

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

WEAK



المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Crescent
English School

Celebrating
10 years of
inspections

CRESCENT ENGLISH SCHOOL

INDIAN (CBSE) CURRICULUM

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School information

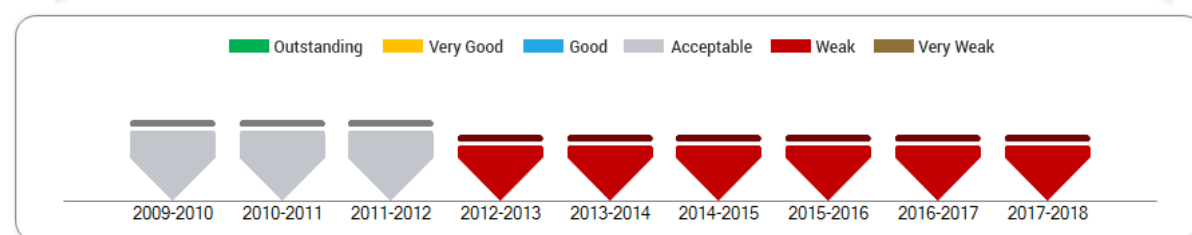
General information	
Location	Al Qusais
Type of school	Private
Opening year of school	1984
Website	www.crescentschooldubai.com
Telephone	00971-4-2988866
Address	P.O.Box 76311 Al Qusais Dubai
Principal	Mrs. Nigar Rashed
Principal - Date appointed	Acting Principal since June 2016
Language of instruction	English
Inspection dates	16 to 19 October 2017

Teachers / Support staff	
Number of teachers	82
Largest nationality group of teachers	Indian
Number of teaching assistants	6
Teacher-student ratio	1:16
Number of guidance counsellors	2
Teacher turnover	31%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1346
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	16
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE Grade 10/12
Accreditation	NA
National Agenda benchmark tests	ASSET, IBT

School Journey for Crescent English School



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

Summary of inspection findings 2017-2018

Crescent English School was inspected by DSIB from 16 to 19 October 2017. 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.

Leadership and management

Although it is still weak, the school is steadily improving. The acting principal is an astute and committed leader. Despite the high staff turnover rate, steady improvements have been made in provision. Partnerships with parents remain good. Governors have supported the acting principal in recruiting a team of new senior and middle leaders, and the positive impact of this strategy is becoming more evident.

Students' achievement

Students' progress in Arabic has improved and is now acceptable across all phases. Except for attainment in the Kindergarten (KG), achievement in English is now acceptable across all the phases. The same is true in science in the middle and secondary phases. Achievement in mathematics is now stronger in the KG and weaker in the middle and secondary phases.

Students' personal and social development, and their innovation skills

Students' social development and innovation skills are good across all the phases. Students' personal development in the secondary phase is very good. Almost all of the eldest students are role models for the younger members of the school community.

Teaching and assessment

Teaching for effective learning has improved to acceptable in the KG. Teaching and assessment are acceptable in both the middle and secondary phases where more effective approaches to differentiation to meet the needs of individuals are evident. Teaching and assessment in the primary phase are weak.

Curriculum

The KG curriculum is newly-adopted, and although it is now acceptable, it is not fully developed in terms of breadth and depth. While curriculum adaptation is weak in the KG, both curriculum implementation and adaptation are acceptable elsewhere in the school.

The protection, care, guidance and support of students

The arrangements for the protection, care, and support of students remains a relative strength of the school. Students in all phases feel safe and well cared for. Consequently, attendance is outstanding and almost all students are punctual.

What the school does best

- The school's increased capacity to improve which is strengthened by the appointments of new senior and middle leaders
- The improved teaching and students' learning skills in the KG
- The effective identification of students with special educational needs and disabilities (SEND)







Key recommendations

- The governing board should urgently appoint a qualified and experienced substantive principal to the school.
- School leaders should take immediate steps to:
 - improve the overall quality of teaching and assessment in the primary phase especially in mathematics and science
 - ensure that the curriculum is translated into schemes of work and lesson plans that consistently provide clear and age-appropriate learning objectives.
- Governors should work with school leaders more closely to:
 - improve the use of accurate National Agenda Parameter assessment information to effectively adapt the curriculum
 - ensure that the school improvement plans are explicitly aligned to the key priorities that emerge from a rigorous self-evaluation process, and that the plans are effectively monitored.
- Develop teachers' skills so that they:
 - use all available internal and external assessment information to set work for all students that matches both their learning styles and abilities
 - routinely adopt teaching methodologies that lead to improvements in students' learning skills especially critical thinking, collaboration and inquiry
 - make effective use of the information provided by the SEND department to better support students with SEND.

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	Acceptable ↑	Acceptable	Acceptable ↑
 English	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable ↑	Acceptable
 Mathematics	Attainment	Acceptable ↑	Weak	Weak	Acceptable
	Progress	Acceptable ↑	Acceptable ↑	Weak ↓	Weak ↓
 Science	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Weak ↓	Acceptable	Acceptable ↓

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

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	Acceptable ↑	Weak ↓	Acceptable	Acceptable
Assessment	Weak	Weak	Acceptable ↑	Acceptable

4. Curriculum

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

National Priorities

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 the school's targets:

- Students' attainment, as indicated by the National Agenda parameter tests, is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- The school has taken the National Agenda on board and incorporated activities into the school improvement plan without fully understanding its wider ramifications.
- The IBT data analysis is not accurate and has an impact on self-evaluation. It could subsequently have an impact on any planned pedagogical or curricular modifications.
- Modification of the curriculum lacks rigour and depth and does not consistently include modifications in teaching to meet the needs of individual students or groups of students.
- Most teachers use questioning and few use hands-on activities to attract students' interest. Teachers' questioning strategies are not always effective across the subjects and the grades.
- The impact of the analysis of National Agenda Parameter results is not evident except in the case where Cognitive Ability Test 4 (CAT4) data are used to support students with SEND.

Overall, the school's provision for achieving its National Agenda targets is below expectation.

Moral Education

- The school is integrating the UAE moral education programme (MEP) into the overall curriculum. It has begun the process by mapping the learning outcomes across other subject areas especially in English and social studies.
- Teachers of English and social studies have integrated aspects of the MEP curriculum into their lessons.
- Students have worked on some projects for moral education and have presented some sketches in assemblies. These have been related to moral education themes.
- The assessment of students' outcomes in moral education is in the early stages of development.

The school's implementation of the UAE moral education programme is underdeveloped.

Social Studies

- The United Arab Emirates (UAE) social studies curriculum has been integrated into the CBSE social studies curriculum to enhance the programme for students.
- Teachers do not always provide links to the UAE aspects of the curriculum in the integrated lessons. The discrete lessons provide greater breadth and depth of content.
- Students show an interest in learning about the UAE and contribute positively to classroom discussions. They make some valid connections between areas of learning.
- Assessments are inconsistent, often focusing excessively on simply measuring students' knowledge. Assessment information is rarely used to inform future teaching.

The school's implementation of the UAE social studies programme is developing.


Innovation in Education

- In some subjects, there are early signs of teacher planning to support critical thinking. Most lessons are teacher-directed with a limited scope to promote students' higher-order thinking.
- Students sometimes carry out self-assessment in lessons, but they rarely make use of technology to support their learning.
- Students participate in the innovation club, but the desired outcomes of this are often not clear to them. Most innovation that is evident in the school is initiated by the teachers rather than by the students.
- The curriculum in the higher levels incorporates critical thinking and links learning to real life. However, implementing these aspects in the classroom is less than expected.
- School leaders and governors are committed to developing a culture of innovation within the school.

The school's promotion of a culture of innovation is underdeveloped.

Main inspection report


1. Students' achievements

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

- Students' levels of attainment and progress are in line with the curriculum standards in the primary and middle phases. However, in the secondary phase, students' attainment and progress are good. The girls' attainment levels are slightly better than the boys'.
- Students have an age-appropriate knowledge of Hadeeth, Sunnah and Islamic values and morals. In secondary school, they have good knowledge of Islamic concepts and principles. Their progress is better in understanding Islamic events than it is in developing the recitation and understanding of the Holy Qur'an.
- Improvements are evident in students' understanding of Islamic etiquettes and Seerah. These improvements extend to students' understanding of Islamic law and the pillars of Islam especially Zakat. Their recitation skills are less developed.

For development


- Raise expectations in lessons, particularly in the primary and middle phases, so that students are challenged to reach their full potential and make better progress, especially in developing their recitation skills.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable ↑	Acceptable	Acceptable ↑

- Across the three phases, students' written work and work in lessons show that their attainment is below curriculum expectations. However, students' progress in relation to their starting points is acceptable. Girls' attainment and progress are slightly better than boys'.
- Students have strong listening skills across the three phases. However, their speaking skills are limited due to restricted opportunities to extend their speaking beyond short conversations. Their reading comprehension and independent writing skills are inadequate.
- Students' progress in most language skills, especially listening skills, has improved due to better quality of teaching.

For development


- Improve students' attainment by providing them with sufficient opportunities for speaking and independent writing.

		KG	Primary	Middle	Secondary
English 	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable ↑	Acceptable

- Most students demonstrate listening and speaking skills that are in line with the CBSE curriculum standards. In the KG, children make acceptable progress in developing their language skills. This improved progress has not had a sufficient impact on students' overall attainment levels.
- Students have limited reading abilities across the phases, especially in the KG. Students' relatively low literacy levels across the school have inhibited their learning in English and in other subjects. This has led to their underdeveloped writing skills.
- In response to students' limited reading abilities, the school has recently given reading a high priority and students have started to read for pleasure.

For development


- Provide more opportunities for students to develop their reading and writing skills to improve their overall literacy levels.

		KG	Primary	Middle	Secondary
Mathematics 	Attainment	Acceptable ↑	Weak	Weak	Acceptable
	Progress	Acceptable ↑	Acceptable ↑	Weak ↓	Weak ↓

- Most students in the secondary phase attain levels that are in line with curriculum standards according to external board examinations. Students' attainment in the primary and middle phases illustrates a declining trend. Most students in the middle and secondary phases make progress during lessons that is far below curriculum standards.
- Most students develop a good sense of numbers and perform basic operations. However, they have not developed effective reasoning skills through secure understanding of mathematical concepts.
- The few modifications to the curriculum, such as including mental mathematics and higher-order thinking questions in lessons, have not yet been effective in making an impact on students' attainment in the three upper phases.

For development

- Adopt effective questioning strategies and use them in lessons to develop students' conceptual understanding and reasoning skills in mathematics in all phases.

		KG	Primary	Middle	Secondary
Science 	Attainment	Weak	Acceptable	Acceptable	Acceptable
	Progress	Weak	Weak ↓	Acceptable	Acceptable ↓

- Students in the secondary phase show adequate knowledge of scientific facts but struggle with open-ended activities. Students in the primary phase understand basic scientific concepts such as states of matter. In the middle phase, students can apply the Archimedes principle.
- Students make limited progress in lessons. This is often due to the inadequate challenge in the learning objectives and lack of opportunities for critical thinking. The department has recently introduced investigative projects and challenging homework assignments to improve students' critical thinking skills.
- The department has added research-based activities and hands-on activities to develop students' investigative learning skills. However, because these activities are often not student-led, their effectiveness and impact on students' learning skills are limited.

For development

- Develop students' scientific skills systematically across the four phases.

	KG	Primary	Middle	Secondary
Learning Skills	Acceptable ↑	Acceptable	Acceptable	Acceptable ↓

- Students are articulate and have positive attitudes towards learning. Children in the upper KG cooperate and interact well during group activities. Students in the secondary phase are more focused during hands-on activities than their counterparts in the primary phase.
- Students are engaged in interesting projects and research work. They get opportunities to apply, experiment and draw conclusions. However, inquiry, critical thinking and innovation, including the use of technology, are all underdeveloped due to overly teacher-led lessons.
- Students' reading comprehension skills are promoted across all subjects but are poorly assessed. In the majority of lessons, students take responsibility for their own learning. They frame the learning objectives and play a role in setting and evaluating their own targets. These targets, however, turn out to be insufficiently challenging for many students.

For development

- Provide more opportunities for students to develop innovation, enterprise, enquiry and critical thinking skills across all phases through lessons and multidisciplinary projects.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Very good

- Students demonstrate positive behaviour and maintain good relationships with their teachers. This is particularly evident in the secondary phase. There is an orderly learning environment in most classes. However, only a few students are consistently sensitive to the needs of their peers, and peer support is not evident in many lessons.
- Students across the school participate in activities that promote health and hygiene. However, they do not get enough guidance to make healthy food choices. There are very few opportunities for students to either receive or seek feedback from teachers to support their personal development.
- The modifications made to the curriculum to enhance students' personal development are limited and as a result, this aspect has not improved.

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

- Across all the phases, students' understanding of Islamic values, the UAE culture and their own culture is good. They talk proudly about the main features of their heritage. This is mostly evident in the secondary phase.
- Students' appreciation of and respect for Islamic values and life in Dubai and the UAE are strong across all phases. In addition, students are happy to share their thoughts about their own heritage and tradition and how these are integrated within their day-to-day life in Dubai.
- Students have improved their understanding of their own culture, heritage and traditions. However, their awareness of worldwide cultures is inconsistent across the phases.

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

- Students enjoy work and are active participants in their own learning when given the opportunity to participate in lessons. Most students understand their role in their community and in the wider society. However, only few students volunteer in social contribution activities in the wider community.
- Students are aware of some local and global environmental issues, and many participate in activities which support the conservation of the environment outside their school. However, there are limited opportunities for students to initiate the activities themselves.
- The curriculum includes a weekly session to develop students' innovation skills through various clubs. However, this provision is not sufficiently effective in improving the targeted skills.

For development

- Provide students with critical feedback that can support their personal development.
- Increase opportunities for students to lead activities that promote their innovation, enterprise and entrepreneurship skills.

3. Teaching and assessment

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

- Across all subjects, teaching in the middle and secondary phases is better than teaching in the primary phase. This is evident in teachers' lesson planning, differentiation and questioning skills. Most teachers demonstrate secure subject knowledge, but many are developing their understanding of how students learn.
- There are plans in place to connect learning to real life situations, but they are not always implemented effectively. Despite having learner-centred objectives, lessons focus far more on teacher-driven content than on developing subject-specific skills.
- In the KG, teachers rely too much on whole-class teaching, which does not provide for children's different needs or learning styles. Differentiation of instruction is evident only in teachers' grouping of students for different tasks. These tasks are not appropriately challenging to the most able students. Teaching in the primary phase, especially in mathematics and science, is weak.

	KG	Primary	Middle	Secondary
Assessment	Weak	Weak	Acceptable ↑	Acceptable

- The school's internal assessment processes are inconsistently applied. Most assessments, particularly in the middle and secondary phases, are linked to the curriculum standards and measure students' progress adequately.
- The school analyses students' outcomes against external benchmarks, but the analysis is not always accurate. The assessment data, therefore, does not accurately reflect the progress of individual students or groups of students.
- Information from assessments is not used effectively to plan lessons or to modify the curriculum to meet the needs of all groups of students. Teachers rarely provide enough challenge, support and feedback to help students improve their outcomes.

For development

- Provide appropriate challenge and support in lessons to all groups of students especially in the KG and in primary phase mathematics and science.
- Analyse internal and external assessment data more accurately to plan more personalised lessons, and to modify the curriculum to better meet the needs of all students.

4. Curriculum

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

- The school offers the CBSE curriculum from Grades 1 to 12 and integrates it with the MoE curriculum. It has a clear rationale and is broad and balanced. It develops students' knowledge, understanding and skills although the focus is mainly on acquiring knowledge.
- The curriculum is planned adequately and shows a variable quality of progression across subjects. It meets the needs of a large majority of students including those with SEND and the gifted and talented. Students are offered some choice of subjects.
- There are few cross-curricular links in place, but they are not systematically embedded in the curriculum. Periodic curriculum reviews ensure that the needs of a large majority of students are met. These take the National Agenda parameter into account and aim to incorporate critical thinking and application of knowledge to real life situations.

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

- Suggestions for modifying the curriculum are included in the schemes of work. This leads to different activities for different groups of students in all the phases. In the KG, however, the activities are neither sufficiently challenging nor appropriate for students' needs.
- The extra-curricular activities included in the academic event planner provide a valuable enrichment of students' learning. Opportunities for critical thinking, research and problem-solving that are detailed in the schemes of work are rarely provided in the classroom.
- New initiatives to promote love of reading and the Performing English Club activities are raising levels of literacy in the school. Students have a sound knowledge of Emirati culture.

For development

- Ensure that the schemes of work are fully implemented, particularly the strategies for differentiated learning and for developing students' critical thinking, problem-solving and innovation skills.

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

- Safeguarding and child protection are adequate across the school. Policies are in place to ensure the health and safety of all students. The school takes steps towards protecting students from all forms of abuse.
- The buildings and the equipment in the school are well-maintained and kept in a sound condition. Students on buses are adequately supervised to ensure their safety on their way to and from school.
- Parents benefit from a new radio frequency device that enables them to track their children while travelling on the bus transport system. The newly-introduced fruit breaks have not yet had a substantial impact on students' eating habits.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Staff provide appropriate care and support for students in all phases. The school offers students some seminars in the middle and secondary phases which support their personal and social development. The school is developing a programme for careers and academic support for the senior students.
- The well-established systems for identifying students with SEND and those who are gifted and talented ensure that teachers have information to enable them to provide students with effective support. The school does not monitor students' attendance systematically.
- Overall, care and support are acceptable in all phases. However, there are inconsistencies in the quality of challenge and support teachers provide when modifying lessons to meet students' needs. As a consequence, students' progress in some lessons is limited.

For development

- Extend programmes and seminars to promote students' personal and social development across all the phases.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- Senior leaders have a clear vision to develop a fully-inclusive ethos and improve outcomes for all students with SEND. The school has plans in place to increase the range of specialist staff to improve the quality of support for students with SEND.
- The school has well-established systems and processes for identifying students with SEND. External agencies contribute to the process where appropriate, and entrance tests take account of students' social and emotional milestones. The SEND department uses an effective, staged intervention system.
- The school keeps parents well informed about their children's learning through regular emails and meetings. Parents value the school's advice and guidance to support their children's learning through 'home management plans'.
- The learning centre staff continue to offer well-targeted support for students' individual learning and social and emotional needs through enrichment classes. Curriculum modifications in the majority of lessons do not meet students' individual learning needs. Classroom teachers' expectations of learning for students with SEND are often not sufficiently high.
- Almost all students with SEND have a positive attitude to their work, and most are becoming more confident and independent. Information from the school's tracking system shows that the majority of students are making acceptable progress in their learning, particularly in science. However, the criteria the school uses to describe students' progress is not clear enough.

For development

- Clarify the criteria used to describe students' progress in English, mathematics and science.

6. Leadership and management

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

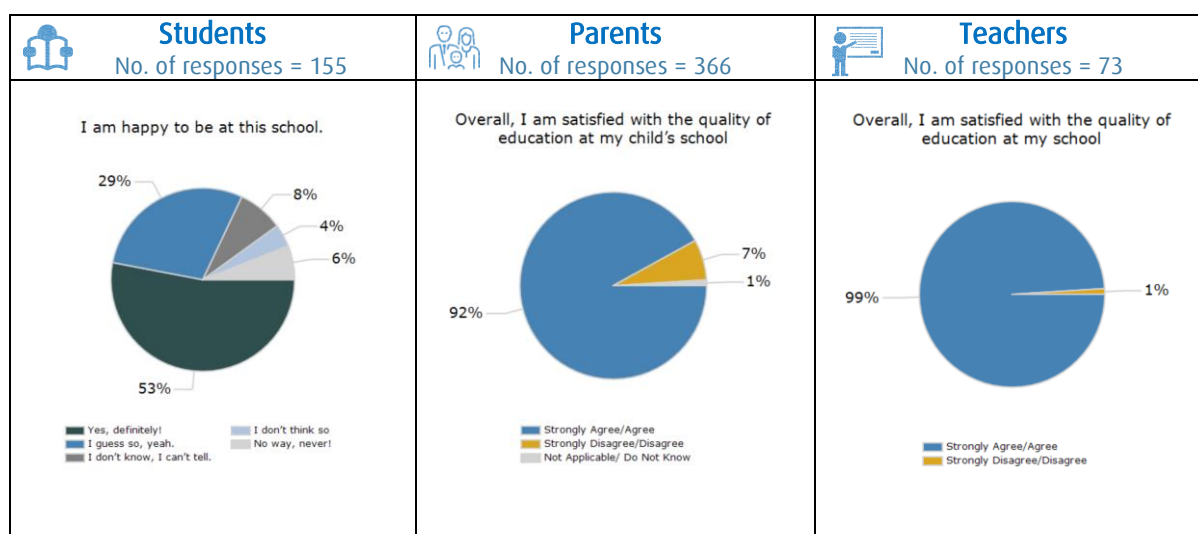
- The leaders of the school, many of whom are new, have clear roles and responsibilities and are supported well by a strong and dedicated acting principal. Whilst there are deficiencies in addressing some of the barriers to progress, underpinned by the high turnover of staff, the leadership team demonstrate sufficient capacity to improve the school.
- Leaders have made some progress in addressing the recommendations from the previous inspection report. However, the school's self-evaluation does not give an accurate appraisal of its strengths and weaknesses. It is not sufficiently focused to fully inform strategic improvement planning. Improvement plans lack clear milestones and structures to monitor their implementation and evaluate their impact.
- The school's partnerships with parents are effective. Parents are actively involved in the life of the school. The school uses a range of methods to communicate with parents and to report on students' progress. The school serves a local community and has an emerging commitment to developing international partnerships. However, there are limited opportunities for parents to contribute significantly to raising standards in the school.
- Governors exert increasing influence on the day-to-day management of the school. Through their commitment, particularly to improving staffing and infrastructure, governors have an increasing impact on the overall performance of the school. Although they monitor the school's actions, and endeavour to hold the acting principal and other senior leaders to account, they do not carry this out systematically.
- The effective management systems and procedures in place enable the school to run smoothly. The school is adequately staffed and the majority of the staff are suitably qualified. Creative timetabling ensures that all school spaces are put into effective use. The school is committed to staff professional development, but some of the benefits of this are lost due to the significant staff annual turnover.




For development

- Ensure that all school improvement plans are directly linked to a robust self-evaluation process. The action plans that will drive improvement should have appropriate deadlines, achievable milestones, clear lines of accountability and rigorous monitoring.

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.



 Students	<ul style="list-style-type: none"> Most students who responded to the survey are happy at school. They feel safe and are positive about their ability to do well in a range of activities. Inspection findings confirm that the school offers a safe and secure provision where students are well cared for.
 Parents	<ul style="list-style-type: none"> Almost all parents who responded to the survey are satisfied with the quality of education provided by the school. They believe that the school is well led and that they are kept well informed about their children's progress. Inspection evidence indicates that leadership and governance have improved and that there is effective communication between the school and parents.
 Teachers	<ul style="list-style-type: none"> Almost all teachers who responded to the survey state that students are well-behaved and that school inspections have led to improvements in their school. Inspection evidence indicates that almost all students are courteous to adults and to each other. The evidence also indicates that the school has responded to the recommendations in the previous inspection report resulting in some positive and measurable impact on school performance.

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