

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Credence
High School

Celebrating
10 years of
inspections

CREDENCE HIGH SCHOOL

INDIAN (CBSE) CURRICULUM

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School information

General information	
Location	Al Quoz, Dubai
Type of school	Private
Opening year of school	2014
Website	http://www.credencehighschool.com
Telephone	04-3212144
Address	359-976
Principal	Deepika Thapar Singh
Principal - Date appointed	19/03/2016
Language of instruction	English
Inspection dates	02 to 04 October 2017

Teachers / Support staff	
Number of teachers	64
Largest nationality group of teachers	Indian
Number of teaching assistants	15
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	22%

Students	
Gender of students	Boys and girls
Age range	4-14
Grades or year groups	KG 1-Grade 8
Number of students on roll	546
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	Asset
Accreditation	CBSE
National Agenda benchmark tests	GL, CAT 4

School Journey for CREDENCE HIGH SCHOOL

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2016-2017



2017-2018

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

CREDENCE HIGH SCHOOL was inspected by DSIB from 02 to 04 October 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The leadership, governance and management of the school is good. Partnerships with parents is a particular strength and evaluated as very good. Almost all staff are suitably qualified and benefit from personalised professional development. The excellent environment and range of facilities creates a very positive atmosphere for teaching and learning.

Students' achievement

Progress in English and science is good across all phases. In mathematics, progress is good in the Kindergarten (KG) and middle phases and acceptable in the primary phase. Progress in Arabic as an additional language in the middle phase is improving. Attainment and progress in Islamic education remain acceptable. The achievement of students in Arabic as an additional language is weak in the middle phase. Attainment for children in the KG remains acceptable in English, mathematics and science.

Students' personal and social development, and their innovation skills

Students' personal and social development are very good and enhanced by outstanding attendance and punctuality. Students' awareness of Islamic values and Emirati culture is a strong feature of the school's provision. Innovation skills are developing in KG where a life-skills programme is the basis for creative ideas and projects. In the primary and middle phases, opportunities to develop students' innovation skills are limited.

Teaching and assessment

Teaching is now good across the school. Since the previous inspection, experienced teachers have been appointed and the school has set up professional development clusters who effectively share good practice. In KG teachers have a thorough knowledge of how children learn best. The quality of assessment processes and use of appropriate benchmark data has improved from the previous year.

Curriculum

The curriculum is balanced, compliant. Almost all students have a range of subject choices and opportunities that extra-curricular activities offer. Curriculum adaptations are strongest in the KG. The UAE social studies programme is successfully promoted across the school.

The protection, care, guidance and support of students

Health and safety, including the very effective arrangements to safeguard students are now outstanding. The school offers a stimulating environment, well-suited as an inclusive school. Care and support for students are sensitively managed and supported by a very positive parent body.

What the school does best

- Students' very good personal and social development across the school.
- The strong provision in Kindergarten and the progress children make in the subjects.
- The outstanding arrangements and procedures that ensure the health and safety of all students.
- The dedication and commitment of the senior leadership team, including the principal, to school improvement.







Key recommendations

- Improve students' attainment and progress in Islamic education and Arabic as an additional language by adopting age-appropriate strategies that follow a balanced curriculum.
- Enhance teaching practices to ensure that the different groups of students, especially the high achievers, are sufficiently challenged.
- Ensure that the learning needs of students with SEND are more effectively met through appropriate teaching strategies.

Overall School Performance

Good ↑

1. Students' Achievement

		KG	Primary	Middle
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable ↑	Weak
	Progress	Not applicable	Acceptable	Acceptable ↑
English 	Attainment	Acceptable	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑
Mathematics 	Attainment	Acceptable	Acceptable ↑	Good ↑
	Progress	Good ↑	Acceptable	Good ↑
Science 	Attainment	Acceptable	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑
		KG	Primary	Middle
Learning skills		Good ↑	Good ↑	Good ↑

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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 on the National Agenda Parameter (N.A.P.) is below expectation in mathematics and science and meets expectations in English.
- The school meets the registration requirements for the N.A.P.
- The leadership of the school has a good action plan which addresses teacher training on data analysis and incorporates both timelines and success criteria.
- The school analyses the CAT4 data to create a learning profile for each student. Some teachers use the profiles for planning.
- The school modifies the curriculum. However, this is based more on a range of benchmark requirements than on their students' data. School leaders have added a number of topics to the curriculum and improved the balance between content and skills.
- The teachers use CAT 4 results to identify students' learning styles and to modify teaching. The activities are not always sufficiently differentiated.
- Students' results have been used to identify the skills such as investigating and research. The school has increased opportunities for students to undertake research.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Moral Education

- Moral education is integrated with social studies and values education. Leaders have initiated curriculum planning based around the four pillars of moral education.
- Teachers plan purposefully around topics such as honesty, integrity, and character building. Discussions, visits and links with the wider community further enhance learning.
- Students demonstrate an understanding of moral values in their behaviour and attitudes. They undertake projects which illustrate their awareness of the importance of generosity and kindness.
- Assessment of the impact on how students conduct themselves differently as a result of learning in moral education is at an early stage. Checklists provide useful information on students' actions.

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

Social Studies

- UAE social studies is taught in an integrated and skilful way. Concepts are thoughtfully constructed in teaching to provide continuity and progression.
- Teachers have thorough subject knowledge and provide activities to engage students' interest. In the primary phase, they facilitate purposeful discussion and in the middle phase, develop critical thinking and research skills.
- Students are keen to learn about UAE culture, heritage and traditions. They take part in national celebrations, and visits to museums and mosques improve their knowledge.
- Teachers assess students' understanding and skill development routinely through rubrics. This information generally provides activities to challenge the more able students.

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


Innovation in Education

- In some subjects, students are able to develop their investigative and problem solving skills through experimental activities; however open-ended investigations are limited. In other lessons students demonstrate some ability to think critically. There is in general, a lack of creativity and "risk taking" in developing learning skills.
- Students have strong work ethics but sometimes lack opportunities to use their initiative. Enterprise and entrepreneurship skills are emerging however; this is limited to one grade in the middle phase.
- Less effective lessons are teacher directed and students are not given the opportunity to be independent learners and develop their own ideas.
- Some students are encouraged to participate in projects which are developing the skills of innovation. The KG curriculum has the strongest focus so far. In the other phases, the monitoring, review and promotion of a culture of innovation is less consistent in lessons.
- The establishment of self-evaluation committees is an innovative approach to continuous improvement across all areas of the curriculum. Its existence shows a level of commitment to innovation on the part of school leadership.

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

Main inspection report


1. Students' achievements

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

- Students' attainment and progress in all phases are acceptable. Internal assessment indicates higher achievement than observed in lessons. Steady progress is made in student understanding of most Islamic education concepts. Students in the lower primary phase make better progress in the Holy Qur'an recitation than in the middle phase.
- In all phases, students' acquisition of knowledge is strong. Their application to real life, however varies. Students in the primary phase can make relevant connections to personal experience. This skill is less evident in the middle phase.
- Students are improving their recitation skills and application of Tajweed rules. This is supported by the provision of an additional lesson. Students demonstrate a well-developed knowledge of the life of the prophets. Middle school students can elaborate on the prophets' experiences.

For development


- Focus on students applying their knowledge to local and personal context.

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

- Students across both phases make steady progress in most language skills. Students' attainment in the middle phase is less secure. The school's internal assessment information is not reflected in students' work in lessons, where attainment is typically lower.
- Students' listening and reading comprehension skills are secure in both the primary and middle phases. They can respond to a text with phrases and sentences. Students' speaking in informal situations and their independent writing are both under-developed.
- Students' acquisition of new language and reading fluency is improving. Students in the primary phase can use the vocabulary they acquire in new situations. They can use phonic knowledge to decode new words.

For development


- Improve students' speaking skills in formal and informal situations and their independent writing skills.

		KG	Primary	Middle
English 	Attainment	Acceptable	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑

- In the KG, children arrive in school without strong language skills and English is often a second or third language. By the time they leave the KG, their attainment is acceptable and progress is good. In the primary and middle phases, students' are working at above expected curriculum standards.
- There are particular strengths in speaking and listening. Students confidently converse in a range of situations and clearly express their opinions. In the primary phase, students read extended text and identify key features, themes and characters and give personal opinions.
- In the middle phase, students are confident speakers who initiate, lead and sustain discussions. They are able to read and comprehend a range of texts. Their writing demonstrates appropriate style, well organised ideas, and accurate grammar and punctuation.

For development


- Provide differentiated activities and resources in all lessons to meet the varied needs of students, in order to challenge the most able and support less able students.

		KG	Primary	Middle
Mathematics 	Attainment	Acceptable	Acceptable ↑	Good ↑
	Progress	Good ↑	Acceptable	Good ↑

- In the KG, most children attain in line with expected curriculum standards. They make good progress in understanding number, mathematical language, age appropriate concepts and adding groups of numbers to ten. Achievement and progress in the primary phase is less secure.
- Students' numeracy skills and their acquisition of knowledge across all phases are improving. Improvements are more compelling in the KG and the middle phases than they are in the primary phase. Students across all phases use mathematical vocabulary accurately.
- Teachers have increased the focus on developing students' problem-solving skills through task based activities to enhance a deeper understanding of concepts. Challenge for high achievers through open ended problem-solving activities and questioning that promotes higher-order thinking is limited.

For development

- Focus on increasing the challenge for high achievers through open ended problem-solving activities and questioning that promotes higher-order thinking and enables them to expand their answers.

		KG	Primary	Middle
Science 	Attainment	Acceptable	Good ↑	Good ↑
	Progress	Good ↑	Good ↑	Good ↑

- In the primary and middle phases, the majority of students demonstrate a good understanding of scientific concepts acquiring further understanding through hands-on activities. Their internal assessment data supports those levels of attainment and progress. In the KG, children develop skills in line with curriculum expectations.
- In the upper phases, students' attainment is good as evident in lessons and in their workbooks. However, their external assessment results do not consistently support this.
- The active learning focus has been successful. In most lessons, students are responsible learners who take control of their own learning. The planning of activities, however, does not always provide enough challenge for all groups of learners.

For development

- Focus on providing sufficient challenge to all groups of students, especially in KG and the primary phase.

	KG	Primary	Middle
Learning Skills	Good ↑	Good ↑	Good ↑

- Students work collaboratively and take ownership for their learning through self-assessment. They are aware of their strengths and weaknesses. Evaluation of effective teaching strategies are resulting in the school promoting more student-centred than teacher-led lesson. Opportunities to develop their creative and innovative skills are limited.
- Teachers promote active learning, particularly in science. Students use technology to submit online quizzes but less so for independent research. In Arabic, students use technology for basic research. In English, students have opportunities for discussions and debates, which develop their speaking and listening skills.
- Almost all students actively engage in lessons, especially in the KG. In the primary and middle phases, students effectively make connections between subjects, especially in science and mathematics and are able to relate their learning to real life experiences.

For Development

- Focus on developing students' enterprising, creativity and innovative skills.

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

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

- Students in all phases display highly positive attitudes to learning and behave respectfully in lessons, in assemblies and around school. They enjoy school, and this is reflected in their excellent attendance and punctuality. Relationships between teachers and students are mutually respectful.
- Strong leadership skills are developed by students through a rotational leadership initiative. All students have an opportunity to take on monitoring roles in class and around school. They lead assemblies confidently.
- Students have clear understanding of the benefits of leading healthy lifestyles. This is enhanced by the wide range of sporting activities outside the school day alongside expert presentations on dental hygiene, diet and first aid.

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

- Students understanding of Islamic values and awareness of Emirati culture has improved across all phases. Students have clear awareness and respect of Islamic values and practices. Students in the middle phase have a good understanding of the main practices in Islam.
- Students demonstrate well-developed knowledge and understanding of the UAE culture and heritage. They show their respect when they sing reverently, the National Anthem in assemblies. They participate in various national celebrations and show pride of belonging to UAE society.
- The school promotes students developing a strong knowledge and appreciation of their own culture. However, their knowledge and appreciation of cultures in the wider community is less compelling.

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

- Students' personal development and innovation skills, are stronger in the KG and developing in primary and middle phases. Children in the KG, take an active role in looking after their environment. Students across the school show a positive work ethic and social contribution.
- Students participate in various collection initiatives to support the most in need, in the local community. Students in middle phase are beginning to develop entrepreneurship skills.
- Many students across the phases take leadership roles, and willingly take part in organising activities in the school. They have improved the school environment with planting projects and cleaning operations.

For development

- Develop age related innovation and enterprise skills across the school.

3. Teaching and assessment

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

- Teaching varies across subjects. In Islamic education, Arabic and mathematics, there is insufficient challenge for higher attaining students and support for the less able learners. Teaching in English and science is good in all phases.
- Teaching in the KG is strong. Children are encouraged to be active, independent and collaborative learners. There are well-planned purposeful activities that engage and interest children and an inclusive approach that meets the diverse needs of most children.
- The impact of recent training in developing teachers questioning skills is evident in a large majority of lessons. Recruitment of qualified teachers with high expectations, has improved the quality of effective learning.

	KG	Primary	Middle
Assessment	Good ↑	Good ↑	Good ↑

- The school has introduced good assessment processes across all phases, to identify students' strengths and weaknesses. The use of data to inform teaching and the curriculum has improved but it remains at an early stage of development.
- The school does well in collecting assessment information centrally and in sharing it with teachers. The school does not do enough to ensure that teachers use assessment data to differentiate tasks effectively.
- The school tracks individual students, introducing strategies to improve outcomes. The monitoring of students' progress is developing. The use of external examinations such as ASSET, to help narrow the gap between students' examination data and their internal assessment data is a positive development.

For development

- Make a better use of the available assessment data to enable teachers to differentiate tasks more effectively.

4. Curriculum

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

- The curriculum is balanced and progression is systematic, ensuring a smooth transition from one phase to another. The KG curriculum, is broadly based on the EYFS framework. Grades 1 to 8 conform to the CBSE curriculum, which is extended to include more skills-based learning.
- Cross curricular links are strong in the Kindergarten and good across other phases. Activities during and after school hours provide opportunities for students to develop social skills. Provision of Arabic classes weekly after school, is having a positive impact.
- The school reviews the curriculum and is making significant changes. For example, creating opportunities for writing in English, problem solving in mathematics, and developing skills of observation and prediction in science. Improvements are made for meeting the National Agenda requirements in the primary and middle school.

	KG	Primary	Middle
Curriculum adaptation	Good ↑	Acceptable	Acceptable

- Appropriate modifications are made in the curriculum in an attempt to meet more effectively the learning needs of students. This is a strength in the KG. The curriculum is adequately aligned to meet the requirement for TIMMS and PISA.
- Life skills are developed through a number of programmes and field trips. The setting up of a herbal garden and planting of trees are some of the initiatives to inculcate environmental awareness among students.
- A strong sense of the UAE culture is embedded in the ethos of the school where students participate in the Emirati club on a weekly basis. Events and competitions are conducted on a regular basis to develop a deep understanding of the Emirati culture.
- In the Kindergarten, children develop an age-appropriate familiarity with the Arabic language through a 40 minutes weekly session.

For development

- Develop appropriate standards to improve student' learning In Arabic.

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

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

- The school is very proactive in ensuring students at all levels are both protected and safe; shielded from bullying on campus and protected by effective policy from any form of abuse, in or out of school or through the internet and social media.
- The well-designed campus is an exceptional facility with highly effective supervision of students, provided by teachers, security, and others throughout the school day. Buses are well maintained, staffed, and fully equipped for safety.
- Campus ramps and lifts are in place providing easy access for students in need of assistance. The promotion of a safe and healthy lifestyle for students is woven into the curriculum and a highly qualified medical team provides coverage of health care needs through the on-campus clinic.

	KG	Primary	Middle
Care and support	Good ↑	Good ↑	Good ↑

- The quality of care and support is good in all phases and this is reflected in the positive relationships among teachers and students. The school is successful in promoting highly effective attendance and punctuality strategies.
- The identification of students with SEND is an improving picture, managed with sensitivity and with the support of parents. Academic support is largely personalised and where this is most evident, it results in effective progress in lessons.
- The school has a caring ethos and the well-being of students is a focus always. Students feel well supported and have belief and confidence in how quickly leadership addresses their concerns.

For development

- Ensure all students who would benefit from intervention are receiving support consistently across all subjects and the identification of students with SEND is consistently robust.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The school leadership team ensures the provision of a calm and friendly campus, focused on learning and the achievement of all students including those with SEND.
- Students are generally identified on entry or in their early years in most cases. Students with SEND have three Individual Educational Plans (IEP's) one in each subject area (English, mathematics, and science) rather than one IEP addressing the barriers to learning. A gifted and talented policy has been adopted but students have not been identified for support and enrichment.
- The school provides parents with coaching and support through parent meetings and coffee mornings. Additionally, individual discussions to discuss their children's progress are available for parents.
- The school provides lessons designed to address the learning needs of students with SEND. These are at varying levels of effectiveness, largely dependent on the skills of individual classroom teachers. Good intervention, outside of lessons provides successful support.
- Student progress is monitored and documented by the SEND department and classroom teachers. This is discussed in weekly meetings, using focused assessment information.

For development

- Ensure teachers use strategies to remove barriers to students' learning, in order to improve their rate of progress.

6. Leadership and management

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




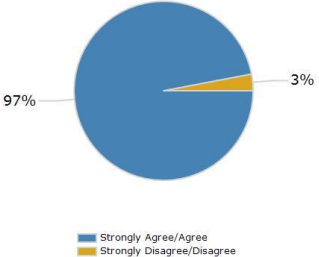
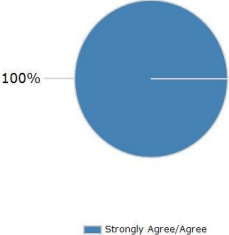
- The leadership and management of the school is good. A clear and strategic vision and action plan has been developed setting out long-term goals for the whole school community. The positive impact of leadership is demonstrated in the significant improvements across many aspects of school performance.
- The evaluation of school performance has been strengthened. Senior leaders work diligently to evaluate effectively but do not yet involve middle leaders consistently. Self-assessment is used successfully to inform curriculum improvements and to evaluate and improve the effectiveness of teaching.
- Partnerships with parents are very good. Parents are regularly involved in school activities. Reporting and communication procedures are highly effective. Parents report that they are consistently well-informed about their children's learning and development.
- Governors provide supportive leadership. The arrangements for health and safety are now outstanding and superb facilities made available in a modern, attractive school environment.
- The management of the school impacts positively on the day-to-day routines. The school is committed to deploying qualified staff in all subject areas in order to improve student' outcomes. An extensive range of resources are well-matched to the curriculum requirements.




For development

- Improve self-evaluation strategies in order to ensure better teaching and achievement across all subjects and phases.

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 No. of responses = 0	 Parents No. of responses = 331	 Teachers No. of responses = 61
Not Applicable	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>97% 3%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>100%</p> <p>Strongly Agree/Agree</p>

 Students	Not Applicable
 Parents	Almost all parents responding to the inspection survey are satisfied with the quality of education provided by the school. There is particular praise for school leadership and personal care and support. This is supported by inspection evidence where the effectiveness of leadership and care and support for students are evaluated as good.
 Teachers	Almost all teachers who responded to the survey, agree with parents' positive views about the quality of education and support of the school's leadership. The positive relationship with students is highly valued. These views are supported by the inspection findings.

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