic skills to break down and blend words, and to form short sentences. By FS2, children routinely use effective strategies to decode unknown words.
- A wider range of reading books is available to engage reluctant readers, especially boys. Older students read confidently for pleasure, but reading strategies when facing unfamiliar words are underdeveloped. The "Talk for Writing" programme is increasingly effective in improving spelling, punctuation, grammar and creativity.

For development:

- Continue to focus on the importance of reading, to extend vocabulary and to improve students' writing skills.

Mathematics

	Foundation Stage	Primary
Attainment	Good	Good
Progress	Good	Good

- Students' understanding of number is generally strong across both phases. In FS, children count and order numbers to 20, although they sometimes find it difficult to match quantities to numerals. They can recognise and name 2D and 3D shapes. Primary students have good knowledge, understanding and application of basic number facts and calculation strategies.
- Lower primary school students can solve problems involving pounds and pence, and explain their reasoning. By Year 5, they can read, write and order decimals to 2 or 3 places. In Year 6, students can simplify fractions and compare and order them.
- Primary students have improved calculation skills, but are lacking in their measurement and algebraic skills. Students' problem-solving and reasoning skills are improving.

For development:

- Improve students' skills in measurement, algebra, problem-solving and reasoning across the primary phase.

Science

	Foundation Stage	Primary
Attainment	Good	Good
Progress	Good	Good

- Students across both phases achieve well. In their recent work, a majority demonstrate knowledge, skills and understanding that are above curriculum standards. A majority of students make better than expected progress in their lessons and over time.
- FS children show curiosity and eagerness to find out about their world. FS2 children independently complete tasks, and record their observations using pictures and simple sentences. They confidently use their well-developed vocabulary to describe similarities and differences, for example, between raw and baked dough.
- By the end of Year 6, most students show a strong understanding of scientific knowledge. They can describe observations well, but they are less confident explaining why or how events occur. Their investigative skills and the skills of analysis and evaluation are less secure. Students' critical thinking and problem-solving skills are in the early stages of development.

For development:

- Improve the quality and range of students' investigative skills and provide further opportunities for explanations of scientific processes and outcomes.

Learning Skills

	Foundation Stage	Primary
Learning skills	Good	Good

- Students take increasing responsibility for their own learning. They often know what they have to do to improve in their reading, writing and mathematics and they are beginning to understand their own strengths and areas for development.
- Students work well together in groups. They often initiate collaboration, listen carefully to other students' points of view, and generally respond to others thoughtfully. They do not always appreciate connections across different areas of learning, but do enjoy their project work in the Junior MBA and the Farmers' Market.
- Improvements are evident in students' critical thinking and problem-solving skills, especially in mathematics. However, learning skills, particularly the skills of enterprise, innovation and the use of technology, are not consistently developing in all subjects,

For development:

- Raise students' awareness and appreciation of the connections across different areas of learning.
- Ensure consistency in the development of students' skills in enterprise, innovation, critical thinking, problem-solving and the use of learning technologies.

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

	Foundation Stage	Primary
Personal development	Outstanding	Very good

- Students demonstrate positive attitudes towards their learning and enjoy school life. Students behave extremely well and are self-disciplined. This has a positive impact on students' learning across the school. Attendance is very good across both phases.
- Relationships between students, as well as between students and teachers, are cordial and respectful. Teachers are supportive of learners across the school. Students and children feel safe at school and this has a positive impact on their well-being.
- Students are very aware of how to live a healthy lifestyle. They can easily distinguish between healthy and unhealthy food. They enjoy their physical education lessons and understand that exercise is an important aspect of healthy living.

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

- Students show good understanding of Islamic values and awareness of Emirati and world cultures. They are generally aware of Muslim traditions. For example, in FS, children know that Muslims perform prayers five times a day.
- Students have good appreciation and understanding of the impact that Islamic values have upon life in the UAE. For example, students explicitly voiced their delight at living in Dubai where they can meet people from different backgrounds and cultures.
- Students and children demonstrate good understanding, awareness and appreciation of their own and other cultures. They speak with pride about their own countries' cultures and traditions. They talk knowledgeably about a range of other cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good	Very good

- Students' social responsibility and innovation skills are stronger in the primary phase than in the FS. Students in the upper primary school participate in a range of community and environmental projects and initiatives.
- Students have a positive work ethic and are actively involved in a range of community projects and initiatives. They have participated in some enterprise and entrepreneurial events as part of their national and international charity contributions.
- The school is keen to promote innovation and activities and projects to enhance students' involvement in the community. However, opportunities are infrequent. All students demonstrate a secure understanding of environmental issues and challenges.

For development:

- Enhance students' knowledge and understanding of Emirati culture, traditions and heritage, and provide more opportunities for them to lead and participate in a range of projects and initiatives.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Good	Good

- The effectiveness of teaching across the school is strong. Strengths include teachers' subject knowledge, their understanding of how children learn, their classroom management and their positive and supportive relationships with students.
- Teachers work hard to produce a stimulating learning environment using a range of resources to motivate learners. Teachers' questioning develops language acquisition for those children at an early stage of learning English. However, teachers do not always plan activities that meet the needs of all students, especially in terms of challenging the most able students.
- Across the school, there are inconsistencies in the overall quality of teaching. Opportunities for independent research, critical thinking and problem-solving are variable, with more observed in the upper primary phase. In Arabic and Islamic education, teachers' expectations are not sufficiently high.

	Foundation Stage	Primary
Assessment	Good	Good

- Leaders have developed effective systems to collect assessment data and analyse students' learning. This information helps teachers modify their teaching and the curriculum, so that all students maintain similar levels of progress.
- The use of assessment data across the school is variable. Support for students of determination is particularly effective, but it is less effective in Arabic and Islamic education. The promotion of higher-level thinking skills to extend the more-able students is underdeveloped.
- Most teachers understand students' strengths and weaknesses well. They use feedback increasingly effectively to help students improve their work. Parents also understand how to support their children's learning as a result of the useful, detailed and timely information received from the school.

For development:

- Ensure that teaching is more consistently effective by sharing best practice across the school and ensuring that teaching strategies meet the needs of all students, especially the most able.
- Ensure that teachers plan more opportunities for the development of students' critical thinking and problem-solving skills.
- Raise expectations of what students can do and achieve in Arabic and Islamic education.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Good	Good

- The school follows the National Curriculum in England and the Ministry of Education (MoE) requirements for Arabic and Islamic education. In FS, the school closely follows the Early Years Foundation Stage curriculum. Students of determination follow more appropriate personalised pathways.
- The curriculum offers a range of choices for students. It is supported by an extensive range of enrichment and extra-curricular activities including sewing, puppetry, story-telling and Irish dancing.
- A range of topics are planned to enable students to develop basic concepts and skills. However, the opportunities for deeper learning in order to achieve mastery level are not fully and consistently embedded. Arrangements for the transition and progression from FS to the primary phase do not take sufficient account of students' needs with regard to their stage of development.

	Foundation Stage	Primary
Curriculum adaptation	Good	Good

- The curriculum is effectively adapted to meet the needs of the majority of students. In the best classes, students have opportunities to engage in activities that enhance their learning and promote enterprise, innovation and creativity.
- Curriculum modifications for students of determination are well planned and delivered. The curriculum has been modified to offer more creative and spatial opportunities to better address the needs of boys, but challenge for the most able is less consistently offered. Opportunities for students to develop their innovation skills are under developed.
- The curriculum includes programmes that develop students' knowledge, understanding and appreciation of the heritage of the UAE. This includes Emirati traditions, culture and the values that influence UAE society, such as tolerance.
- Arabic is taught in FS for 30 minutes per week. It focuses on developing basic greetings and understanding of Arabic letters.

For development:

- Ensure the curriculum offers further opportunities for students to develop their innovation skills and is appropriately modified to meet individual students' needs, especially the most able.
- Develop cross-curricular links and improve the transition and progression from FS to the primary phase.

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

- Arrangements for students' health and safety, including child protection and internet safety, are a high priority, and are consistently effective across both phases. There are rigorous and effective safeguarding procedures in place.
- The many strengths also include the excellent medical services, detailed record-keeping, regular fire drills, CCTV and electronic monitoring. Supervision on school transport is excellent. However, the systems for evaluating the effectiveness of the health and safety policy are not sufficiently rigorous.
- Improvements have been made for the promotion of safe and healthy living. Healthy lifestyle choices are promoted throughout the curriculum, and students have an input into the composition of the canteen menu.

	Foundation Stage	Primary
Care and support	Very good	Very good

- Relationships between staff and students are very caring and respectful. Staff have high expectations of behaviour and students are self-disciplined. The school works effectively with parents to promote the importance of attendance and punctuality.
- The school is inclusive and has clear systems to identify and provide for students of determination and for those with gifts and talents. Students with gifts and talents have opportunities to develop their strengths in extra-curricular activities, but are not always sufficiently challenged in class.
- The well-being and personal development of all students is an important priority. The school rigorously monitors and tracks students' happiness and attitudes to learning. This information is used to provide highly effective personal guidance and support across the school.

For development:

- Review the school's health and safety monitoring to ensure rigour and thorough evaluation.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and senior school leaders promote an inclusive ethos. A member of the leadership team is responsible and accountable for the outcomes of students of determination. Systems of review, monitoring and evaluation result in well-targeted improvement planning.
- Thorough identification processes on entry result in the development of appropriate interventions and individual education plans (IEP's). Barriers to learning are identified and solutions developed.
- Home-school communication is a school priority, and ensures that parents are actively engage. Evidence of their children's academic, personal and social development is communicated via the school's learning platforms.
- In the best lessons, teachers consistently track and monitor student progress and modify their learning programmes. However, this practice is not consistent across the school.
- A range of information from students' work and the school's assessment information shows that the majority of students make better than expected progress.

For development:

- Further develop staff's understanding of, and expertise in, best practices in the provision for students of determination.
- Improve the tracking and monitoring of the progress that students of determination make, and modify their curriculum and resources accordingly.

6. Leadership and management

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



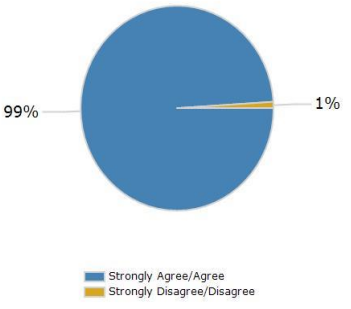
- Senior leaders, effectively led by the principal, are dedicated, competent and effective. They display professional confidence, commitment and capacity. They are supportive of the UAE national and Dubai priorities. Relationships and communications among staff are professional, courteous and constructive. Roles and responsibilities of middle managers are still being developed. The use of technology to support learning is variable. Staff morale across the school is very high.
- The school makes good use of a range of information to evaluate what it does well to inform school improvement. However, the school's self-evaluation documentation is lengthy and descriptive, and not wholly accurate in its judgements. Extensive action planning is undertaken, but priorities are unclear to leaders because there are too many actions. The monitoring of teaching is regular and detailed, with well-considered actions arising.
- There is excellent liaison with parents. Parents are fully involved in their child's education and are supportive of the school. They feel welcome in the school. Reports on their child's achievements are well-detailed, with clear targets for students to achieve. The school is actively engaged with the community through various fund-raising activities and initiatives to improve students' learning and achievements.
- The governing board includes wide representation from stakeholders and regularly seeks their views. Governors systematically monitor the work of the school and hold senior leaders to account. They exert a direct influence on the overall performance of the school, but demarcation between board members and senior leaders is occasionally blurred. Regardless, they actively and generously support school leaders to meet their commitment to parents.
- The school is extremely well equipped with a wealth of open spaces and break-out areas as well as indoor and outdoor learning sections. A well-resourced technology area adjoins a vibrant, active library. Qualified staff receive regular professional development and have in-depth subject knowledge. The school has secure, organised systems in place, managed effectively by the senior leadership and governors.



For development:

- Ensure that middle leaders are trained so that they work cooperatively on whole school issues, including the support and development of Arabic and Islamic education.
- Ensure that the school development plan offers a hierarchy of actions, and that all staff are aware of, and work towards, supporting the school's agreed priorities.

The View of parents

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

 Students No. of responses = 0	 Parents No. of responses = 189 education at my child's school
<p>Not Applicable</p>	 <p>99% — 1%</p> <p> ■ Strongly Agree/Agree ■ Strongly Disagree/Disagree </p>

 <p>Students</p>	<ul style="list-style-type: none"> • There was no student survey.
 <p>Parents</p>	<ul style="list-style-type: none"> • Almost all parents responding to the survey are satisfied with the quality of education provided by the school. They feel that their children are happy and safe at school. Parents feel that school leaders and staff listen to them and act on their views. They are provided with the information and support they need to help their children. They describe the school as ‘a lovely friendly school with a community feel. All staff are approachable and make us feel welcome’. These views were confirmed during inspection.

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