



National Agenda



Early years



Special educational  
needs and disabilities



Innovation

## Inspection Report 2015-2016

Ambassador Kindergarten

Curriculum: Indian

Overall rating: Good

[Read more about the school](#)



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“Don't look  
behind to  
see who is  
following you,  
but look forward  
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

<p><b>General information</b></p> 	<p><b>Location</b></p> <p><b>Type of school</b></p> <p><b>Opening year of school</b></p> <p><b>Website</b></p> <p><b>Telephone</b></p> <p><b>Address</b></p> <p><b>Principal</b></p> <p><b>Language of instruction</b></p> <p><b>Inspection dates</b></p>	<p>Al Mankhool</p> <p>Private</p> <p>2012 - 2013</p> <p>www.ambassadorkg.com</p> <p>04-379-9333</p> <p>12C St. Mankhool, PO Box 126924</p> <p>Rashmi Nagendra</p> <p>English</p> <p>19 to 21 October 2015</p>
<p><b>Students</b></p> 	<p><b>Gender of students</b></p> <p><b>Age range</b></p> <p><b>Grades or year groups</b></p> <p><b>Number of students on roll</b></p> <p><b>Number of children in pre-kindergarten</b></p> <p><b>Number of Emirati students</b></p> <p><b>Number of students with SEND</b></p> <p><b>Largest nationality group of students</b></p>	<p>Boys and girls</p> <p>4-5</p> <p>Kindergarten 1 to Kindergarten 2</p> <p>228</p> <p>0</p> <p>0</p> <p>10</p> <p>Indian</p>
<p><b>Teachers / Support staff</b></p> 	<p><b>Number of teachers</b></p> <p><b>Largest nationality group of teachers</b></p> <p><b>Number of teaching assistants</b></p> <p><b>Teacher-student ratio</b></p> <p><b>Number of guidance counsellors</b></p> <p><b>Teacher turnover</b></p>	<p>16</p> <p>Indian</p> <p>12</p> <p>1:10</p> <p>1</p> <p>6%</p>
<p><b>Curriculum</b></p> 	<p><b>Educational permit / Licence</b></p> <p><b>Main curriculum</b></p> <p><b>External tests and examinations</b></p> <p><b>Accreditation</b></p> <p><b>National Agenda benchmark tests</b></p>	<p>Indian</p> <p>ICSE/ Foundation Stage</p> <p>NA</p> <p>None</p> <p>NA</p>

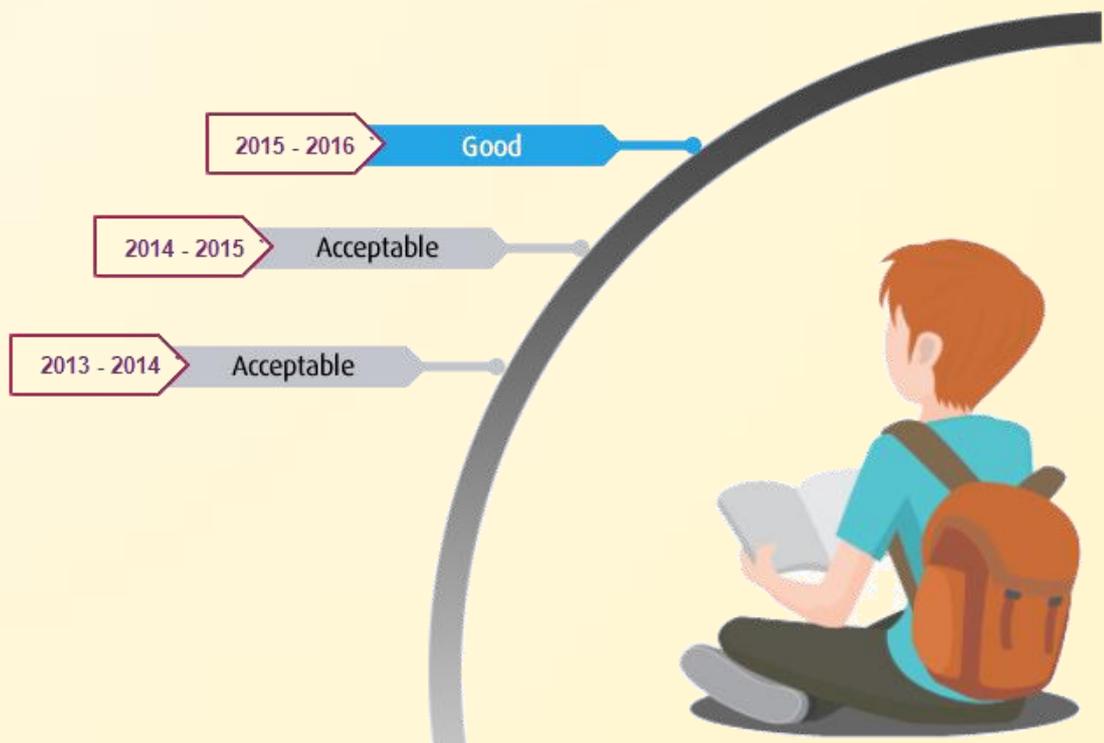


## Summary for parents and the community

**Ambassador Kindergarten** was inspected by DSIB from 19 to 21 October 2015. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





### How well did the school perform overall?

Overall, the Ambassador Kindergarten provided a **good** quality of education for its children.

- Children's attainment and progress in English, mathematics and science were good across the school. Children had good speaking and listening skills, and were able to express themselves very clearly. They were confident in using their mathematical knowledge and scientific understanding. Children were enthusiastic learners and readily took responsibility for their own learning when choosing and completing their activities.
- Children had positive attitudes towards each other and their work. They were courteous towards adults and responded well to teachers' frequent and encouraging support. Children talked about festivals in the UAE and excitedly shared their experience of the Eid celebrations. They had a keen sense of environmental protection. They understood how to be careful about using water and had practised this by measuring how much water they used at home.
- Teachers had good subject knowledge and lessons were well planned. They understood children's needs and how young children learn. The pace of many lessons and the rich variety of tasks engaged children's attention and helped promote their progress. Teachers modified learning activities. They had not yet included children fully in talking about their progress and achievement, and their next steps in learning.
- The school provided a stimulating, balanced and inclusive curriculum. It linked well to Emirati values and to Indian cultural contexts. Teachers organised experiences and opportunities which allowed children to make choices, follow their interests and build upon particular skills.
- The school provided a very well maintained and secure campus where children were looked after with great care. Teachers reinforced healthy eating. Dedicated 'fruit-time' before dispersal had been an innovative practice introduced by the staff. Parents appreciated this practical support for their children.
- Leadership from the chief executive officer (CEO) and the principal provided a clear vision and purposeful direction to the school. The principal provided professional expertise as a role model in leading curricular changes and ensuring rapid improvement in raising outcomes. The school had made significant progress in implementing improvements from the previous inspection report's recommendations. The school had developed very positive professional partnership with parents, engaging them effectively in their children's education.



### What did the school do well?

- The children's attainment and progress in English, mathematics and science were all good.
- Children's enthusiasm and independence in their learning, and their ability to express themselves clearly were all strengths of the school.
- Teachers were skilled in planning and providing stimulating and challenging environments for learning.
- The clear vision and professional leadership of the principal in driving forward improvements and raising the children's achievements.



### What does the school need to do next?

- Improve support for children's learning further by:
  - sharing more specific achievement targets with the children, including those who have special educational needs and disabilities (SEND);
  - clarifying the roles of the classroom support staff and ensuring consistency in their work.
- Develop the curriculum further through:
  - providing a more detailed progression of expected outcomes in extra-curricular subjects;
  - enhancing links with the wider community.



### How well did the school provide for students with special educational needs and disabilities?

- The school promoted an inclusive ethos and all members of the staff were responsible for the progress of the identified children in their classes.
- The school had an effective system for the identification of children with SEND. There were clear procedures to identify children both upon entry to the kindergarten and during their time in the school.
- Parent partnership was strong and parents were closely involved in their child's learning. The school listened to the parents' needs and worked in partnership with them to support their children.
- In lessons, the curriculum was well adapted to help the needs of the children, such as changing the pace and content when necessary.
- The majority of children with SEND made good progress from their starting points in learning English, mathematics and science and against personal learning targets.

### 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 intent 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. This academic year, KHDA introduced 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.

#### Main points:

- Governors and the principal were developing an awareness and understanding of the National Agenda amongst their stakeholders.
- The curriculum for English, mathematics and science had been enhanced to develop reading and problem solving skills.
- In a significant proportion of lessons, teachers used effective questioning techniques and children were encouraged to think critically.
- Children were encouraged to choose their own resources as an initial step in developing their research skills.



Overall school performance

Good ↑

1. Students' achievement

		Foundation Stage
Islamic education 	Attainment	Not applicable
	Progress	Not applicable
Arabic as a first language 	Attainment	Not applicable
	Progress	Not applicable
Arabic as an additional language 	Attainment	Not applicable
	Progress	Not applicable
English 	Attainment	Good
	Progress	Good
Mathematics 	Attainment	Good ↑
	Progress	Good
Science 	Attainment	Good ↑
	Progress	Good ↑

		Foundation Stage
Learning skills		Good

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

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

## 3. Teaching and assessment

	Foundation Stage
Teaching for effective learning	Good ↑
Assessment	Good ↑

## 4. Curriculum

	Foundation Stage
Curriculum design and implementation	Good
Curriculum adaptation	Good ↑

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

	Foundation Stage
Health and safety, including arrangements for child protection / safeguarding	Good
Care and support	Good ↑

## 6. Leadership and management

	All phases
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



## Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

### Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

### 1. Students' achievement

#### Foundation Stage

Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good ↑	Good
Science	Good ↑	Good ↑

- All children learned English as an additional language and the majority attained levels above those expected. Children had good speaking and listening skills and used them well in role-play and practical activities. They had appropriate knowledge of letters and were beginning to blend them together to make words. They made good links between sounds and words and reading. Children in KG2 were able to spell and use simple words in their writing. Internal assessments indicated that the majority of children made significant improvements in speaking and literacy. During lessons the majority made better than expected progress against the planned learning outcomes. Children with special educational needs and disabilities (SEND) made good progress from their starting points.
- The majority of children demonstrated the knowledge, skills and understanding of mathematical concepts at levels above the expected curriculum standards. Children were confident in using and applying their mathematical skills to different situations. For example, KG1 children enjoyed matching their orders at the 'smoothie bar' to the type of fruit they wanted, and paying the correct price with coins. The majority of children, including children with SEND made better than expected progress against the curriculum expectations and during lessons.
- The children's attainment in science had improved to be above the curriculum standards. The children had developed their investigative and evaluative skills to good levels. For example, they knew that a pair of scissors was a simple machine and they understood that they had to apply the force of push and not pull to make them work. They used scientific terms like 'absorb' and 'dissolve' accurately. The majority of children made better than expected progress during lessons. The progress made by groups of children was consistently above the curriculum expectations.

#### Foundation Stage

#### Learning skills

Good

- Children were enthusiastic learners and readily took responsibility for their learning, especially when choosing their activities. They concentrated very well when working independently or in small groups.
- Groups and pairs of children invariably worked together, developing their play and collaborating to complete tasks successfully. The quality of their communication skills was developing well.
- Children could explain concepts that they had learned and were able to provide relevant examples from their daily lives. They enjoyed using their knowledge of the world when engaging in activities. For example, they used their observations of lifting and pulling in building construction to develop their play in the construction area.

- Children were skilled at exploring their environment, testing out ideas and developing concepts and skills. They were confident in using technology and enjoyed giving commands to programmable toys when learning about direction. Children were encouraged to find solutions to given tasks and most were able to do so.

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

	Foundation Stage
Personal development	Good

- Children had positive attitudes towards each other and their work. They were self-reliant and responded well to teachers' frequent and encouraging support. Children accepted critical feedback as a natural part of their learning.
- The staff had high expectations of behaviour and children responded very well to them. The harmonious environment provided children with opportunities to develop self-discipline.
- Children were courteous towards their teachers and other adults. Positive and respectful relationships were clearly modelled between teachers and children.
- Children were aware of the importance of healthy living, including the eating of healthy foods. They knew how to keep safe during their play activities.
- The children's rate of attendance was good. Children enjoyed coming to school and arrived on time for lessons in the morning. They moved eagerly between activities and different lessons.

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

- Young children were developing an understanding of the importance of Islam in the UAE and showed respect for the values they had learned.
- Generally they talked about the festivals in the UAE and excitedly shared their experience of the Eid celebrations. The younger children explained the importance of prayers and were silent and reflective when they heard the call for prayer from the mosque in their neighbourhood.
- Children expressed themselves well when talking about how they interacted with diverse groups of friends and people. They understood that different languages or cultures were not barriers to friendship.

	Foundation Stage
Social responsibility and innovation skills	Good

- Children showed a good sense of school and community responsibility. They were keen to suggest ways to help the less fortunate, and were proud of their contributions to charitable causes. They recognised the need to be mindful of others and look after each other.
- Children had positive attitudes toward work and took part willingly in their projects and activities. They enthusiastically self-selected resources during child-initiated play opportunities.
- Children had a keen sense of environmental protection. They understood how to be careful about using water and had practised this by measuring how much water they used at home. They had been involved in local projects to help conservation. Parents were also encouraged to support them with these projects.

### 3. Teaching and assessment

	Foundation Stage
Teaching for effective learning	Good 

- Teachers had good subject knowledge and lessons were well planned. They demonstrated an understanding of how young children learn and of their individual needs. Most teachers made consistently good use of varied and stimulating learning materials, such as light tables, puppets and word walls.
- Learning objectives for lessons were clear and shared with children. Teachers supported children effectively and sensitively in their learning activities. The pace of many lessons and the rich variety of tasks engaged children's attention and helped promote their progress.
- In a significant proportion of lessons, teachers used effective questioning techniques to evaluate children's understanding and to assess their progress. Children were encouraged to think critically.
- Teachers gave different tasks to extend understanding by all children and challenge the more able. They supported children to be confident in sharing their ideas. They set tasks and games for children which were designed to extend learning in all subjects.
- The well balanced and organised areas of learning in the classrooms encouraged independent learning and developed deep thinking and exploration. Children were encouraged to find solutions to given tasks.

	Foundation Stage
Assessment	Good ↑
<ul style="list-style-type: none"> <li>Levels of attainment for each stage of development in key aspects of the curriculum had been identified.</li> <li>Class and stage assessments were well analysed to identify weaknesses in provision and identify where curriculum modifications were needed.</li> <li>The school used the goals from the English Early Years Foundation Stage curriculum to measure learning outcomes against external standards.</li> <li>Leaders and teachers used a range of assessments effectively. They tracked the information to identify where teaching was less effective in promoting children’s attainment and progress. Action was then taken to tackle weaknesses.</li> <li>Assessment documents provided a clear picture of the next phase of development for individuals and groups, and how any gaps could be bridged. Assessment and data analysis of the attainment and progress of children with SEND was effective in helping teachers plan the next steps of learning.</li> <li>Teachers used questioning in lessons to check children’s understanding and ensure that all were making good progress. They modified learning activities and lesson plans to differentiate their instructions and groupings. Some teachers had not included children fully in discussions about their achievements and their next steps.</li> </ul>	

4. Curriculum	
	Foundation Stage
Curriculum design and implementation	Good
<ul style="list-style-type: none"> <li>The school provided a stimulating, balanced and inclusive curriculum adapted from the English Early Years Foundation Stage. It linked well to Emirati values, the National Agenda, and to the children’s Indian cultural backgrounds. The school had enriched the authorised Indian curriculum.</li> <li>The thematic approaches and inquiry-based learning provided children with new experiences and opportunities. Teachers encouraged children to be curious, use their imaginations and develop deductive and evaluation skills. The curriculum was designed to complement the Indian curriculum and ensure that children experienced a smooth transition into formal schooling.</li> <li>Learning areas were key features in the classroom and in the shaded outdoor area. Teachers organised play activities, which allowed children to make choices, follow interests and build upon particular skills. A wide range of additional activities, including Arabic, yoga, music, dance, library and water-play enriched the curriculum. Various school events and celebrations encouraged all-round social and educational development.</li> <li>Meaningful cross-curricular links were a highlight of curriculum design and lesson planning. For example, in the theme of 'construction' being developed in science, teachers used the story of the <i>'Town Mouse and the Country Mouse'</i> to build relevant language skills. Personal, social and emotional development was an integral part of the curriculum and was evident in the children’s classroom experiences.</li> </ul>	

- Leaders and teachers held daily and weekly discussions on how well the curriculum was meeting the needs of all children. Weekly lesson plans were modified to build upon children’s learning, and any remedial actions were taken when necessary. Annual reviews helped to set the priorities and ensure that further improvements were addressed.

	<b>Foundation Stage</b>
<b>Curriculum adaptation</b>	Good 

- Teachers included different learning outcomes in their daily lesson plans to meet the varying needs and levels of individuals and groups of children. They set focused activities and targets for children with more specific needs. Regular review meetings by school leaders based upon feedback from teachers helped to modify aspects of the curriculum.
- The school offered a challenging and purposeful curriculum, which was delivered through creative use of the indoor and outdoor settings. Children were encouraged to be independent, ask questions and try out ideas. Varied extra-curricular activities were built into the time-table to develop the 'whole child.' Club activities, like 'Eco-club,' and support for charities helped to develop compassion in the children.
- Age appropriate learning experiences which referenced the UAE context were integrated into the curriculum. For example, children were developing an understanding of the basic similarities and differences between Arabic and Indian performing arts through interesting music and dance lessons.

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

	<b>Foundation Stage</b>
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good

- Staff members were fully aware of the safety rules and policies for keeping children safe. The school had suitable fire safety procedures in place, and regularly conducted drills to ensure everyone understood the expectations.
- The school provided a very well maintained and secure campus wherein children were looked after with great care at all times, including while travelling on school buses.
- Staff members maintained meticulous incident records and noted any action taken. Planning for potential risks was not fully clarified.
- The quality and layout of accommodation offered an inclusive learning environment, which ensured that all children felt safe and were able access all facilities with ease.
- Classroom discussions encouraged good hygiene habits like washing hands before meals. Teachers reinforced healthy eating by encouraging children to match colours with different foods in their lunch boxes. Dedicated 'fruit-time' before children went home had recently been introduced by the staff as an innovative way to encourage children to eat healthily. A range of interesting physical activities were included in the daily time table; these included swimming, dancing and yoga.

	Foundation Stage
Care and support	Good ↑
<ul style="list-style-type: none"> <li>Relationships between the staff and children were based on mutual respect, and contributed to the caring and inclusive ethos of the school. Teachers managed children's behaviour sensitively, following clear school guidance. Children responded well to the systems of praise and rewards in classes.</li> <li>The school had appropriate policies for attendance and punctuality. Efficient follow-up procedures included the monitoring of children who were repeatedly late or absent.</li> <li>School leaders displayed a commitment to the inclusion of all children and had improved the identification and support through rigorous assessment and tracking. The progress of all children was monitored regularly.</li> <li>In the majority of classes, a range of appropriate resources and modifications to the curriculum ensured the children's personal and educational needs were met. As a result, most children made good progress overall.</li> <li>The school's counsellor worked effectively to support children's needs, and class teachers kept concise records of children's personal development, which were used well to keep track of children's growth and potential for learning.</li> </ul>	

Provision for students with special educational needs and disabilities (SEND)	
The overall effectiveness of provision for students with special educational needs and disabilities	Good ↑
<ul style="list-style-type: none"> <li>The school promoted an inclusive ethos and all members of staff were responsible for the progress of the identified children in their class. There was a whole-school commitment to supporting children with SEND.</li> <li>There were clear procedures to identify children with SEND upon entry to kindergarten.</li> <li>Parent partnership was strong and parents were closely involved in their children's learning. The school listened to the parents' needs and worked in partnership with them to support their children.</li> <li>In lessons, the curriculum was well adapted to meet the needs of the children. Teachers varied the pace and content of lessons to ensure that students made progress.</li> <li>The majority of children with SEND made good progress from their starting points in English, mathematics and science and against their personal targets.</li> </ul>	

## 6. Leadership and management

### The effectiveness of leadership

Good 

- Leadership from the CEO and the principal provided a clear vision and purposeful direction for the Kindergarten. The vision was based upon the ambitious national priorities and the UAE National Agenda.
- The principal provided professional expertise as a role model, leading curricular change and bringing rapid improvement in children's achievement, which ensured their good personal development.
- Leaders had developed close professional partnerships amongst staff members and with parents. Curriculum coordinators carried out their delegated responsibilities effectively, making sure all staff members were involved in improving the learning experiences of children.
- The principal, with support from the CEO, had introduced new ideas which had enhanced the challenge and range of opportunities for learning.
- Leaders had been successful in enhancing and improving the quality of provision, which had resulted in raised achievements by the children.

### School self-evaluation and improvement planning

Good 

- Leaders sought the views of parents and teachers to inform their priorities for improvement. The school had engaged external quality assurance experts to provide an independent evaluation of the strengths and areas for development. Priorities were well-judged to match the developmental needs of the school.
- The leadership team monitored the quality of teaching and learning in classes and gave helpful feedback to teachers about their performance. This had led to consistency in children's learning experiences and achievements.
- The school's plan for improvement provided clear and detailed actions to be followed across the important aspects identified. These plans took into account the wider UAE national priorities for education.
- The school had made significant progress in making improvements linked to the previous inspection report's recommendations. Additional improvements across the curriculum, teaching and learning had positive effects on the academic outcomes.

### Partnerships with parents and the community

Good

- The school had developed very positive professional partnership with parents, engaging them effectively in their children's education. Workshops held for parents were well attended and considered by parents to be helpful. For example, a recent workshop focused on new ways of teaching reading.
- The school kept up regular communication with parents, sharing teachers' plans for each week's activities. Parents appreciated the opportunities to share learning with their children at home. They were consulted and involved in agreeing the next steps in learning, particularly when their children had more specific educational needs.

- Formal parent and teacher consultation meetings were held regularly to share information on children's progress and levels of attainment against the curriculum expectations. Parents were provided with regular written reports, which gave them detailed information on their children's academic and personal progress. In addition to reports, parents received individual 'learning journey' booklets with examples and photographs of their children's work.
- The principal had positive and productive links with the nursery and local primary school. This allowed for smooth transitions for children entering and leaving the Kindergarten. Children took part in events, competitions and Eco activities. They visited local places of interest to enhance their school experiences.

## Governance

Good ↑

- The Board of Governors had widened its membership to include representatives from stakeholder groups involved with the school, including parent and teacher representatives. The board had a well-structured system to gather opinions from all parents through the parent committee and the parent-governor representatives. Parents' opinions were listened to and actions were taken to address the points raised.
- Governors held the school to account by regularly reviewing the principal's report to them. The CEO visited the school regularly and carried out visits to classes to monitor the quality of children's experiences.
- The Board was committed to ensuring the school was well supported. It had made important investment in the professional development for all staff members to match the need for curriculum development. The number of teachers and assistants employed by the school ensured positive support in classrooms and for additional subjects.

## Management, staffing, facilities and resources

Good

- The school was well managed to ensure smooth day-to-day running. The organisation of the school day allowed children to enjoy their experiences in an out of their classrooms, and daily links with parents informed them about what their children would be doing next.
- Staff members were appropriately qualified and engaged in regular professional review and development which matched both personal and school needs. The well-balanced and organised areas of learning encouraged independent learning, deeper thinking and exploration.
- The classrooms and outdoor areas offered stimulating and safe environments for children to enjoy their learning experiences.
- The school provided a wide range of stimulating resources which were very well matched to the ages of children, and to their physical and educational development. Teachers used these resources to support the delivery of the curriculum, extending opportunities for children's independent learning.

## The views of the parents, teachers and 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
<b>Parents*</b> 	2015-2016	190
	2014-2015	88
<b>Teachers</b> 	11	
<b>Students</b> 	0	

\*The number of responses from parents is based on the number of families.

- Parents were generally pleased with the education and support provided to their children.
- They thought their children were making good progress across the key subjects, and that they enjoyed going to school. They believed that their children were safe in school.
- Parents thought the school was well led and that their views were listened to and acted upon.
- They considered that the reports from school kept them very well informed of their children's progress.
- Teachers were very positive about all aspects of the school and its leadership, and felt included in the school's self-evaluation and decision making.

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