

The Central School...



National Agenda



Early Years



Special  
Educational Needs



Innovation

## Inspection Report 2015-2016

The Central School

Curriculum: Indian

Overall rating: Acceptable

Read more about the school



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‘Without  
challenges,  
we won’t feel  
the taste of  
success and  
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

### General information



Location	Al Nahda
Type of school	Private
Opening year of school	1981
Website	www.centraldxb.com
Telephone	04-267-4433
Address	PO Box 90697, Al Nahda-2, Dubai
Principal	Sharafudheen T.
Language of instruction	English
Inspection dates	19 to 22 October 2015

### Students



Gender of students	Boys and girls
Age range	4-18
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	3,209
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	312
Largest nationality group of students	Indian

### Teachers / Support staff



Number of teachers	175
Largest nationality group of teachers	Indian
Number of teaching assistants	22
Teacher-student ratio	1:18
Number of guidance counsellors	4
Teacher turnover	33%

### Curriculum



Educational permit / Licence	Indian
Main curriculum	Indian
External tests and examinations	CBSE
Accreditation	CBSE
National Agenda benchmark tests	IBT

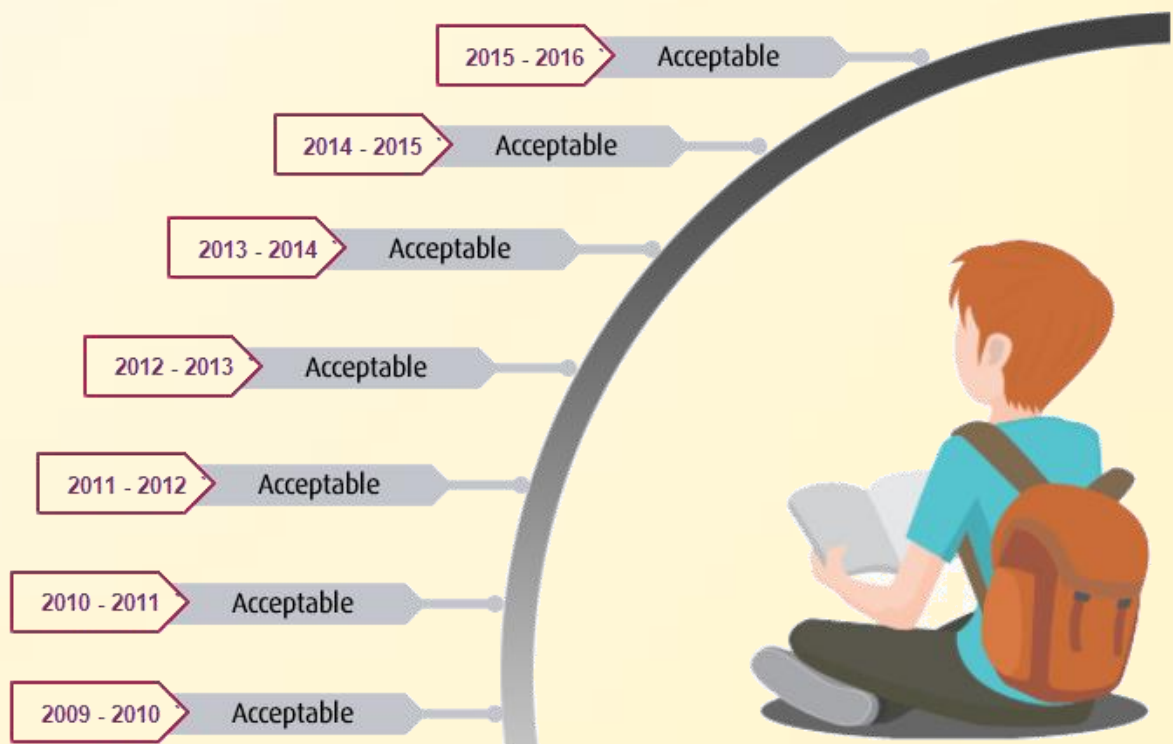


## Summary for parents and the community

**The Central School** was inspected by DSIB from 19 to 22 October 2015. The overall quality of education provided by the school was found to be **acceptable**.

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 Central School provided an **acceptable** level of education for its students.

- Students' achievement in Arabic as an additional language across the school was acceptable. Achievement was good in the large majority of subjects in the Secondary phase.
- Students' personal development was at least good across the school.
- The quality of teaching and students' learning skills were good in the Kindergarten and Secondary phase and acceptable in the Primary and Middle phases.
- The school had implemented rigorous procedures to ensure students were safe and supervised appropriately at all times while on the school premises and when exiting and entering the school.
- Assessment, and the care and support for students had improved to an overall acceptable level in all phases.
- The curriculum was acceptable in the kindergarten, Primary and Middle phases, and was good in the Secondary phase.
- Strong leadership and governance had resulted in many improvements since the last inspection. Good progress was evident in the Kindergarten.



### What did the school do well?

- The Principal had played a key role in driving improvements. Supportive relationships among school leaders, teachers, students and the support staff also contributed well to improvements in the school.
- Achievement was strong in Islamic education throughout the school.
- Students' personal development, understanding of Islamic values, social responsibility and innovation skills, was well developed across the school. These were particularly strong in the Secondary phase.
- The school had a caring and supportive ethos in which each child recognised that they were valued.



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

- Narrow the gap between the achievement of boys and girls, particularly in English and mathematics by:
  - tracking the progress of both groups and identifying anomalies
  - sharing information across both sections of the school
  - advising and implementing approaches and contexts that appeal to and engage boys
  - raising the quality of teaching in the boys' section.
- Raise achievement in Arabic as an additional language by focusing on the use of Arabic in familiar context day-to-day life.



- Improve the quality of teaching and learning, particularly in the Primary and Middle phases, by enhancing teachers skills in:
  - making the knowledge and skills students are expected to learn explicit during lessons and checking progress made by students by the end of the lesson
  - meeting the needs of all groups of students, including those with special educational needs and disabilities (SEND)
  - questioning and marking so that clear information is provided to students about how well they are doing and how they could improve their work.
- Sharpen self-evaluation at all levels to provide a more accurate picture of the school's strengths and areas for improvement.
- Improve students' access to information technology by:
  - Making full use of the existing computer rooms
  - Devising strategies, and planning lessons to ensure that students can routinely use modern technology during lessons so that they can develop independence and critical thinking skills.



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

- Students with special educational needs and disabilities (SEND) received support from specialist teachers in small groups and in class lessons.
- Fifty students, out of the identified 312 with SEND, had an individual learning plan which was shared with parents and updated as necessary.
- The school provided acceptable levels of provision and support for students with SEND.
- In all lessons, teachers planned to meet individual needs, but these plans were sometimes too general and not always taught at the right level for students, so their impact was varied.

### 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:

- The school met the registration requirements of the National Agenda Parameter. The attainment data was not enough to make a full judgement on the progress made towards meeting the National Agenda targets.
- All stakeholders had been well informed about the National Agenda and the National Agenda targets. Teacher meetings were held to discuss all components of the agenda, including the targets for 2021, as well as the benchmark goals for each year. Parents were made aware by e-mail and via the school's website. They also received information at an 'open school' evening and through parents' council meetings.
- The renewed curriculum was aligned well with the PISA and TIMSS test requirements for content and skills. The promotion of these skills within lessons had been slow to evolve.
- Most lesson plans contained reference to higher order thinking skills and problem solving. A minority were designed to stimulate enquiry. The implementation of this approach was inconsistent and was more successful when the lesson had been structured around enquiry as the basis for learning.
- Students used a variety of resources effectively. They were skilled at using print media such as texts, dictionaries, newspapers and magazines as resources to enrich and deepen their understanding. They had limited access to information and communication technology (ICT). This restricted their ability to research issues thoroughly and to develop 21st Century skills.

## Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



## Promoting a culture of innovation:


- School leaders were aware of the national innovation agenda and had introduced a number of practical initiatives aimed at improving outcomes for students and the quality of education provided. The school leaders had yet to research and define their innovation strategy. Children, older students and teachers were starting to develop some of the necessary research and experimental skills needed to become an innovator, including the use of learning technologies. Professional development had been introduced to teachers in order to encourage a culture of innovation. The curriculum included some innovative cross-curricular learning opportunities to develop students' innovation skills.



Overall school performance

Acceptable

1. Students' achievement

		KG	Primary	Middle	Secondary
<b>Islamic education</b> 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
<b>Arabic as a first language</b> 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<b>Arabic as an additional language</b> 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable	Acceptable ↑
<b>English</b> 	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
<b>Mathematics</b> 	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Good ↑	Good ↑	Acceptable	Very good ↑
<b>Science</b> 	Attainment	Acceptable ↑	Acceptable ↑	Good ↑	Good ↑
	Progress	Good ↑	Acceptable	Good ↑	Good ↑

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Good ↑	Acceptable	Acceptable	Good ↑

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good ↑
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑	Good ↑

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑
Care and support	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

## 6. Leadership and management

	All phases
The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Acceptable ↑
Parents and the community	Acceptable
Governance	Good ↑
Management, staffing, facilities and resources	Acceptable



## 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

#### KG

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	Acceptable	Good ↑
Mathematics	Acceptable	Good ↑
Science	Acceptable ↑	Good ↑

- Most children demonstrated good levels of knowledge and understanding in English language development and emergent literacy. Assessment information from records, teacher observations, individual teachers' annotations and observations indicated that the majority of students made significant gains in their knowledge, skills and understanding in literacy in relation to their assessed starting points.
- The childrens' attainment in mathematics was acceptable. They had opportunities to engage in discovery learning activities through the use of a range of manipulable objects and other materials. This was achieved through structured learning experiences. Children could identify numbers from one to ten and represent them using a range of materials. Simple operations, including addition and subtraction, were explored by children using concrete materials. Majority of children were making good progress because they had opportunities to explore, investigate, deduce, and formulate these concepts through activity-based learning.
- In science the attainment of children was acceptable. Children were engaged in learning in a focused way and were developing early scientific skills, including careful observation and prediction. Children understood the topics being taught and demonstrated a knowledge of concepts appropriate to their age and development. Their progress was good, as they were building upon previous learning quickly and applying new learning to their lives.

#### Primary

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

- In Islamic education the majority of students could explain clearly the five pillars of Islam. They understood the importance of Makkah for all Muslims. They made good progress and their understanding was above curriculum expectations.

- In lessons, and over time, students developed good listening and responding skills in Arabic as an additional language. They could recognise familiar words and were able to take part in conversations on familiar topics. Students' ability to read aloud and pronounce Arabic was in line with expectations. Reading comprehension skills were at the appropriate level although writing skills were limited to copying familiar words and phrases. Most students made the expected progress in listening and speaking, but their ability to produce written sentences was limited.
- In English, students had generally developed a writing style which was neat and legible. Most had attained levels in line with curriculum and national expectations. They were able to demonstrate speaking and listening skills which resulted in effective interaction and collaboration. However, writing activities lacked challenge for high achievers and opportunities for creative writing were limited. The reading skills of most students enabled them to comprehend age-appropriate text, although their rate of progress in lessons was constrained by limited access to a broad range of reading material. Most students made expected progress over time in relation to the expected curriculum standards and their starting points.
- In mathematics, in Grade 2, most students were working at levels in line with curriculum standards. They understood how to analyse simple graphs and answer questions about them. By Grade 5, the majority of students had made better than expected progress in relation to their starting points. All could use a ruler to measure and find the length of the sides of different objects, and a minority could draw a rectangle of a size they chose and work out the area. Overall, students made good progress over time, with girls making better progress than boys in Grades 3 to 5. In classes where lessons demanded independent and critical thinking, boys made significantly better progress than in other lessons.
- In science, most students in the primary phase, were working at levels in line with curriculum standards and national expectations. In lessons, they were also able to demonstrate that they had appropriate levels of knowledge, skills and understanding in line with the curriculum requirements. Most students made acceptable progress in science, in line with curriculum expectations. In some grades, students were developing improved learning skills and showing better progress than their peers. Girls were making better progress than boys overall.

### Middle

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

- In Islamic education the majority of students could explain in detail some of the events of the biography of the Prophet Mohammad (PBUH). For example, the migration of the first companions to Abyssinia. The effective use of learning resources resulted in better than expected progress of students' and an enhanced understanding of the Prophet's biography.



- Most students were able to listen and respond well to familiar sentences in Arabic as an additional language. They were able to talk about their daily life. Reading unfamiliar sentences was challenging for a minority of students. Writing skills were reasonably developed in relation to curriculum expectations. Most students made expected progress in listening and speaking with confidence. Their progress in developing skills in producing full written sentences was slower.
- In English, most students were working in line with curriculum standards. In their writing they could use punctuation and grammar with expected accuracy. Comprehension skills were also developing well, as were most students' analysis of different types of text, such as poetry. By the end of this phase, students had made adequate progress in relation to their starting points and curriculum expectations. Students spoke with confidence in group work and interacted effectively with their peers in class discussions. However, reading skills in the phase were somewhat constrained by the lack of fiction and non-fiction books, and progress was therefore only adequate.
- In mathematics, most students gained the expected level of knowledge and understanding of number. Overall, boys in Grade 7 understood basic geometric ideas and girls knew the names and were able to identify the properties of different types of triangle, in line with curriculum expectations. In Grade 8 most students understood how to apply the formula for the area of a parallelogram and were able to derive the area of a rhombus as expected. Overall students made acceptable progress in relation to their individual starting points and the curriculum standards and this was reflected in their progress as measured against national standards.
- Internal assessment results in science, showed that the attainment of the majority of students was above expectations when compared with the curriculum standards. The attainment and progress of girls was better than that of boys in all areas of science. The majority of students in science lessons were observed to be working above curriculum standards. The majority of students made progress which exceeded the expected progress in relation to their starting points and the curriculum standards. All groups of students made better than expected progress.

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

- In Islamic education, the majority of students were able to explain the extensive damage caused by the abuse of alcohol and drugs in contemporary society, which is above curriculum expectations. Their progress in understanding the sources of Islamic Fiqh was better than expected for this grade, as a result of the high quality of discussions during lessons.

- Most students were able to listen and respond well to familiar sentences in Arabic as an additional language, this was in line with the requirements of the curriculum. They were able to hold appropriate conversations about their daily life. Reading unfamiliar sentences was challenging for the minority of students and writing skills were developing appropriately. Most students made expected progress in listening and speaking skills in relation to their individual starting points. Not enough progress was made in developing students' ability to write full sentences.
- A majority of students used their English communication skills with confidence to either persuade an audience or lead a discussion, exceeding the standards expected within the curriculum. Girls attained higher levels than the boys. Most students demonstrated age appropriate, effective use of descriptive language in their own creative writing. However, there were missed opportunities for developing more challenging extended writing. This meant that progress was limited in lessons, with most students making only expected progress in relation to their starting points and the expectations of the curriculum. This was also reflected in the progress made over time.
- In mathematics, the majority of students made better than expected gains in their learning. They also increased their knowledge, skills and understanding through re-teach classes and extra coaching. In lessons, where attainment for the majority of students exceeded curriculum expectations, nearly all students were able to find the surface area of a cuboid and apply this knowledge to everyday life situations. All students were able to list at least three successive terms of an arithmetical progression and a significant minority were able to calculate the common difference and find missing terms. This demonstrated a good level of attainment against national and international expectations. All students were able to analyse geometric progression and apply this to everyday situations.
- In science, internal and external assessment results show that attainment was above the expected curriculum standard. Girls' attainment was higher than boys in their lessons and over time. In all areas of science the majority of students made better than expected progress when compared to their starting points and the expected curriculum standards.

	KG	Primary	Middle	Secondary
Learning skills	Good ↑	Acceptable	Acceptable	Good ↑

- Across the school, the majority of the students were able to work well in the absence of close supervision and were excited about what they were learning. Others waited for the teacher's support, lacked motivation and initiative and were easily distracted by watching what others did. Students in the Primary phase generally knew what they needed to do to improve and could talk about it. They had an awareness of the progress they were making and their strengths as learners. They sometimes took responsibility for their learning. In most lessons they did what teachers asked them to, but were often passive spectators or participated without much thought or interest in what they were learning.
- Students were able to make a few connections with their daily life but there were limited opportunities to develop such links across all subjects.
- In the Middle phase most students, especially girls, had learnt to listen to others in the group, analyse the information and collaborate with their classmates. This was more evident in Islamic education and science than in other subjects. Students were enthusiastic about the use of technology and research but they tended to rely too much on the teacher's approval before moving forward with the next steps in their learning.

- In the Secondary phase, students demonstrated a genuine interest in learning by taking responsibility for their own learning, especially in Grades 11 and 12. They were happily involved, retaining concentration in lessons, on their own. Students knew their capabilities and supported their peers in the completion of tasks. This was particularly evident in the support class.

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

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

- Students had very positive attitudes towards their learning and received critical feedback well and with an open mind.
- Across the school, students behaved well. They were courteous to adults and other students. They exercised self-control and followed school rules well. As a result the school was an orderly and harmonious community.
- Student-staff relationships were friendly and respectful and students were confident in seeking help from adults when a difficult situation arose. Students were sensitive to the needs of others, including those with special educational needs and disabilities, spontaneously extending help when necessary. Older students willingly guided and supported their younger peers in the corridors.
- Students had positive attitudes towards healthy eating and maintaining active lifestyles. They generally followed the school's advice by selecting healthy choices for snacks and meals. Most boys and girls were active and willing participants in sporting activities.
- Attendance was good and almost all students were punctual in arriving at school and for lessons throughout the day.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Outstanding

- All students, had a well-developed sense of how Islamic values underpin life in Dubai. This was particularly strong in the Secondary phase. For example, Grades 11 and 12 students planned and delivered a well-informed and considered presentation about aspects of the school, which included reference to the positive influence of Islamic values on the community. Younger students were aware of the call to prayer and how this has an impact on daily routines for many people.
- Students were very aware of, and knowledgeable about, the heritage and culture of Dubai and the UAE. Children in the Kindergarten talked knowledgeably about how the area had previously been mostly desert and how camels had been used to transport people and goods. They knew why the falcon was featured in many national emblems. Older students showed high levels of appreciation and respect for the cultural traditions of the UAE. Innovative and informative bulletin boards with cultural themes had been created and designed by students. Older students initiated and involved themselves in a wide range of cultural activities.

- Students talked enthusiastically about their own cultures. For example, younger students were proud to recount how they celebrated festivals through art and dance. Older students spoke articulately about the similarities and differences between Asian and Western cultural traditions.

	KG	Primary	Middle	Secondary
<b>Social responsibility and innovation skills</b>	Good	Good	Very good ↑	Very good ↑

- Students across the school had a positive work ethic. They were committed to their learning and showed a high level of respect for each other. Through elections for the school council and other activities they developed a strong understanding of democratic processes. Students demonstrated a good sense of social responsibility and were keen to help those less fortunate than themselves. This was evident from their enthusiastic involvement in charitable work.
- Students' creative ideas and projects were appreciated and displayed across the school. They took care of the school property and were well aware of environmental issues such as sustainability. Student council members highlighted various initiatives the school had taken to conserve water and energy.
- Students participated in projects to improve their school environment and sometimes initiated them. They also took part in projects beyond school that promoted ecological awareness and conservation. This was particularly evident in the Middle and Secondary phases.

### 3. Teaching and assessment

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Good ↑	Acceptable	Acceptable	Good ↑

- Teachers had a secure knowledge of their subjects. In the Kindergarten, most teachers were aware of how young children learn. In the Secondary phase, most teachers used their subject expertise effectively to move learning forward and respond to any misconceptions.
- Group work was used extensively across all phases but often the range of questions did not adequately engage students in meaningful discussions nor promote sufficient reflection. Not enough emphasis was given to developing critical thinking, problem solving, innovation and independent learning across the phases.
- Teachers planned and delivered lessons and managed resources and class time adequately. The purpose of learning activities was clear, particularly in the Kindergarten and Secondary phases. In some lessons, particularly in the Primary and Middle phases, time and resources were not used effectively enough to ensure that students made acceptable progress.
- Throughout the phases of the school, most teaching promoted positive attitudes to learning.
- Teachers recognised the individual needs of their students, but there were inconsistencies in how they provided for these needs in their lessons.
- Most teachers knew their subjects well. In the best lessons they used a range of appropriate strategies and the available resources to engage and motivate students. However, the development of students' critical thinking skills were inconsistently promoted by teachers.



	KG	Primary	Middle	Secondary
Assessment	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- In all phases, staff implemented the school's assessment arrangements consistently. The school had recently adapted curriculum standards, to ensure greater parity with the CBSE curriculum.
- In line with national expectations, the school had recently adopted benchmarks for secondary students' attainment. The school was starting to use benchmarking data to compare students' attainment to international CBSE data in primary and middle phases. However, these benchmarks were not yet fully understood by all staff. The school had recently used the International Benchmark Test (IBT) and had also participated in the most recent PISA and TIMSS evaluations.
- Comprehensive data was used by teachers to track the progress of students. Managers collated data on assessment and interpreted it for the phases to use. However, the analysis of phase data was limited as it was only used to make comparisons between the school and the national expectations.
- Annual diagnostic assessment results were used in all phases to assign students to one of three groups within classes based on high, average and low attainment. As a result, some activities in classes were differentiated effectively to meet the needs of these distinct groups of students.
- Through regular class-based assessments, teachers understood the strengths and areas for improvement of their students. In addition, support and challenge were provided through special classes at the start of the school day. However, staff members had not yet rigorously evaluated the impact of these classes on enhancing student learning.

#### 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Good ↑

- The curriculum was broad enough to allow for a variety of interests and experiences, especially in the Secondary phase. It followed the requirements of the Indian curriculum. Students' interaction with, and exposure to computers remained a limiting factor in their ability to develop their independent investigation skills.
- Particular attention was paid to preparing students for the next phase of education. Secondary phase students received good guidance as they considered university and career choices. Students reported that they felt supported as they made decisions about their future.
- The range of subjects offered to older students was adequate and provided them with opportunities to explore their interests, including through an alternate career path programme. The newly added vocational programme allowed students in Grades 11 and 12 to select from such classes as accounting, sales, and business practices.
- Some cross-curricular links were planned and references to these appeared in the majority of lesson plans. The extent to which teachers realised these links in lessons was inconsistent. They were most frequently seen in English and mathematics. Cross curricular links which highlighted the history, culture, and understanding of the UAE were being developed.



- The school had recently completed a major review of the curriculum from Kindergarten to Grade 8. The analysis of assessment data along with the challenges of meeting the goals of the National Agenda had led to this review. The level of rigour had been strengthened with the aim of raising the proportion of students who were meeting or exceeding curriculum standards and external benchmark testing.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑	Good ↑

- The curriculum was appropriately modified so that it met the learning needs of most students. Teachers were aware of students in their classes who had been identified as having special educational needs and disabilities. Some consideration was given within lessons to address those needs but not with sufficient consistency.
- The curriculum provided enough diversity and challenge to maintain the interest of students. It was enriched with a wide variety of activities both within and outside the school environment. This variety included, competitions, cultural celebrations, debates and sporting activities. The ecology club, young entrepreneurs and the student council, provided opportunities for enterprise and innovation.
- There were many examples within the curriculum of links to UAE culture and history. The classics were introduced into art and music classes, but local musicians and artists were also studied. There were many opportunities in science classes to reflect upon the unique geography and climate of the UAE and its impact upon the animals and plants that are indigenous to the area.

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

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

- The school had published a child protection plan which was available to all parents through the website. Strong emphasis had been placed on child protection through a wide range of initiatives, including an anti-bullying campaign and a narcotics awareness programme in collaboration with the local police.
- The school had implemented rigorous procedures to ensure students were safe and supervised appropriately at all times while on the school premises and when exiting and entering the school. Safety checks were carried out regularly by the maintenance manager and risk assessments were carried out by the quality assurance team. The supervision of the transport of students to and from school was effective. Visitors were required to present identification and register before being allowed to enter the school from the central reception area. Fire drills and lockdowns were practiced regularly. The school clinic maintained detailed health records for all students.
- Buildings and school systems such as the water distribution tanks were upgraded in the last academic year. These facilities were checked by an external agency on a regular basis. Safety measures in the Kindergarten had been improved with the installation of safety features to the doors and sharp corners. Detailed records were maintained in respect of reported illnesses, accidents and any resultant actions taken.

- The premises were in a good state of repair, well maintained and hygienic. Ramps and handrails made the building accessible for all students.
- The school promoted a strong culture of healthy living throughout the entire school community. This work was led very effectively by the school doctor and her team. There was active collaboration between the medical team, physical education teachers and other staff to raise awareness of healthy lifestyles. The availability of a wide range of healthy food choices in the canteen supported this work.

	KG	Primary	Middle	Secondary
Care and support	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Relationships between students and staff were courteous. Students respected staff and, as a consequence, this had a positive impact on behaviour. Systems across the school for the managing of behaviour were good.
- The school kept an accurate record of student attendance. Systems ensured unauthorised absences were followed up rigorously and parents quickly notified. The school considered student attendance as a high priority and, as a result, it was good.
- The school had appropriate procedures for identifying students with special educational needs and disabilities. Acceptable support for these students included additional teaching staff for small group work and extra resources. This was appropriately managed. All lessons included some modification of the curriculum. Academic and personal progress was regularly monitored and new targets set when necessary.
- There was sufficient expertise among the extended support staff and this was beginning to be spread across the school through teacher workshops. The school had inclusive admission procedures.
- Students received appropriate advice and support for their personal development from teachers and the school counsellors. The good relationships evident throughout the school enabled students to be confident to ask for advice when necessary. Older students received good careers' advice and guidance, enabling them to choose the most appropriate subjects to support their chosen careers.

#### Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities


Acceptable ↑

- Specialist teachers had been appointed and additional support classes were in operation during the week by subject teachers.
- The school had identified significantly more students with special educational needs and disabilities since the previous inspection. Fifty students out of over 300 with SEND had individual learning plans which were regularly reviewed by the staff and parents.
- Parents of students with special educational needs and disabilities were invited to visit the school regularly to discuss their children's progress with teachers.

- There was acceptable levels of provision across the school which included that for older students who were gifted and talented. In all lessons, teachers planned to meet the needs of different groups of students.
- In some lessons, the learning objectives and work set were too general and not focused sufficiently to the individual student's needs. The school was inclusive and welcoming to all students.

## 6. Leadership and management

### The effectiveness of leadership

Good 

- The Principal played a pivotal role in promoting the school's ambition to ensure all students did well. Under his effective direction, staff had worked hard in pursuit of the national priorities and this was reflected in the increased level of challenge outlined in the revised curriculum.
- Senior leaders, including subject coordinators, were well-equipped to promote effective learning and teaching. Across the school, a positive learning culture had been established, evident in the commitment of staff to continuing their professional development through extra training, usually in their own time. Teachers increasingly shared ideas and supported one another by observing each other's lessons and providing feedback. For example, as a result of attending courses and trying out new initiatives, teachers in the Kindergarten were gaining confidence in promoting childrens' independence and collaborative skills.
- Relationships across the school were highly professional and staff were mutually supportive. Morale was high and there were well-established lines of formal communication, supplemented by frequent informal contact within, and between, teaching teams. The management structure was clear and effective. Roles were well defined and understood. This meant that leaders could hold colleagues accountable for improving outcomes for all groups of students.
- The school had a strong capacity to improve. School leaders encouraged innovation and implemented ideas according to the available resources. An effective innovation was the creation of a 'period zero' at the beginning of the morning and afternoon sessions. The enabled time to be spent supporting students who were falling behind and for more confident students to develop independent learning skills.
- The positive impact of the school leadership team was evident in the rise in achievement from previous years. This was also evident in much of the teaching, especially in the girls' section, where staff had taken suggestions and recommendations on board. Leaders ensured that the school was compliant with statutory and regulatory requirements.

## School self-evaluation and improvement planning

Acceptable ↑

- Significant progress had been made in establishing systems to review the school's effectiveness. Information, gathered from external tests and internal assessments, was being used to analyse students' achievement. However, there were some inconsistencies in the analysis of data, which led to some inaccuracies. For example, the variability in the performance of different groups of students, such as boys and girls, were not always identified.
- Leaders routinely observed lessons and provided useful feedback to teachers. They identified good practice to be shared and provided pointers for improvement. The extent to which the results of monitoring were analysed and summarised varied. This meant that the school could not readily evaluate how much the quality of teaching had improved across the school. For example, variations in the effectiveness of teaching in the boys' and girls' sections had not been identified through the monitoring procedures.
- Improvement plans focused on raising achievement. The objectives to improve teaching, to bring this about, were appropriate. Action plans, however, did not clearly set out who would be responsible for leading initiatives. The performance indicators were vague and difficult to quantify. For example, the aim to 'raise achievement in English' did not include specific expectations.
- The recommendations from the last inspection report had been tackled with rigour, leading to several significant improvements. These included: students' achievement in Arabic as an additional language; the attainment and progress of girls in English, mathematics and science in the Secondary department; and the outcomes for children in the kindergarten. In addition, assessment, self-evaluation, curriculum design and the provision for students with special educational needs and disabilities had risen from an unsatisfactory to an acceptable level.

## Partnerships with parents and the community

Acceptable

- The school had a number of ways of involving parents as partners in their children's learning, including parent surveys and the parent council, which were effective in identifying and securing some improvements to facilities and resources.
- The school communicated well with parents, including by email, circulars, the school website and a recently introduced SMS service.
- Student report cards were made available to parents through a secure portal on the school website. These were updated regularly after assessments providing detailed information about student progress. Parents of students with special educational needs and disabilities were invited to visit the school regularly to discuss their children's progress with teachers.
- Students, particularly in the Primary phase, worked to raise money for charities such as Dubai Cares. As a result, the school had donated considerable sums to this organisation. The school had links with education institutions in India.

## Governance

Good ↑

- The governing body included all relevant stakeholders, including two parent representatives. A thriving parent council, with representatives from each class provided an effective conduit for communication. Members of the parent council were confident that their opinions were valued and acted upon. Parents' views were sought formally twice a year through questionnaires. They were carefully analysed and considered during governors' meetings.
- Governors closely monitored outcomes for students and set appropriately challenging targets, for improvement, for the Principal and other key staff. They were well aware of the main strengths and weaknesses in students' achievement. Although funds were limited, they rewarded effective teaching through honoraria. Governors used independent external advisors regularly to gain an objective opinion of the quality of teaching and learning.
- Governors were fully committed to pursuing the school's ambition to ensure all students do as well as they can. As far as the budget allowed, they provided additional resources where needs were identified. For example, the school's provision for students with special educational needs and disabilities had been greatly enhanced by the appointment of 14 additional teachers.

## Management, staffing, facilities and resources




Acceptable

- The school operated efficiently with effective use of accommodation and the available facilities and resources. Timetabling took good account of the need for remedial classes. Some specialist accommodation, particularly science laboratories and computer rooms, were under-used.
- All staff were deployed appropriately to teach the subjects for which they were qualified. A large majority of staff had a teaching qualification. A recent training programme had enabled staff to enhance their knowledge of teaching and learning approaches and the impact of this was already being seen in classes.
- There was sufficient accommodation for the number of classes in the school, although much of this for primary, middle and secondary phases, did not provide an inspiring environment for learning. Specialist facilities for computing, science and home science were available. There was no lift access to upper floors for students or staff with mobility difficulties. The sports facilities were limited.
- Staff had access to learning technology resources to support their teaching. Students' access to learning technology in classrooms for independent learning was inadequate. The library was not well used, despite a large book stock and a specialist librarian. All students had textbooks in subjects where these were used. Other resources to support learning and teaching were generally sufficient for the number of students, however the lack of fiction and non-fiction books impacted negatively on students' progress in English.



## 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	581
	2014-2015	306
<b>Teachers</b> 	95	
<b>Students</b> 	618	

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

- In response to almost all questions, most parents agreed or agreed strongly that the school provided a high quality educational experience for their children.
- A large minority of parents did not know the extent of their children's progress in learning Arabic as an additional language.
- A minority were unaware of the quality of their children's progress in Islamic education.
- Teachers and senior students were largely positive in their opinions about the school.

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)