



Crescent English School

 Curriculum: CBSE

Overall Rating:

Weak



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Qusais
Type of school	Private
Opening year of school	1984
Website	www.crescentschooldubai.com
Telephone	04-2988866
Address	P.O. Box 76311, Al Qusais, Dubai
Principal	(Acting) Mrs. Nigar Rashed
Language of instruction	English
Inspection dates	10 to 13 October 2016

Teachers / Support staff

Number of teachers	83
Largest nationality group of teachers	Indian
Number of teaching assistants	2
Teacher-student ratio	1:16
Number of guidance counsellors	1
Teacher turnover	29%

Students

Gender of students	Boys and girls
Age range	4-16
Grades or year groups	KG 1-Grade 11
Number of students on roll	1,364
Number of children in pre-Kindergarten	0
Number of Emirati students	0
Number of students with SEND	26
Largest nationality group of students	Indian

Curriculum

Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE Grade 10
Accreditation	NA
National Agenda benchmark tests	ACER: IBT; GL: CAT 4, PTE, PTM, PTS



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

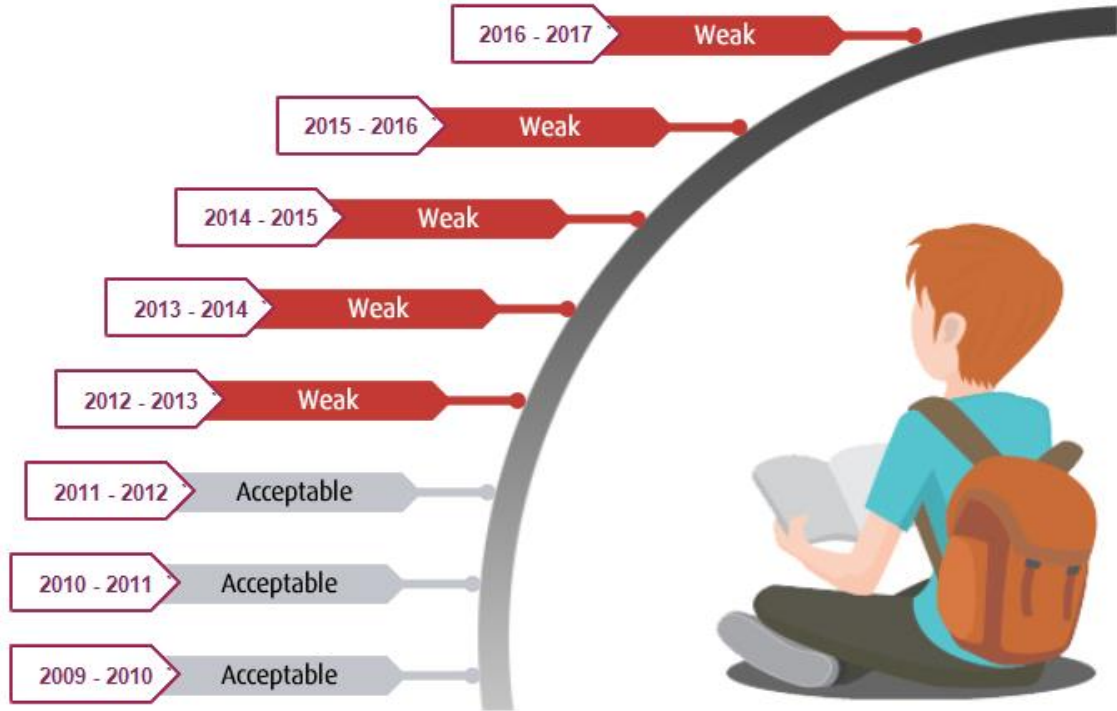
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Crescent English School



- Crescent English School was founded in 1984. Student numbers have remained generally stable since 2012. The current acting principal has been in place since June 2016. Teacher turnover has been high at the school over the past two years. 51 percent of teachers have been in the school for less than 12 months.
- Previous inspections have acknowledged students' positive attitudes and behaviour, and more recently, parental involvement.
- Recommendations since 2012 have focused on the improvement of students' learning skills, teaching, assessment, curriculum modification, the provision for students with special educational needs and disabilities (SEND), leadership, self-evaluation and governance. Children's weak achievement in the Kindergarten (KG) was raised as a major concern in the last inspection report.

Summary of inspection findings 2016-2017



Crescent English School was inspected by DSIB from 10 to 13 October 2016 . The overall quality of education provided by the school is **weak**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Kindergarten (KG) children's attainment and progress, and their ability to learn effectively are weak across all subjects inspected. In the primary phase, students' attainment and progress are weak in Arabic and mathematics. Students' attainment and progress in the middle and secondary phases are acceptable in the majority of the key subjects. The development of students' learning skills is better in the secondary phase.
- Students' personal development is good in the KG, primary and middle phases, and very good in the secondary phase. Senior students model positive behaviour and show a high level of responsibility towards younger ones. Students' understanding of Islamic values and the UAE culture, their awareness of environmental issues and their involvement in and with the community are good in all phases.
- The quality of teaching is weak in the KG and acceptable in the primary, middle and secondary phases. Internal assessment processes are weak and do not always produce valid or reliable data in the KG, primary and middle phases. Assessment is acceptable the secondary phase.
- The quality of the curriculum is weak in the KG. It is better in the primary, middle and secondary phases. In the KG, primary and secondary phases, assessment information is not used to modify the curriculum and adapt teaching approaches to meet the needs of all groups of students.
- The levels of care for students' safety, and support for their well-being, are acceptable across all phases. Significant improvements have been made in the provision for students with SEND, and the overall provision is now of an acceptable quality.
- The effectiveness of most senior leaders and governors is weak. Key senior leadership positions have not been filled. Most leaders do not as yet have the necessary capacity to improve the school significantly. Parents are included in the improvement process and consider themselves as partners in the education of their children.

What the school does best

- Students' personal and social development, in particular the responsibility shown by secondary students.
- The school's good communication with, and involvement of parents.

Recommendations

- Governors should take immediate steps to:
 - appoint well-qualified and suitably-experienced professionals to key vacant senior and middle leadership positions, including those of principal and head of KG
 - review the performance and capacity of all middle leaders to make sure that this important level of leadership is improved.
- Ensure that the acting principal and school leaders:
 - provide the governing body with high quality information based on accurate self-evaluation to inform strategic planning and decision making
 - set measurable and realistic improvement targets and use accurate ways of judging the impact of school actions.
- School leaders should develop the capacity of all teachers so that they:
 - use available internal and external assessment information to set work for students that matches their abilities in every lesson
 - make the necessary modifications to lesson content and approach to help ensure that students with SEND make good progress.

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 intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school meets the registration requirements of the National Agenda Parameter.
- Attainment based on the National Agenda Parameter benchmarks is not secure in English, mathematics and science.
- The school has received the data from the 2015-16 National Agenda Parameter and has produced an awareness presentation that has been shared with middle leaders and teaching staff. A tracking system is being developed to use results from cognitive ability tests alongside attainment results. Use is already being made of these results by the SEND and science departments.
- The school has undertaken a curriculum mapping exercise and is beginning to include skills and knowledge relevant to the National Agenda across all subjects. This is not yet providing continuity and progression. The National Agenda Parameter data is being considered in the school's programme of curriculum review.
- The development of critical thinking and the application of learning to real life contexts is inconsistent across the school. Skilful questioning to promote critical thinking is evident in most secondary science and some secondary mathematics lessons.
- When given the opportunity, students use learning technologies and the school library to the fullest extent, in a school that is poorly resourced. A few examples of extraction and analysis is evident in science, although information technology resources are scarce in the school. There are examples of the use of 'Edmodo' for home learning assignments.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.










Promoting a culture of innovation:

- There are emerging opportunities for students' to display creativity across the upper phases in most subjects, however, enquiry, technology and research are not yet features of student learning. Students in all subjects and phases demonstrate a strong work ethic, although leadership opportunities within the school and in the school community are not promoted significantly. Most teachers identify critical thinking in their lesson planning but closed questioning and engagement of students in idea generation are features of lessons. The reviewed curriculum features innovation skills but this has not been integrated in all subjects and phases. School leaders have not developed their capacity to promote innovation in all phases. The self-evaluation for innovation was not completed in preparation for this inspection.

Overall school performance

Weak

1 Students' achievement



		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable	Acceptable	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Weak	Acceptable	Weak ↓
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Acceptable	Weak ↓	Acceptable
Mathematics 	Attainment	Weak	Weak	Weak	Acceptable ↑
	Progress	Weak	Weak	Acceptable ↑	Acceptable ↑
Science 	Attainment	Weak	Acceptable ↑	Acceptable	Acceptable
	Progress	Weak	Acceptable ↑	Acceptable	Good ↑

	KG	Primary	Middle	Secondary
Learning skills	Weak	Acceptable ↑	Acceptable	Good


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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Weak	Acceptable 	Acceptable	Acceptable 
Assessment	Weak	Weak	Weak	Acceptable

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Weak	Acceptable 	Acceptable	Acceptable
Curriculum adaptation	Weak	Weak	Weak	Acceptable

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

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


6. Leadership and management

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

Main inspection report



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
Language of instruction	Not applicable	Not applicable
English	Weak	Weak
Mathematics	Weak	Weak
Science	Weak	Weak

- In English, by the end of KG, children's knowledge and skills are below the school's curriculum standards. Repetitive listening and the repeating of teachers' instructions are limiting children's progress. Writing skills, specifically letter recognition and formation, are not improving because of teachers' poor knowledge of phonics. Reading is weak as teachers do not take children's different starting points into consideration. By the end of the phase, children are not able to read simple words or short sentence instructions.
- By the end of KG, children's mathematical knowledge and skills are below the school's curriculum standards. Children are taught mostly through repetition and rote learning. They have few opportunities to develop recognition and understanding of numbers. Children do not benefit from sufficient opportunities to participate in play-based learning activities, to gain mathematical knowledge, skills and understanding appropriate for their ages.
- In science, by the end of KG, children's skills and knowledge are below curriculum expectations. Children's progress in acquiring age-appropriate skills of enquiry is weak, due to repetitive and didactic teaching. Students learn basic concepts, such as the difference between 'long' and 'short' but do not have the opportunity to embed their understanding through play or hands-on activities. This lack of practical learning opportunities is hindering the development of their enquiry and investigative skills.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Weak	Weak
Science	Acceptable ↑	Acceptable ↑

- In Islamic education, most students attain levels that are in line with Ministry of Education (MoE) curriculum standards. They have age-appropriate levels of understanding of the five pillars of Islam and the six pillars of Iman (faith). Students can recall facts of the prophet's (PBUH) life and that of his companions. They are aware of Islamic values, such as good manners. They can recall and apply steps of Wudu (ablution) and Tayammum (dry ablution). Students' progress in lessons and in their work books is acceptable; however, the school's internal data shows higher progress over time.
- In Arabic as an additional language, students' listening, speaking, and reading skills are below curriculum expectations. Students rely heavily on the teacher's translation in order to understand simple instructions. A few students in the upper grades speak with confidence; others are unable to engage in conversation with peers in familiar contexts. Only a minority of students in the lower grades are able to read a range of sentences and match sounds to letters. Reading comprehension is weak overall. Students' skills in writing are not improving. They are not able to write independently.
- In English, most students attain levels that are in line with curriculum standards. Their speaking and listening skills have improved more than their ability to read and write. Their comprehension skills are in line with age-related expectations. Students make acceptable progress in speaking and listening. Progress in their writing skills however, is less secure, with frequent mistakes in syntax and spelling. Few opportunities exist for students to engage in critical thinking exercises.
- In mathematics, a majority of students attain levels that are below curriculum standards. This is evident in their internal assessments and in the external benchmark tests taken. Their progress during this phase is weak in both their tests and in lessons. Students make better progress in the latter stages of the phase. By the end of the primary phase, students can calculate the perimeters of rectangles. They can use scaled instruments to measure and compare length. Students have attained below the expected standards over the past three years.
- In science, students attain in line with curriculum standards and have a basic knowledge of scientific facts, principles and vocabulary. The majority are able to relate what they learn to the world around them and to their life at home and at school, but this is not consistent across all primary grades. Students enjoy participating in practical activities in their lessons. However, their role in planning for these investigations is limited, as is their ability to predict the outcome of investigations and determine the extent of fair testing. Critical analysis skills still need further development.

Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Acceptable
Language of instruction	Not applicable	Not applicable
English	Acceptable	Weak ↓
Mathematics	Weak	Acceptable ↑
Science	Acceptable	Acceptable

- In Islamic education, most students attain levels that are in line with curriculum standards. The school's internal data indicates students are achieving at a higher level. However, in lessons and in their recent work, students demonstrate adequate levels of understanding of Hadeeth (Prophet's sayings), Aqeedah (Faith) and Seerah (the Prophet's life) and stories of Prophets (PBUT). Qur'an recitation skills are the weakest of their skills. Students make acceptable progress over time. By the end of the phase, they demonstrate a secure knowledge of Islamic law.
- In Arabic as an additional language, a majority of students attain levels that are below curriculum standards. Most students are able to understand their teachers' instructions and can follow lessons when the topic is familiar. Reading comprehension and writing skills are not improving. Students' progress is acceptable, and strongest in their speaking skills. By the end of the phase, students are able to participate in simple discussions regarding familiar topics.
- In English, most students attain levels that are in line with curriculum standards. A majority can write simple articles using proper spelling and simple syntax, but opportunities for creative and extended writing are limited. Speaking and listening skills are improving more than reading in this phase. Progress in lessons is weak because the learning objectives set, provide little challenge for most students.
- In mathematics, students attain internally assessed levels that are below curriculum standards. This has been the case for the last three years. In external benchmark tests most students also attain below age-expected levels. Students' progress is acceptable, as demonstrated in their written work. By the end of Grade 8, students can add and subtract decimals and fractions. They can read scales and convert between metric units.
- In science, students attain in line with curriculum standards. They are able to work alone and in groups to share their knowledge and understanding with peers, using appropriate scientific vocabulary. A minority are developing a range of skills, such as critical thinking, scientific enquiry and data collection and analysis. Students of all abilities make acceptable progress in the development of their scientific knowledge and awareness of the impact of science on their lives.

Secondary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak ↓
Language of instruction	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable ↑	Acceptable ↑
Science	Acceptable	Good ↑

- In Islamic education, a majority of students attain levels that are above curriculum standards. They have good levels of understanding of Islamic Law and they can understand and recall short Hadeeths. However, their Qur'an recitation skills are still less well developed than expected at this level. Students' progress in lessons, in their recent work and over time, is good. By the end of the phase, they develop a good understanding of Aqeeda and can differentiate between main concepts such as Zakat and Sadaqa (Charity).
- In Arabic as an additional language, students attain levels that are below curriculum standards. Their listening skills are below the expected level as only a few students are able to respond correctly to classroom instructions. Speaking skills are weak; students are not able to engage in simple dialogue without relying on the teacher's help. The majority of the students are able to read an Arabic text aloud. However, only a few can understand the main idea and the key details of the text. Most students make weak progress from their starting points in developing basic Arabic language skills.
- In English, most students attain levels that are in line with curriculum standards. Students' skills in speaking, listening and reading comprehension are stronger than their ability to write. Students answer teachers' questions confidently. Opportunities for extended writing are limited. A majority of students' writing reflects an acceptable level of understanding in grammar, vocabulary, and correct syntax. Students make acceptable progress, and by the end of the phase, the majority are able to write complex, compound sentences with appropriate vocabulary and correct spelling.
- In mathematics, most students attain levels in line with curriculum standards. The internally assessed test results of most Grade 10 students', have been in line with the Indian Central Board of Secondary Education (CBSE) expectations for the past three years. International benchmark test results indicate that students' attainment is below expectations. Attainment and progress in lessons and in students' recent work are acceptable. By the end of the phase, students are able to find prime factors, and solve linear equations and word problems.
- In science, most students attain levels in line with curriculum standards in their internal and external test results. Students demonstrate sound knowledge and understanding of scientific concepts and methodology. Students are making good progress; their engagement in practical work is helping with the development of their investigative and problem-solving skills. They show an increasing understanding of the importance of science and its impact on the world in which they live.

	KG	Primary	Middle	Secondary
Learning skills	Weak	Acceptable ↑	Acceptable	Good

- Students display positive attitudes to learning. Attempts to engage children in the KG and students in the lower primary more actively in their learning have yet to become embedded. Some students in the secondary are starting to take responsibility for their learning, but this feature of learning is still inconsistent across the rest of the school.
- Students are able to communicate well with a range of audiences and work collaboratively with other students when given the opportunity. They listen respectfully to each other when working together. Opportunities for this type of work are better developed in the secondary phase and are limited in the KG.
- In the majority of lessons observed, secondary students relate their work to everyday life and to other subjects. This practice is better embedded in science and Islamic studies lessons. Teachers in the primary and middle phases do not always translate the external links they have identified in their lesson plans into practice in their lessons. Children in the KG are not given sufficient opportunities to relate their knowledge to their understanding of the world.
- There is little evidence of learning technologies being used by students in most of the lessons observed, except during some senior science and information and communication technology lessons. Opportunities for students to develop research and critical thinking are mostly observed in secondary lessons and are not embedded across the phases.

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

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

- Students are positive, cooperative and respectful. Older students display a strong sense of self-awareness and self-reliance when taking responsibility for events such as school assemblies. In the lower classes, students are not given sufficient opportunities to express their ideas and take risks.
- Positive student behaviour is evident at all levels. The majority of students are self-disciplined, cooperative, and interact well with each other. Senior students model positive behaviour and show a high level of responsibility towards younger ones.
- Interactions between students and teachers, and amongst the students, are respectful and friendly. There is a strong sense of community characterised by acceptance of different needs. Students are particularly inclusive of classmates with SEND.
- Most students are aware of the importance of a safe and healthy lifestyle. For example, during the inspection, a KG assembly emphasised the use of seat belts in cars, and a senior high school assembly emphasised gender equality issues. Students are keen to participate in physical education and sports activities when given the opportunity.
- Student attendance is carefully monitored and followed up, and consequently is highly regular. Students move quickly between classes and are punctual for their lessons.



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

- Students across the school appreciate the role of Islam in the UAE. They understand how the values of Islam are embedded in many aspects of life. They talk about high levels of tolerance in UAE society, and how they can take these positive attitudes with them in the event of them going back to their home countries.
- Students across the school show respect for Emirati heritage and culture. They talk knowledgeably about famous buildings, cultural places and traditional customs in the UAE. They also understand the relevance of celebrations such as Eid Al-Adha, Eid Al-Fitr, National Day and Flag Day.
- Students have a good knowledge of, and celebrate, their own culture. They are aware of cultural diversity in Dubai. However, their understanding of other world cultures is still limited across the school.

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

- Students are aware of their roles in the school and, to a lesser extent, in the wider community. They are keen to take every opportunity that is offered to contribute to the life of the school. The student council makes significant contributions to the school. Students take leading roles in many projects such as, 'Cres got talent', 'Cres feast', and the school's health and safety awareness programme.
- Most students have a positive work ethic. They are beginning to understand the requirements needed to achieve their academic and career goals. Older students showcase their enterprising skills through a range of activities such as the Chennai relief fund collection.
- Students demonstrate a developing understanding of environmental sustainability. They are aware of ways in which to improve the school and local environment. However, they do not have as many opportunities to put their knowledge into action by initiating or participating in environmental sustainability initiatives.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Weak	Acceptable 	Acceptable	Acceptable 

- The majority of teachers demonstrate secure knowledge of their subjects, but their understanding of how students learn is variable, and particularly weak in the KG and in the teaching of Arabic as an additional language. Most do not adapt their approaches well to ensure that students make good progress.
- Lesson plans follow a common whole-school format. They are highly structured, but the majority of teachers do not use the planning format to best effect, with many trying to fit too much into the time available. Teachers create orderly learning environments and use displays to good effect. Students' work is however not prominently displayed or celebrated. Resources are not always appropriate, or sufficient in quantity to enhance learning.
- In the primary and middle phases, teachers frequently ask questions to check students' factual recall. This does not sufficiently help students to deepen their learning through meaningful and challenging discussion. Teachers' interactions with children in the KG and with students learning Arabic as an additional language, do not encourage them to extend their learning or develop their vocabulary. Better practice is observed in secondary science, where some teachers use a mix of open and closed questions.
- Lesson plans make reference to the needs of different groups and individuals. The majority of teachers, however are often more concerned that the activities flow quickly and smoothly, rather than focusing on how much learning takes place and that all students make appropriate progress. Opportunities for hands-on activities are often limited.
- In most lessons, teachers direct and dictate the pace of learning at the expense of enabling students to learn independently, carry out research and solve open-ended problems. In some cases, such as in some secondary science lessons, teachers ask questions that help develop students' critical thinking, problem-solving and independent thinking skills. These developments are in their early stages and are not yet embedded across the school.

	KG	Primary	Middle	Secondary
Assessment	Weak	Weak	Weak	Acceptable

- Internal assessment processes are as yet not consistent and do not always produce valid or reliable data. They are mostly restricted to measuring students' knowledge and have limited use as measures of progress. In the secondary phase, where the school submits students for the CBSE examinations, assessments tend to be more reliable.
- The school has begun to benchmark students' academic outcomes against external international assessments, but does not yet do so consistently. The use of benchmarks is recent and has up till now only involved small numbers of students. The school now complies with National Agenda registration requirements.

- Assessment information is analysed but information about most students' progress, as individuals and as groups, is underdeveloped. The SEND department is making particularly good use of cognitive ability test data to both identify, and make provision for students. This is helping to ensure that individual education plans are better suited to students' needs in order to accelerate their progress.
- Assessment information is not used adequately to inform teaching or curriculum planning. Consequently, the needs of groups of students are not adequately met. Both students with SEND and those of higher ability have been identified through external benchmarking and cognitive ability tests. However, teachers have not identified these students in their daily lesson plans and adapted their plans to ensure that their needs are met.
- Teachers have insufficient knowledge of the strengths and weaknesses of students. Students in the KG, primary and middle phases do not benefit from sufficient opportunities to be challenged, supported or given useful feedback in lessons. Workbooks are checked regularly, but teacher comments to help students improve are infrequent. Students are rarely involved in assessing their own learning. The use of rubrics is not yet consistent across all phases.

4. Curriculum

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

- The curriculum offers an adequate range of subjects, but does not incorporate sufficient opportunities for students to develop their learning skills in most core subjects, especially in the KG and early primary phases. In some subjects in the secondary phase, students benefit from adequate opportunities to develop their higher order and critical thinking skills.
- School leaders have carried out a curriculum mapping exercise to include skills and knowledge relevant to the National Agenda across some key subject areas. The impact of this initiative is not yet reflected in most lessons observed. Curriculum progression from KG1 to KG2 and from the KG to the primary is underdeveloped.
- Curriculum and lesson plans for subjects such as physical education, dance, music and art are not sufficiently outcome-based, and do not make provision for students who show a talent in these areas. Students are offered a variety of co-curricular activities. Appropriate curricular choices are available for senior students in Grade 11.
- Cross-curricular links are planned for most subjects, but are not consistently implemented. In the KG and primary, these links are often superficial and do not offer students opportunities to make interdisciplinary connections by applying concepts learnt in one domain to another domain.
- The curriculum has been recently reviewed to ensure it is better mapped to meet National Agenda expectations. However, on-going reviews to ascertain what works well and what needs to be done to improve are underdeveloped.

- The School meets the statutory requirement of teaching UAE Social Studies from classes 1-9. It is interwoven in the curriculum in a variety of ways. Largely integrated with the Indian Social Science themes. Teachers use the opportunity to allow students to examine, compare and present their research through class discussions and projects. One period a week has been earmarked in the timetable to ensure that important information and key facts of UAE Social Studies are not neglected. Formal assessments are conducted each term to mainly check the students' knowledge.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Weak	Weak	Weak	Acceptable

- Assessment information, including the information provided by the SEND department, is not being used to modify the curriculum and adapt teaching approaches to meet the needs of all groups of students. The majority of lessons are still too dependent on text books, with little modification to suit the interests and learning needs of students.
- Curriculum documentation makes reference to innovation as a new feature, however this is not as yet applied in lessons. Similarly, enhancement and extension activities are not incorporated across classes and subjects. Students in the KG, primary and middle phases do not benefit from sufficient opportunities to engage in activities that promote creativity and higher-order thinking skills.
- Selected activities, such as assemblies, enhance student knowledge of, and appreciation for, the culture and values of the UAE. There are a number of examples in the curriculum where concepts being taught in different subject areas are linked with examples of Emirati culture and UAE society. Often these links are superficial and do not lead to students making meaningful and deep connections.

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

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

- Staff, students and parents understand the school's procedures for child protection and safeguarding. The school takes measures to protect students from different forms of abuse and bullying. Students are yet to benefit from significant opportunities to learn more about the potential risks associated with use of the internet and social media. The student council conducts regular assemblies dealing with health and safety awareness.
- Adequate procedures are in place to ensure the safety and security of staff and students. Evacuation plans are highly visible in classrooms and around the school. Detailed incident logs are maintained

and the medical and nursing staff provide good quality care. The school ensures that students are always supervised around the school and on school transportation.


- The premises are well maintained and hygienic. Fire evacuation procedures are securely in place and fire equipment is regularly checked and maintained. The school keeps adequate records of incidents with subsequent actions noted.
- The school premises and equipment are suitable for the educational needs of most students, including young children. Students with movement impairment would find it difficult to access the first floor, due to the lack of an elevator.
- The school promotes healthy living through a range of activities such as obesity workshops, dental screening, puberty health education, good hygiene practice, and breast cancer awareness. The school canteen carries many healthy items but at the same time sells some unhealthy foods. Measures are taken to provide reasonable protection from the sun, including shading. However, access to fresh drinking water is only available on the ground floor.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Staff and students enjoy supportive and productive relationships. These relationships underpin the on-going positive management of behaviour and care. Staff at all levels nurture children's and students' confidence to ask for help, if and when, they need to do so.
- Systems are in place to support the school in monitoring daily attendance and punctuality. Designated members of staff follow up absences, record reasons and contact parents if attendance is a concern or lateness persists.
- Since the last inspection the school has developed further its systems for the identification of students with SEND. Clear policies, assessments and processes are now in place for each child's admission, their journey of inclusion, and learning support requirements.
- The recent developments within the department now ensures that students with SEND, and those who are gifted and talented, have personalised and well written targets to support their academic development and emotional well-being. This targeted support is more effectively extended to withdrawal lessons in the learning centre, than in most lessons across the school. The school recognises that this is an area for further action.
- Almost all students report that they feel confident about asking for help and advice as the need arises. Older students and their parents receive a level of good support in preparing them for their future schools or as they progress from the senior school to further education and the world of work.

Inclusion

Provision and outcomes for students with SEND

Acceptable 

- There have been significant improvements made in the provision for students with SEND since the last inspection and overall provision is now of an acceptable quality. The leader and her extended team of professionals are all appropriately qualified and experienced. Although, leaders have provided teachers with professional development to support students with SEND, this has yet to have a real impact in meeting the learning needs of students in classrooms.
- A more robust identification process of students upon entry to the school is now in place. Outside agencies contribute to the process as required, and the entrance tests and screening assessments take into account the social and emotional milestones of students. The individual action plans (IEPs) and behaviour management plans support all aspects of students' learning and development.
- The school continues to develop further its partnerships with parents of children with SEND, by explaining the school's SEND policy, sending regular emails, and developing home management plans. Parents report that these plans are valuable forms of guidance in helping them to support their children further at home. Parents are fully involved in the development of their children's IEP and target setting and, where needed, their behaviour management plan.
- Good support is available in withdrawal lessons in the learning centre. Most class and subject teachers do not act upon the IEPs. Consequently, curriculum modifications in most lessons do not meet the various individual learning needs of children in their classes.
- Overall, students with SEND make acceptable progress in the majority of key subjects. Tracking of progress is being further developed to accommodate the targets set in each students' IEPs and academic milestones.

6. Leadership and management

The effectiveness of leadership

Weak

- Senior leaders have not set a clear direction that could enable staff to make significant improvements to the educational outcomes of all students. Across the school, there is a growing commitment to UAE priorities, and the inclusion of students with SEND. However, this commitment has yet to be translated into a significant improvement in students' learning and progress in the classroom.
- The majority of senior and middle leaders in the school do not have a sufficient knowledge of, or experience in practicing, good teaching, assessment and curriculum modification. They are unable to provide other teachers with effective guidance and professional coaching or to model good practice.
- School leaders relate well with one another, with staff and with governors. Internal communication is not consistently effective, and some middle leaders are not sufficiently clear about the extent of their responsibilities. Given the on-going changes in leadership, and current vacancies in senior leadership roles, morale is fragile.
- Only a few senior or middle leaders demonstrate the capacity to improve outcomes for students in their areas of responsibility. The majority of leaders do not sufficiently understand the need for improvement or change in their areas and are therefore reactive to external demands.
- There have been some improvements in some areas, such as in the provision for students with SEND. However, these improvements have not yet had a significant positive impact on outcomes for students. There have not been any noticeable improvements in the provision for children in the KG,

where low quality of teaching and poor assessment practices, are leading to weak academic achievement and the development of poor learning skills.

School self-evaluation and improvement planning

Weak

- Systems for self-evaluation lack rigour and are not consistent across the school. Most leaders do not consider a range of evidence, when determining the extent of the impact of their actions when assessing how well the school is doing. Consequently, they do not have a realistic view of the school's strengths, weaknesses and priorities.
- Systems that have been established to monitor the quality of teaching are not leading to significant improvements in practice. Monitoring does not take enough account of the progress that students make during lessons. Furthermore, most of the feedback given by school leaders is not sufficiently evaluative or useful to help teachers to improve the quality of their teaching.
- The school improvement plan is not sufficiently coherent or aligned to a clear strategic direction. Targets are not based on self-evaluation information, such as internal or external assessment or observation information. Many of these targets are not measurable, as a result school leaders are not able to determine the impact of their actions.
- School leaders have attempted to address some of the recommendations from the previous inspection report, and have made some improvements, such as in the provision for students with SEND. These improvements are, however, not enough to have a significant impact on the majority of students. For instance, the quality of teaching, learning and assessment in the KG are still weak. This is leading to children's weak achievement in English, mathematics and science.

Partnerships with parents and the community

Good

- The school has been successful in engaging parents as partners in their children's learning and in school life. The views of parents are considered when deciding upon school improvement priorities and the parent teacher association (PTA) facilitates this process. Parental involvement makes a positive contribution to maintaining staff morale and the school's reputation. Parents acknowledge that the school has made some improvements over time.
- Communication strategies ensure that parents are informed about their children's learning and development. Parents feel that the school deals with concerns promptly and effectively. They are engaged as partners, particularly when their children have SEND. The school does not provide enough information regarding whole school performance in international assessments.
- Reporting on students' academic progress, and their personal and social development is regular. Reporting strategies have been improved in order to convey key aspects of students' achievements, areas for improvement and the next steps in their learning. Parents attend 'Open Houses' to discuss their children's progress and complete surveys, the outcomes of which are very positive. Parents have stated that they would like to see more investment in sports facilities.

- The school has developed links with other local schools in order to benefit from ideas to improve student outcomes. Students speak positively about the sports and other competitions in which they have participated. The school has yet to develop links with the wider community.

Governance	Weak
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- The governing body includes representation from most stakeholders. Its members bring a range of skills and experiences that could be used to give direction and make improvements to the school.
- The governing body does not hold senior leaders sufficiently to account for the quality of the school's performance. The information that they receive is not appropriately based on accurate self-evaluation. Consequently, governors are not in a strong position to establish the priorities for development and to make good resourcing decisions.
- The governing body has invested in some resources around the school, such as the installation of a Wi-Fi system, and appointed additional personnel in some areas such as in the provision for students with SEND. However, key senior leadership roles, such as that of principal and a leader for the KG, have yet to be filled. Important learning resources are yet to be provided across the school.




Management, staffing, facilities and resources	Weak
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- Despite recent changes in leadership, the school's day-to-day management runs smoothly. The school timetable makes best use of time during the school day. Most staff understand their assigned roles and staff and students are well inducted into school routines.
- A substantial proportion of the teaching staff are new to the school again this year. The majority have appropriate subject qualifications but not all have teaching qualifications. Not all teachers of Arabic language and Islamic education have approval by KHDA for their work at the school. A significant weakness is the school's inability to appoint a qualified and experienced key leader and support staff to strengthen the KG. The school provides regular professional development but this is not followed up effectively to ensure that it has an impact on students' learning.
- The premises and facilities provide a clean environment for learning. The buildings are safe, secure, and used to the best advantage. One of the playing areas needs urgent refurbishment and the school is in the process of upgrading it.
- The school has recently enabled campus-wide internet connectivity to allow students to bring their own devices to support learning. A new school management system is now installed to enable closer communication between teachers, students and parents. The impact of these initiatives is still to be determined. Limited science laboratory resources and poor quality reading materials in the library are some of the challenges the school faces to ensure that resources match and meet the learning needs of all students and the curriculum.

The views of parents, teachers and senior students

The views of parents, teachers and senior 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	
 Parents*	2016-2017	417
	2015-2016	397
 Teachers	56	
 Students	148	

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

- Most parents who responded to the survey are satisfied with the quality of education provided by the school.
- Most parents feel that their children enjoy school. Almost all feel that their children are safe at school and on school transport. Both parents and students think that incidents of bullying are very well handled. A minority of parents feel that the school is not doing enough to prepare their children to browse the internet and use social media safely.
- Most parents think that teachers help their children learn effectively. Most students think that teachers care for them and support them well in their learning.
- Most parents and students think that they have an adequate range of subjects and extra-curricular options from which to choose. They feel that the school offers good careers and academic guidance.
- Most parents believe that the school is led well. Almost all parents and students think that school leaders and staff are approachable and open to discussions and solutions.

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