

INSPECTION REPORT

2022-2023



CREDENCE HIGH SCHOOL L.L.C

CBSE CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Quoz, Dubai
	Opening year of School	2014
	Website	www.credencehighschool.com
	Telephone	97143212144
	Principal	DEEPIKA THAPAR SINGH
	Principal - Date appointed	3/19/2016
	Language of Instruction	English
	Inspection Dates	26 to 30 September 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre KG to Grade 12
	Number of students on roll	1533
	Number of Emirati students	0
	Number of students of determination	83
	Largest nationality group of students	Indian

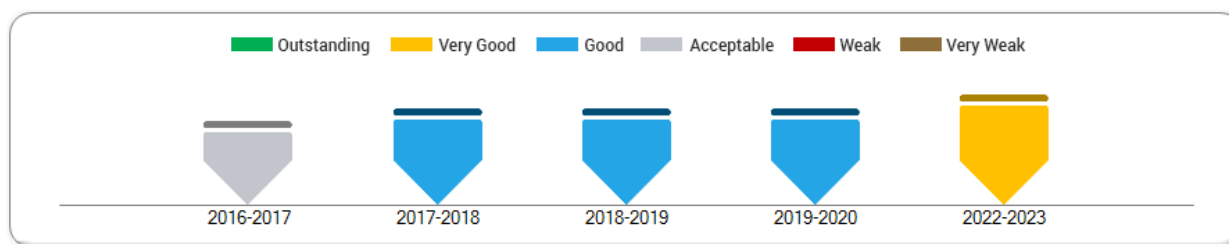
TEACHERS

	Number of teachers	110
	Largest nationality group of teachers	Indian
	Number of teaching assistants	31
	Teacher-student ratio	1:14
	Number of guidance counsellors	1
	Teacher turnover	8%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	CBSE

School Journey for CRENDENCE HIGH SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' achievement has continued to improve across the school, with a significant number of gains in almost all subjects. In English, mathematics and science, attainment and progress are now very good in almost all phases. In Islamic education and Arabic, as an additional language, achievement has been sustained or improved. National Agenda benchmark test results are outstanding in almost all grades.
- Students' personal and social development is strong, characterised by their respect for their teachers and each other. Their understanding of Islamic values, Emirati and world cultures is very good in the Kindergarten (KG) and outstanding in Primary, Middle and Secondary. Together, these are a positive feature of the school. Students enjoy learning and their skills are also a strong feature of the school.

PROVISION FOR LEARNERS

- Teaching is at least good across the school; strategies and practices are more effective in KG and Secondary. Lessons are well-planned. There are systematic processes and procedures for the collection of all internal assessment data. These data, together with external benchmark data, are analysed to provide detailed strengths and weaknesses of all students. However, the use of this information is inconsistent.
- The school offers the Central Board of Secondary Education (CBSE) X and XII examinations. The curriculum in Grades 2 to 8 follows the CBSE recommendations. In the KG and Grade 1, the school has developed its own curriculum with enhanced science and well-being provision. The school successfully modifies the curriculum to support the needs of most groups of students.
- The school provides a safe, supportive and caring environment. The buildings are maintained to a high standard and are accessible to almost all groups. The day-to-day management is highly effective. There are systems for identifying students of determination and those who are gifted and talented. The needs of most students are being met.

LEADERSHIP AND MANAGEMENT

- The school has a proactive leadership team with a strong sense of vision and purpose. The governing board fully supports the vision and encourages the leadership with their endeavours. The leadership has continued to drive a process of development leading to significant improvements across the school, while successfully maintaining the school's caring and supportive ethos. The parents' views are carefully considered. They are constructively supportive of the school.

The best features of the school:

- The emphasis on the health and safety and well-being of all stakeholders leading to a caring and supportive atmosphere that permeates the school
- The proactive senior leadership and its success in establishing a strong reading literacy programme
- Students' personal development and understanding of Emirati and world cultures
- Improved attainment and progress in most subjects and the personal and skill development of children in KG
- The constructive relationships with parents.

Key Recommendations:

- Review the teaching of Arabic, as an additional language, to ensure the best possible outcomes for all students.
- Provide more opportunities for students, particularly in Primary, to develop and demonstrate their learning and critical thinking skills.
- Ensure that the assessment data provided to teachers are used effectively in lessons to support the learning needs of all groups of students.
- Construct more focused school improvement plans with an emphasis on the actions that support and enhance students' performance.

Overall School Performance

Very good ↑

1. Students' Achievement

		KG	Primary	Middle	Secondary
<p>Islamic Education</p>	Attainment	Not applicable	Good ↑	Acceptable	Good ↑
	Progress	Not applicable	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
<p>Language of instruction</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>English</p>	Attainment	Good	Good	Very good	Very good ↑
	Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑
<p>Mathematics</p>	Attainment	Very good ↑	Very good ↑	Very good	Very good
	Progress	Very good ↑	Very good ↑	Very good ↑	Very good
<p>Science</p>	Attainment	Very good ↑	Very good ↑	Very good	Very good ↑
	Progress	↑ Very good	Very good ↑	Very good ↑	Very good ↑
Learning skills		Very good ↑	Good	Very good ↑	Very good ↑

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good ↑	Good	Good	Very good ↑
Assessment	Very good ↑	Good	Very good ↑	Very good ↑

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Very good ↑	Very good ↑	Very good ↑
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

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

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

6. Leadership and management

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

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 assessment	is above expectations	Not applicable

- Progression, across all phases in both international and benchmark assessments, is outstanding.

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

- Leaders are very thorough in their analyses of all assessment data. These provide them with the information they need to identify any areas of underachievement. Adaptations are then made to the curriculum to close any identified attainment gaps. These adaptations are effortlessly built into the delivery of the CBSE curriculum, providing an extra challenge for students.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	Not applicable

- Reading levels, for a large majority of students, are above their age-level expectations. The focus on reading skills and critical thinking are key features. Any weaknesses are analysed and addressed accordingly. Reading for understanding has a positive impact on problem-solving activities in lessons.

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

For Development:

- Integrate reading levels into the whole assessment profile of the individual child.
- Increase the emphasis on reading comprehension in all lessons.

Wellbeing

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

- The detailed wellbeing policy highlights the importance of respect, care, and good health. A wellbeing focused vision influences all aspects of school life. The governing board and leaders prioritise wellbeing development. Reliable data is analysed and used to assess and identify strengths, needs, and concerns. This informs improvement planning. The school is considering how best to embed wellbeing themes more fully within curriculum subject areas. Themes promoting wellbeing are discussed every morning, and each class has a designated wellbeing champion.
- Students believe this is a happy school and feel listened to. They have strong relationships with their teachers and their peers. Internal and external surveys indicate a contented staff. They feel valued, supported and part of a family. There are avenues established for students, staff and parents to discuss wellbeing, the impact upon provision and other concerns.
- The prioritisation of wellbeing is seen across the curriculum with examples of specific planning. Students feel safe, well supported, and fully engaged in lessons, with many examples of teachers encouraging and guiding them to take care of themselves and each other. The school understands the need to further develop opportunities for less able students to develop their confidence and leadership skills. Through their behaviour and conduct during lessons and around the school students demonstrate knowledge of safe and healthy living.

UAE social studies and Moral Education

- The Ministry of Education (MoE) recommended curriculum is being followed for Moral Education and UAE social studies. Moral education is integrated with other subjects and UAE social studies is blended with Indian social studies. This is enriched further with extended learning activities and integrated projects. Lessons are well planned and delivered skilfully by teachers to ensure conceptual understanding. These lessons often include activities to develop critical thinking, challenge and connections to personal experiences.
- A wide range of assessments including integrated projects and differentiated worksheets are used to determine students' knowledge, skills and understanding. The progress of students is reported to parents throughout the year.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good ↑	Acceptable	Good ↑
Progress	Not applicable	Good	Good	Good

- In lessons, the majority of students in Primary and Secondary have levels of knowledge of Islamic principles that are above curriculum standards. However, in Middle, attainment has not improved as rapidly. Progress in all phases is above expectations.
- Practice in Holy Qur'an recitation and Hadeeth memorising at the start of all lessons is beginning to have a positive impact on students' understanding of Islamic concepts, especially those that are related to real-life situations. This is also evident in students' written work, particularly in Primary and Secondary.
- In Primary, girls and boys demonstrate similar levels of knowledge of Seerah and the Pillars of Islam. However, girls outperform boys in the other phases. Justifying and inferring the wisdom behind Islamic worship and values is improving across the school.

For Development:

- Raise attainment achievement in Middle by building on the students' prior knowledge of the Holy Qur'an, Hadeeth, and Seerah.
- Provide more opportunities for students to improve their skills of inference and in justifying the wisdom behind Islamic worship and values.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable	Acceptable

- Attainment in all phases is in line with the MoE curriculum standards. It is stronger in Primary, where students have more opportunities for discussion. Progress remains at expected levels in Middle and Grade 9.
- In all phases, students demonstrate acceptable levels of reading. Listening is the strongest language skill across the school. Writing is developing steadily, as is evident in students' notebooks. Speaking is developing at a slower pace but developing more quickly in Primary, as a result of additional speaking opportunities in lessons.
- In lessons, girls and boys demonstrate similar standards of skill development. Their written work shows fewer grammatical errors and spelling mistakes over time. Students' vocabulary acquisition and speaking skills are better when learning is linked to things that they know.

For Development:

Improve independent speaking and writing by:

- Providing more opportunities for students to extend their vocabularies.
- Ensuring that learning activities are based on the number of years of learning Arabic.
- Ensuring curriculum modification is implemented effectively to meet the needs of all students.

English

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Very good	Very good ↑
Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Most secondary students achieve at a high standard in CBSE examinations and demonstrate very high standards of verbal reasoning and critical analysis. Assessment of Scholastic Skills through Educational Testing (ASSET) and internal assessments indicate that students in Primary and Middle achieve very good results and are performing at, or above, their assessed cognitive potential. In KG and Primary, students' writing skills are not developing at the same pace as other language skills.
- Most students demonstrate a good understanding of various demanding literary and information sources. They analyse texts and comment on structure, tone and character. Skills in critical thinking and literary analysis are leading to very high levels of understanding
- All groups of students quickly develop their speaking, reading and listening skills compared to their starting points. A large majority are confident, articulate speakers who express thoughtful opinions on a variety of genre.

For Development:

- Enable all students to write more extensively and develop fluent writing styles

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Very good ↑	Very good ↑	Very good	Very good
Progress	Very good ↑	Very good ↑	Very good ↑	Very good

- A large majority of students, across all phases, demonstrate levels of knowledge, skills and understanding that are above curriculum standards, and make better than expected progress. This improvement is clearly reflected in trends over time.
- Across the school, students are particularly strong in their understanding of number, and the application of mathematical operations to the real world. Opportunities for practical mathematics are plentiful in KG but less so in other phases. This is sometimes due to limited use of the learning environment.
- The department successfully integrates preparation for international benchmark tests, into their curriculum, leading to strong outcomes being achieved.

For Development:

- In Primary, lessons provide more practical mathematics and opportunities for students to engage in independent learning and critical thinking.
- Make full use of the learning environment to support the development of students' independent learning skills.

Science

	KG	Primary	Middle	Secondary
Attainment	Very good ↑	Very good ↑	Very good	Very good ↑
Progress	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Across the school, students' attainment and progress in internal and external examinations demonstrate levels of knowledge, skills and understanding that are above curriculum standards. However, the rate of progress in lessons is not as rapid for students of determination.
- Students demonstrate secure knowledge and understanding of scientific concepts. Students' skills in the scientific methods are developed consistently throughout the school. Student's skills in planning and conducting experiments on their own are less well developed in Primary.
- The curriculum is enriched through the use of scientific terminology, guided reading, research of the week, the use of technology and many investigative and practical activities. These have helped students develop inquiry and scientific thinking skills as well as their understanding of scientific concepts.

For Development:

- Extend primary students' scientific inquiry, critical thinking, independent learning and research skills.
- Ensure that all students are able to plan independently and conduct experiments with confidence.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good ↑	Good	Very good ↑	Very good ↑

- Most students are keen to learn and communicate their learning with confidence. In KG, children communicate effectively, for example, when explaining whether a number is odd or even. Students interact with one another in a collaborative way to achieve their goals. Primary students' communication skills are less well developed.
- Students are keen to take responsibility for their own learning. They routinely use learning technologies to research and explore lines of inquiry linked to the real world. For example, older students make connections between a poem in English and issues of rural poverty and economic growth in India.
- Students are proficient in finding new information and applying it successfully to their work. They can be innovative and enterprising, as in mathematics, where they have developed sophisticated skills to solve problems.

For Development:

- Provide more opportunities in Primary for students to engage in collaborative work to develop their communication and critical thinking skills.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Exemplary attitudes and behaviour are seen across the school. Students are happy to come to school every morning and are highly motivated to learn. . The student-led radio broadcast provides a positive start to the day, as information is given and students' successes are celebrated.
- In all phases, students display empathy for the needs of others. Respectful relationships between students and teachers result in an environment that demonstrates high levels of tolerance and support.
- Students are very keen to make wise choices about their own health and safety and healthy lifestyles. Lunch boxes are regularly monitored by peers tasked with this responsibility. Students are always punctual to school and to their lessons.

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

- Across the school, students, in their daily practices, show a deep appreciation for and understanding of Islamic values and the culture of the UAE. This is strongly evident in the enthusiastic singing of the UAE national anthem at the start of the day.
- The school's rich and inspiring displays across the premises convey the breadth of students' knowledge of world cultures. This reflects a high level of understanding of older civilisations, UAE heritage, and more recent initiatives, for instance, 'No hunger in the UAE'.
- Students, especially in Secondary, recognise the importance of cultural diversity. They are very proud of their own cultures. They enjoy art, music, and literary activities where they explore concepts and learn about role models who contributed to international understanding.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Outstanding ↑

- Students in all phases are very willing to take on responsible roles to benefit the school community. Students in Secondary are particularly self-motivated and highly effective in taking leadership responsibilities of numerous initiatives such as student publications and the Credence radio broadcasts.
- Across the school, students have very positive attitudes to work. Older students lead others with confidence and participate in many entrepreneurial and creative schemes for instance, designing robots and setting up an interactive website.
- Students are very active in supporting schemes of sustainability and are aware of, and working towards, the United Nations Sustainability Goals. Student-devised dance and choir performances at Expo had the theme of deforestation and the impact on the environment.

For Development:

- Provide more opportunities for younger students to initiate and support conservation in the wider community.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good ↑	Good	Good	Very good ↑

- Most teachers' subject knowledge is secure. In KG, teachers focus on active learning which extends children's thinking. Their use of questioning is highly effective in encouraging children to participate in practical learning. Primary teachers are not as proficient in these skills, which slows the pace of lessons.
- Most teachers use a range of assessment information to plan activities, so that students of different ability levels make rapid progress. The most effective teaching is well-paced and stimulating with lesson topics linked to students' understanding of the real world.
- Secondary teachers' expectations are particularly high; they challenge most students to think critically and promote effective learning through higher-order questioning. However, in Primary and Middle, learning is more teacher directed, which limits students' opportunities to explore their learning independently.

	KG	Primary	Middle	Secondary
Assessment	Very good ↑	Good	Very good ↑	Very good ↑

- In most lessons, assessment data is used very effectively in to set work that is matched to students' attainment levels. This enhances the progress made by students. However, use of assessment information is less consistent in the primary phase.
- A strength of assessment is the use of the information to guide planning. All data are scrutinised to highlight particular strengths or weaknesses in performance. While teachers provide written feedback, it is not always constructive.
- Since the last inspection, the school has invested considerable time and effort into improving the analysis of data.

For Development:

- Improve teachers' questioning in Primary and Middle, to engage students in more active learning.
- Improve the quality of feedback on student's written work so that it supports their next steps in learning.
- Monitor how effectively all assessment data is being used, particularly in Primary lessons.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Very good ↑	Very good ↑	Very good ↑

- The curriculum is broad, balanced and aligned to CBSE and the MoE requirements. The KG curriculum is enhanced by enhancing the Early Years Foundation Stage (EYFS) by including elements of the Reggio Emilia and Montessori systems. The curriculum offers challenge and focuses on developing children's skills.
- Progression ensures that students are prepared for the next phase of education. Optional language choices of Hindi, Malayalam, French and Arabic in Secondary support their learning. Art, PE, music, and dance are offered to match interests and aspirations. Older students choose between mathematics, science and an art course for Board examinations.
- Cross-curricular links are carefully planned to promote the transfer of learning and connections with national priorities. The curriculum is reviewed regularly to ensure that it meets the requirements of CBSE and MoE standards and, aligned to external benchmark assessments.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- The curriculum is adapted to meet the learning needs of most groups of students. Teachers provide different levels of challenge for lower and higher-attaining students, although modifications are not always closely matched to specific needs.
- Students can participate in various activities and projects to extend their learning. Innovation is planned and nurtured through many initiatives, for instance, Curiosity Corner, Thinking Classrooms, Avishkar, and research of the week (ROW). In KG, children are taught Life Skills in a specially designated 'rumpus room'.
- The UAE culture, Islamic values and United Nations (UN) sustainable goals are systematically woven into lessons to ensure students develop positive attitudes and a better understanding of real-life experiences. Students participate in various activities, including recycling plastic, collecting E-waste and the Emirates environmental club, which provide opportunities to contribute to society in the UAE.

For Development:

- Extend opportunities for enterprise and innovation.
- Ensure that all lessons meet the learning needs of all students, especially students of determination.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Clearly written and highly comprehensive safeguarding and child protection policies ensure that students are extremely well protected from all forms of abuse and bullying. All staff, including those involved in school transport, are fully trained in relevant procedures.
- Frequent and thorough checks of the school site ensure it is very safe. Lifts and ramps ensure that the premises are accessible for all. Very effective electronic systems are used to monitor transportation to and from school and for the daily registration of students.
- The promotion of healthy physical and mental lifestyles permeates the school. The many sporting opportunities combine with thorough health checks. A very well-resourced clinic and excellent advice is provided to parents to ensure students' wellbeing. This is a constant focus of school life.

	KG	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good	Very good

- Across all phases, there is a strong ethos of concern, kindness and support. "We learn, we laugh, we play" is the school motto, and this is clearly evident. Relationships are mutually respectful, and behaviour is of a high standard.
- Punctuality is a strong feature. The identification of students of determination is rigorous. Effective systems are in place for admission to the school, and an inclusive, welcoming environment is maintained.
- Detailed Individual Education Plans (IEPs) are in place, but the implementation of these plans is not consistent. Gifted and talented students are identified, but alternative tasks are not always provided to accelerate learning. Students receive appropriate guidance on their future career options.

For Development:

- Ensure that the strategies suggested in the IEPs of students of determination are fully implemented in all lessons.
- Ensure gifted and talented students are provided with appropriately stimulating and challenging activities.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- The provision of truly inclusive education is a high priority in the school and is supported by the inclusion governor and champion. A tailored Education Improvement Plan is in place, an advisory handbook has been compiled for staff and parents, and Inclusive Education Plans (IEPs) with detailed strategies are provided for classroom teachers.
- The school has a robust identification process, and using the KHDA categories, students are assessed and provided with tailored support. The range of tests and screening enable the school to focus on early intervention and inclusion in the classroom.
- The Inclusion department has a strong partnership with parents. Social events and regular communications bond the relationship. Parents say that their children feel safe and well-supported. They speak highly of the dedicated team and are delighted with their child's progress and growing self-confidence.
- Detailed IEPs are produced for classroom teachers to enhance learning. The implementation of the strategies embedded in these IEPs and adaptations to suit students' needs are not yet consistently applied. Learning Support Assistants (LSAs) receive regular training and provide appropriate support.
- Ongoing assessments, weekly reports and personal progress trackers allow the department to monitor outcomes and adapt accordingly. They also track the emotional aspects such as, confidence and fears. Outcomes are positive in both academic progress and in emotional development.

For Development:

- Ensure that all teachers take account of the content of students' IEPs in lesson planning and teaching.
- Review the role of LSAs especially in classes where there are several students of determination.

6. Leadership and management

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

- The leaders of this school are highly proactive. They successfully promote an inclusive and caring ethos, which is focused on student wellbeing, developing positive relationships between all stakeholders and engendering high morale throughout the school community. The principal and the leadership team have a thorough knowledge of the curriculum and the strategies needed to positively impact student achievement. The processes for driving change are being successfully implemented across the school.
- The school leadership has prioritised areas for improvement through the use of effective self-evaluation procedures that involve all stakeholders. Action plans aligned to the improvement priorities, in particular, to enhance teaching for effective learning, are developed and implemented. These are beginning to have a positive impact on students' achievement.
- Parents are actively involved in school life, and their views are regularly sought. The parent support group is having a positive impact through its constructive support of the school leadership. Communication between the school and home is very effective. Parents receive regular reports about their children's attainment and progress. Involvement in the local and wider community has been restricted due to the pandemic, but parents look forward to this being reintroduced at previous levels.
- The governing board and the school management committee, which includes representation from all stakeholders, meet regularly. They exert a positive and direct impact on school performance. Governors have acted on the recommendations made in the last inspection report. They are very supportive of the school's leadership, direction and vision. They ensure compliance with all statutory requirements.
- The day-to-day management of the school, its procedures and routines are very effective. The school appoints suitably qualified staff who are well-deployed. In-class support for teachers in classes containing several students of determination is not always adequate. Professional development opportunities, aligned with the school's improvement priorities, are provided for staff. The facilities to support the delivery of the curriculum, and the range of resources to support teaching and learning, are used very effectively.

For Development:

- Ensure that the processes used for monitoring teacher performance are fully aligned to the requirements of the UAE Inspection Framework.
- Review the role of learning support assistants (LSAs) especially in classes where there are several students of determination.

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