

GOOD



2019-2020

# INSPECTION REPORT

CBSE CURRICULUM

## Contents

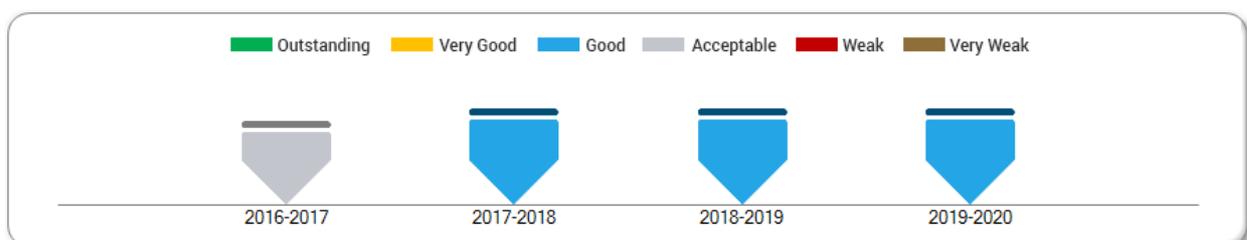
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## School Information

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	21 to 23 October 2019
Students	 Gender of students	Boys and girls
	 Age range	4-15
	 Grades or year groups	KG 1-Grade 10
	 Number of students on roll	684
	 Number of Emirati students	0
	 Number of students of determination	38
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	60
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	20
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	12%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board of Secondary Education (CBSE)
	 External Tests and Examinations	CBSE Grade X
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET

### School Journey for CREDENCE HIGH SCHOOL



## Summary of Inspection Findings 2019-2020

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

Student outcomes	<ul style="list-style-type: none"> <li>Students' attainment has improved in English, mathematics and science, especially in the middle phase. Arabic as an additional language remains the least strong of all subjects. Students have opportunities in lessons to develop good learning skills. Their independence in learning and their use of technology are developing features.</li> <li>Students' personal and social development is strong across the school. Their behaviour is very good, and they demonstrate a very good understanding of Islamic values. They make meaningful contributions to the school and to the wider community. Their understanding and appreciation of both the UAE and their own cultures is stronger than that of other world cultures.</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>Teaching across the school is good. Lesson plans are detailed and contain information about students' learning styles and ability levels. In the better lessons, teachers provide appropriate opportunities for students to conduct independent investigations. Internal assessment processes are strong across all phases. The school effectively uses information from these assessments to guide teaching and the curriculum.</li> <li>The curriculum is planned well and regularly reviewed. It links very well to UAE culture and society. It is adequately adapted to meet the needs of all learners. Active learning in Kindergarten (KG) provides very good opportunities for children to develop life skills. Extra-curricular activities enable students to develop skills in the arts and sports. Cross-curricular links are planned well, but are inconsistently developed in lessons.</li> <li>The school's provision for the health and safety of all students is an outstanding feature of the school. Students, staff and parents are aware of the child protection and safeguarding policies. The processes for care and support have improved across the phases. The school has very effective policies to promote students' attendance and punctuality.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>The principal and her senior leadership team demonstrate good understanding of effective learning and teaching. The principal delegates responsibilities well among the different school leaders. The school's self-evaluation and improvement planning are good. Partnerships with parents and the community remain a strength. The governors continue to support the school in maintaining its overall good performance. The building and facilities are of very high quality.</li> </ul>

### The best features of the school:

- Students' personal development and social responsibility, and their understanding of Islamic values and the Emirati culture
- Provision for the health, safety, care and support of all students
- Partnerships with parents and the community.

### Key recommendations:

- Improve teaching and students' outcomes, especially in Arabic as an additional language.
- Ensure that the curriculum in Islamic education is better aligned with Ministry of Education (MoE) standards, and that teachers of Islamic education challenge students to exceed curriculum expectations.
- Use the self-evaluation process more effectively in planning for improvement to ensure better outcomes.
- Develop the use of data analysis to monitor students' progress and to improve curriculum review and planning.

## Overall School Performance

Good

### 1. Students' achievement

		KG	Primary	Middle	Secondary
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	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	Acceptable	Acceptable	Acceptable
 <p>English</p>	Attainment	Good	Good	Very good ↑	Good
	Progress	Good	Good	Good	Good
 <p>Mathematics</p>	Attainment	Good	Good	Very good ↑	Very good ↑
	Progress	Good	Good	Good	Very good ↑
 <p>Science</p>	Attainment	Good	Good	Very good ↑	Good
	Progress	Good	Good	Good	Good
 <p>UAE Social Studies</p>	Attainment	Good			

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Good

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

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

## 3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Good	Good
Curriculum adaptation	Good	Good	Good	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	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Very good

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 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 (N.A.P.) for the academic year 2019-2020.

### The school's progression in international assessments **is above expectations.**

- There are no comparative international assessment data for the Programme for International Student Assessment (PISA) or the Trends in Mathematics and Science Study TIMSS. The available TIMSS data indicate that the school did not meet its 2015 targets for both science and mathematics. Overall, in the N.A.P. programme, there has been outstanding progress in English, mathematics and science. When comparing N.A.P. outcomes with measured academic potential, there is a strong positive gap, indicating that students have achieved well above their cognitive potential in English, mathematics and science.

### Impact of leadership **meets expectations.**

- More detailed collation, analysis and sharing of information have contributed to significant improvement in N.A.P. outcomes. However, outcomes in day-to-day learning show a more gradual improvement that is not consistent throughout the school. The collection of assessment information that includes the broader and deeper aspects of learning within the curriculum is not strongly developed.

### Impact on learning **meets expectations.**

- Examples of high-quality learning exist across many subjects. More students are beginning to use critical thinking to develop their understanding and research skills to deepen their learning. These aspects are not implemented well enough to ensure consistent improvement in students' progress.

**Overall, the school's progression towards achieving its UAE National Agenda targets meets expectations.**

### For Development:

- Evaluate more clearly students' progress in the development of their skills and understanding during day-to-day learning in lessons.
- Develop the skills of enquiry, critical thinking and problem-solving more systematically.

### Moral education

- The quality of teaching in moral education is good. Teachers demonstrate secure knowledge of the curriculum. They plan engaging and motivating learning experiences for their students.
- Regular assessments evaluate students' understanding of the concepts which are explored. Students' achievements are communicated regularly to parents.
- The curriculum is well designed. It enables teachers to provide learning experiences that facilitate the development of knowledge and collaborative learning skills. All key concepts and learning objectives are fully addressed.

**The school's implementation of moral education is meeting expectations.**

### For Development:

- Provide a greater range of opportunities for students to carry out research and present their findings to fellow students.

### Reading across the curriculum

- The outcomes of the literacy tests, administered from Grade 1 to Grade 10, demonstrate an increase in students' reading ability as they move through the phases, and indicate that some groups of students require additional support.
- A reading specialist has been appointed to support class teachers' responses to the needs of weaker readers.
- The specialist tracks students' reading levels and informs subject teachers. Teachers of Arabic as an additional language and English collaborate in teaching reading skills which are appropriate to the age of students.
- Subject teachers use a range of approaches to improve literacy levels. They use student-friendly definitions, explicitly teach new words, and allow students to see and use these words in different contexts.
- School leaders are committed to ensuring that all students are enthusiastic, independent readers, and to improving student literacy.

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

### For Development:

- Ensure that the libraries are central to the development of reading across the school.
- Increase the number of large format books available for younger children.
- Involve boys more in reading, and provide additional support where required.
- Engage students in guided reading using novels, and give them access to high-quality online reading resources.

## Innovation

- Students, especially those in upper grades, show some creativity and independence through organising elections of house councils and establishing their own school newspaper. They also participate in initiatives that develop their understanding of different cultures and world issues, and promote volunteering and entrepreneurship.
- Across the school, teachers' lesson plans include opportunities to develop higher-order and critical thinking skills. However, lessons are frequently too directed by teachers and do not encourage students' meaningful use of IT.
- Across all phases, students demonstrate responsibility towards the environment. They make works of art from recycled material, and use paper products instead of plastic. They show their empathy and respect for others through fair trade campaigns and donations to charities.
- From KG onwards, the school offers a range of curricular and extra-curricular activities that have the potential to promote students' sense of experimentation, responsibility and independence. The 'snack tracker' is a good example of how children in KG promote healthy eating among their peers.
- Leaders have developed a school innovation policy, set improvement targets and engaged teachers in promoting innovation. However, the current levels of innovation provision remain underdeveloped.

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

### For Development:

- Improve all students' use of technology in lessons to enable them to develop their skills of innovation.

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

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

- Students' attainment in all phases is in line with curriculum standards. The assessment information does not reflect students' current attainment levels in class. While students in the middle and secondary phases make better progress in lessons, progress over time, from their starting points is less evident.
- Students demonstrate well-developed skills in recitation of The Holy Qur'an and in the application of the rules of Tajweed. Those in the middle and secondary phases show strong understanding of The Holy Qur'an and Hadith. Their understanding of Aqeedah and national identity is slowly developing in the secondary phase.
- As a result of the additional provision of enrichment activities, and a focus on recitation at the start of lessons, students across the primary phase show considerable improvement in recitation of The Holy Qur'an and in the application of the rules of Tajweed.

#### For Development:

- Align the curriculum with MoE curriculum standards.
- Develop students' collaborative and research skills and their use of authentic material to increase their knowledge and understanding.
- Improve students' progress and attainment by consistently asking challenging questions.

#### Arabic as an Additional Language

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

- Internal assessment information indicates higher levels of attainment than those reflected in lessons and in students' recent work. Students are making expected levels of progress and most attain at the expected curriculum standard.
- Students are developing their listening and reading skills. In the upper grades, when writing and provided with models, students can form very basic sentences, but using few connectors and adjectives. Beginners are making progress in learning more vocabulary. Their speaking skills are improving within familiar contexts and using familiar words.
- The placement of students according to their years of study of Arabic is supporting their progress over time. However, the recent curriculum reviews have not yet had a measurably positive impact on students' outcomes.

#### For Development:

- Enhance students' independence in learning and provide them with more challenge to develop the four language skills.
- Ensure that assessment information is used more purposefully to meet the needs of all students.

## English

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

- When they leave KG, most children can read and write simple sentences. Assessment results for the primary, middle and secondary phases indicate that attainment and progress are well above expected standards. With some exceptions in the middle phase, this is not consistently apparent in lessons.
- Across the school, listening and speaking skills are developing well, though students are not always given enough time to share their ideas. They regularly copy the features of different types of writing but have few opportunities to produce meaningful or creative, extended essays.
- Teachers have successfully introduced strategies to improve reading this year. More students now read fluently and understand the main theme of the texts that they are reading.

### For Development:

- Provide more opportunities for students to share their thoughts and produce extended pieces of meaningful and creative writing.

## Mathematics

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

- In KG, children make good progress and attain levels above curriculum standards. Students in the primary and middle phases have secure basic skills and carry out calculations accurately. Attainment is strongest in the upper primary phase, and in the middle and secondary phases. Students perform extremely well in external assessments.
- Most students' understanding of all aspects of mathematics is good. Many work out formulae to establish mathematical rules. Older students have a very good grasp of algebra and trigonometry and use their understanding well when seeking solutions to everyday problems.
- Students' critical thinking, problem-solving and research skills have improved. Sometimes, they do not discuss their work enough or present their findings clearly and confidently. Some teachers' use of assessment information has improved, allowing them to provide very challenging work in the best lessons.

### For Development:

- Use assessment information consistently to make sure that work is challenging and supports students in achieving high levels of attainment.
- Provide more opportunities for students to discuss work with one another, make decisions about what they have learned, and present their ideas accurately and confidently.
- Make more use of technology to enhance students' learning.

## Science

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

- Assessment information from external tests indicates very strong attainment, particularly in the middle phase. In lessons, students' attainment and progress are less strong because learning through enquiry and independent investigations and research are less well developed.
- Many students display a strong understanding of scientific concepts in their oral and written work. However, particularly in the primary phase, they have insufficient opportunities to develop their literacy and numeracy skills to help them to explain increasingly complex ideas.
- Although a positive development, students try to learn through investigations, but do not always develop the necessary range of enquiry skills. The development of these skills is sometimes rushed, and becomes superficial or over-directed by the teacher.

### For Development:

- Develop the skills of scientific literacy and numeracy more strongly, particularly in the primary phase.
- Develop a wider range of scientific enquiry skills and link them to critical thinking and independent learning.

## UAE Social Studies

	All phases
Attainment	Good

- The majority of students across the phases demonstrate good knowledge and understanding of concepts. Internal assessment information shows that the majority of students are achieving above expected curriculum standards. Students' work in lessons and their recent additional work support good attainment levels.
- In the lower grades, students can use concept maps to present their understanding of the development of the Emirates after the union. Students in the upper levels can explain in detail the main points included in the UAE National Agenda.
- The department provides teaching time that exceeds MoE requirements. Teachers have recently started to assess students' outcomes separately from the CBSE Social Studies programme.

### For Development:

- Make use of the available data analyses to improve students' attainment levels.

## Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Good

- Students across the school enjoy learning. They pay attention to their teachers and quickly engage in class activities. They work independently with confidence, and conscientiously try to complete their work. Collaborative work and the sharing of ideas are not well established.
- The use of learning technology is often limited. There is evidence of enterprise, such as making and selling t-shirt bags. Students' critical thinking and problem-solving skills are inconsistent, but are more evident in mathematics in the secondary phase.
- In a recent school initiative, students act as teachers. They plan and present lessons enthusiastically, taking responsibility for their own learning and for that of their peers. They make some relevant connections between subjects, and can explain the application of what they have learned to the real world.

### For Development:

- Improve students' skills in innovation, collaboration, and critical thinking across the school.

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

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

- Students' behaviour is very positive, both in classrooms and across the school. Relationships are very strong. Mutual respect and consideration thrive within the school community. Students support one another, both informally during tasks and formally through the buddy system.
- Students feel safe at school. They know to whom they should speak if they have any concerns. Any incidents of bullying are usually dealt with promptly. Students rarely miss school, and typically arrive on time both to school and to their classes.
- Children in KG enthusiastically embrace healthy eating. They check their friends' lunch boxes to make sure that they contain healthy options. All students understand the importance of keeping the mind and body fit and healthy. Older students participate wholeheartedly in the Dubai Fitness Challenge.

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

- Students across the school demonstrate secure knowledge and understanding of Islamic values. They actively contribute to and participate in many Islamic celebrations. They willingly show care and tolerance, particularly during the holy month of Ramadan, by supporting and helping the poor.
- Students strongly appreciate and respect Emirati culture and heritage. In assemblies, they sing the national anthem with due reverence. They exhibit a well-developed knowledge of UAE culture and history, and show pride in their contribution to the school's cultural celebrations.
- Most students demonstrate an excellent knowledge of their own culture, which they celebrate in assemblies and performances. Their knowledge and appreciation of other world cultures is slowly developing.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Good	Very good

- Students benefit from a range of opportunities to participate in initiatives that support their immediate and wider community. They have strong social awareness, particularly in the secondary phase.
- Older students know how to support their peers when they encounter challenges in academic or personal issues. They gain increasing confidence in making choices and in taking decisions. They have a strong understanding of environmental issues, locally and globally.
- Students have increased opportunities to demonstrate the extent of their social responsibility. However, these opportunities are not adequately embedded in school life to have an impact on students' overall development.

#### For Development:

- Enhance students' understanding of other world cultures.
- Build students' capacity to innovate and to take independent action.

### 3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Good

- In the most successful lessons, teachers provide opportunities for students to investigate, collect and analyse information, to develop their critical thinking skills and to use IT. The quality of such lessons is variable, especially in the primary and middle phases.
- Lessons are planned well, but some contain too many activities, with inadequate focus on how students learn. In the best lessons, questioning encourages discussion. In general, however, students do not discuss their work sufficiently to enable them to explain what they have learned confidently or in detail.
- Teachers' use of assessment information to plan learning has improved. In some lessons, particularly in Arabic as an additional language, the information is not used effectively, and work is neither challenging enough for the most able nor suited to the needs of the least able.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- School leaders have responded well to the recommendations of the previous inspection report. Their analysis of information from assessments is very comprehensive and detailed. Different sets of data are compared to make sure that they reflect students' best efforts.
- Students are prepared very well for external examinations. In Arabic as an additional language and in English, assessment of students' learning, provides a superficial picture of language development. Assessment of students' success in the wider skills within the curriculum is not well developed.
- The use of assessment to plan learning is increasingly consistent across the school. However, when actually delivering lessons, many teachers do not sufficiently target the individual learning needs of students.

#### For Development:

- Use assessment information more skilfully in lessons to allow all students to develop wider and deeper understanding.
- Provide more opportunities for students to develop understanding and skills through discussion, collaboration, the use of technology and inquiry-based learning across the curriculum.

#### 4. Curriculum

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

- The curriculum is aligned to the school's vision and mission, and to UAE national priorities. It is broad and balanced and provides a variety of academic, creative and physical activities. Planned activities further promote learners' intellectual and physical development.
- Active learning in KG provides opportunities for children to develop their life skills. Extra-curricular activities give appropriate opportunities for students to follow their interests. Cross-curricular links are planned well but are delivered inconsistently.
- The annual review of the curriculum takes into account the national priorities. The school is devising its own teaching material for Arabic as an additional language. In Islamic education, the curriculum is not sufficiently well aligned to the MoE standards.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- Curriculum adaptations aim to meet the needs of most groups of students. However, there are limited stimulating learning opportunities for all groups of students.
- Teachers develop entrepreneurial skills through appropriate activities and projects.
- The curriculum includes relevant programmes which extend students' knowledge, understanding and appreciation of the UAE culture, traditions, values and heritage.
- Arabic is taught in KG 2 for one period per week.

#### For Development:

- Ensure careful and meaningful planning of cross-curricular links to enhance students' transfer of learning between the different subjects.
- Align the Islamic education curriculum to the MoE standards.
- Provide students with innovative and coherent opportunities to develop expertise in enterprise, innovation, creativity and social contribution.

## 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

- Child protection and safeguarding procedures are comprehensive and sensitively managed. Staff are well trained and implement procedures swiftly. Communications with families are extremely good. Any issues that arise are handled in a very caring and considerate way. External services provide support when necessary.
- Staff maintain the buildings and grounds to a high standard. Students and adults have full access, with lifts and ramps ensuring easy movement. Procedures to ensure cyber-safety are fully in place, and staff ensure that any safety concerns are dealt with promptly.
- The clinic is an attractive and welcoming area. It is secure and well organised by nurses and supported by a visiting doctor. Staff actively promote healthy lifestyle choices, including both physical and mental. Students swim and participate in sports and physical activities.

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

- The school consistently engages parents, and applies very effective policies to promote very good attendance, punctuality and behaviour.
- Students' well-being across the school features highly in leaders' priorities. The personal development of all students is efficiently monitored by medical personnel, the counsellor, and teachers, all of whom give very effective guidance and support.
- The school uses a range of assessment processes to identify students' educational needs and abilities. Support and intervention inside and outside the classroom are appropriately planned, but delivery through teaching is inconsistent and lacks effectiveness.

### For Development:

- Maximise the true potential of all students across the phases.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- A strong ethos of inclusion is embedded across the school community. The school has an effective and appropriately qualified inclusion support team
- There is effective baseline assessment on entry and continuous monitoring in classes. Information from the assessment processes guides planning of support and intervention, and tracks students' progress over time.
- The school provides highly-effective channels of communication with parents, and frequently shares with them updated progress reports. This ensures that parents understand the school's expectations, and offer reinforcement of, and support for their child's learning at home.
- Opportunities to meet the individual needs, interests and abilities of students of determination and of those with gifts and talents are varied. Teachers are inconsistent in setting appropriate targets and in building students' learning skills.
- Students of determination make generally good progress that is informed by the school's effective system of monitoring, tracking and evaluation.

### For Development:

- Ensure that teachers align tasks to the abilities of all students, enhance their learning skills and significantly improve their progress.

## 6. Leadership and management

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

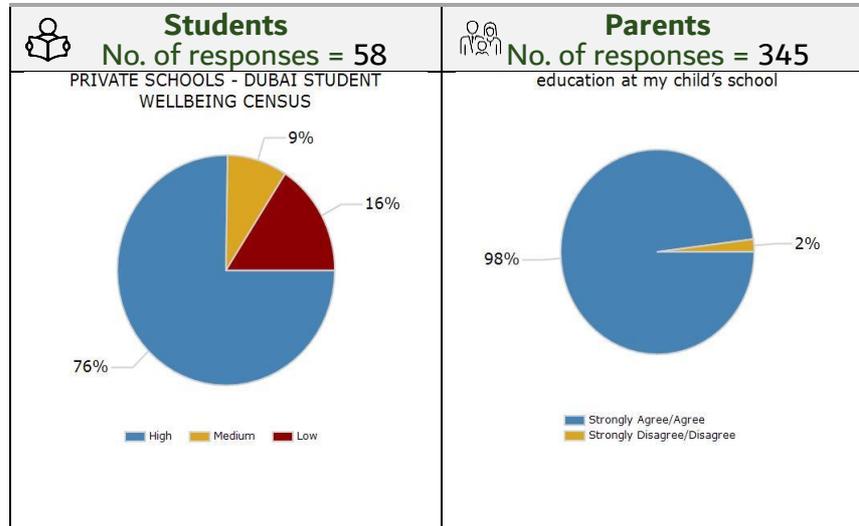
- Senior leaders, including the principal, have a clear understanding of best practices in learning and teaching. They distribute responsibilities well among middle leaders and teachers. They have a clear understanding of what needs to be done to improve the school. However, the variable capacity of middle leaders is restricting opportunities to enhance levels of provision and to improve students' outcomes. Senior leaders have established a positive learning culture and have been successful in maintaining the school's good performance.
- The school's self-evaluation process involves staff at all levels, including teachers and middle leaders. It results in a view of the school that is not sufficiently realistic. The improvement plan is well written and responds to the recommendations of the last inspection report. However, it is not strongly linked to the self-evaluation process. The school monitors the implementation of the improvement plan well, but does not consistently consider the impact of the plan on students' outcomes.
- Parents have very positive views of the school and how it is supporting their children's progress. They are kept well informed, and often contribute to the decisions made in relation to their children's learning. The reports produced by the school are comprehensive and informative. The school has established a range of links with a number of community enterprises and other schools to support students' learning and personal development.
- The managing committee, a part of the governing board, includes representation from all stakeholders, including parents, teachers and students. Governors hold the principal to account for the performance of the school. However, their approach is not yet systematic. They demonstrate a good understanding of the school, and they have recently contributed positively to school improvement by adding technological resources.
- The school is well organised and efficiently managed. The premises are of high quality and include classrooms and specialist rooms. Appropriate resources support teaching. Teachers are suitably qualified for their areas of responsibility and benefit from in-house and external training. The school has improved resources in the library to support the reading programme, and purchased additional learning technology. However, the use of technology in the classroom remains limited.

### For Development:

- Ensure that the clear understanding of effective learning and teaching is transferred more effectively into classroom practice.
- Use the self-evaluation process to identify clearly the school's areas of development and base the improvement plan strongly on them.

## Views of Parents and Students

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



<p><b>Students</b></p>	<ul style="list-style-type: none"> <li>Students report that they share very high levels of happiness, optimism, satisfaction with life, perseverance and motivation to learn. They mention strong connections with their fellow students, and benefit from the school's safe environment. These features are upheld by the inspection findings. Anxiety, worry and sadness levels are lower in comparison with those of the previous year.</li> </ul>
<p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Parents consider the quality of education offered by the school to be high. They appreciate leaders' willingness to listen to them and to consider their views. They value the support which the school provides for their children. Their opinions are supported by the inspection findings. Parents are almost unanimous in their agreement on the ease of accessing relevant information, but they vary with regard to their active engagement with the school.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)