

Inspection Report



The Central School 2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

www.khda.gov.ae



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection	10
Recommendations	10
How good are the students' attainment, progress and learning?	11
How good is the students' personal and social development?	14
How good are teaching and assessment?	15
How well does the curriculum meet the educational needs of all students?	16
How well does the school protect and support students?	17
How well does the school provide for students with special educational needs?	18
How good are the leadership and management of the school?	18
What are the views of the Principal, parents, teachers and students?	20
What happens next?	21
How to contact us	21

School information



General information

Location	Al Nahda
Type of school	Private
Opening year of school	1981
Website	www.centralschool.net
Telephone	04-2674433
Address	P.O Box 90697, Al Nahda-2, Dubai, UAE
Principal	SHARAFUDHEEN TK
Language of instruction	English
Inspection dates	13 th – 16 th October 2014



Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	KG1 - Grade12
Number of students on roll	3243
Number of children in Pre-K	0
Number of Emirati students	2
Number of students with SEN	36
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	176
Largest nationality group of teachers	Indian
Number of teacher assistants	25
Teacher-student ratio	1-18
Number of guidance counsellors	3
Teacher turnover	18%



Curriculum

Educational Permit	Indian
Main Curriculum / Other	CBSE
Standardised tests / board exams	CBSE/ IBT /ASSET
Accreditation	CBSE

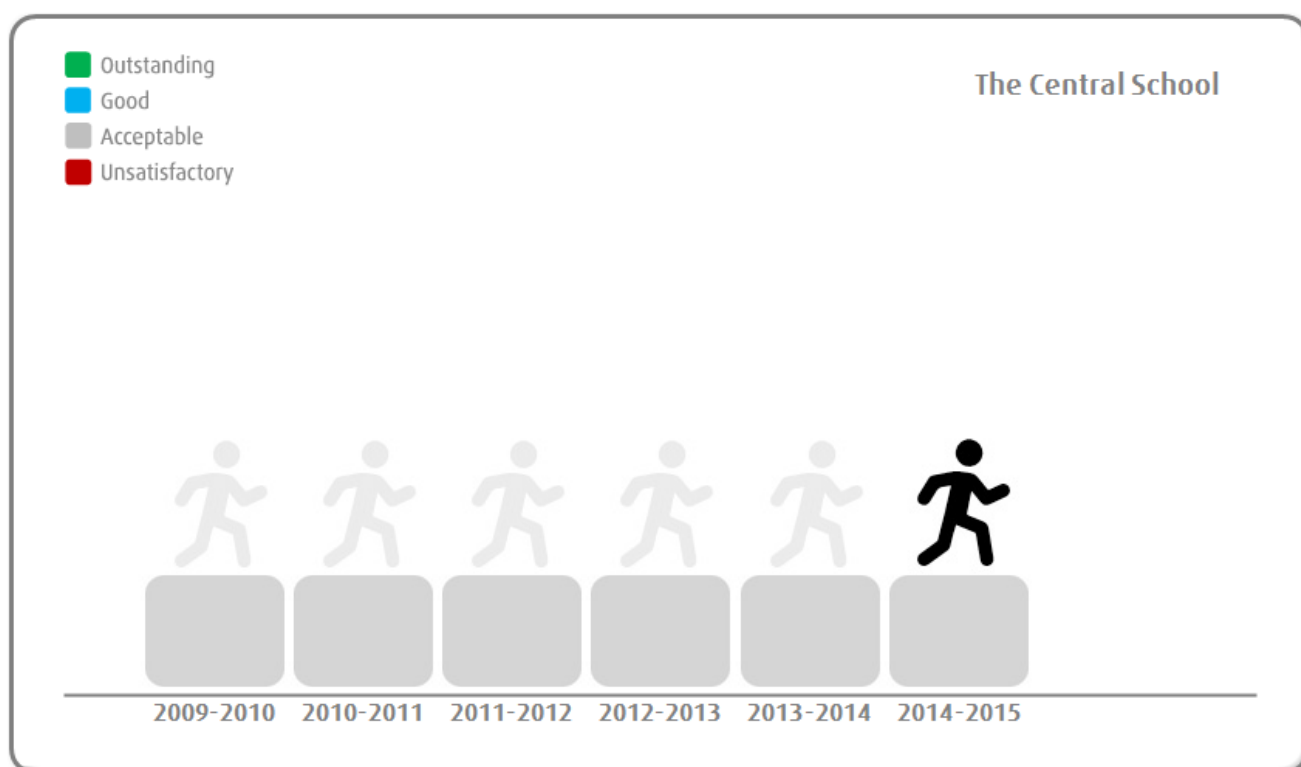
A blue background with a pattern of white line-art icons representing various school subjects like science, math, art, and music. The icons include a ruler, pencil, apple, globe, notebook, backpack, lightbulb, speech bubble, atom, flask, heart, musical note, and others.



Dear Parents,

The Central School was inspected by DSIB from 13th – 16th October 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The relationships, attitude to learning and behaviour of all students in school were positive.
- The improved environment in kindergarten was resulting in better learning for students.

Areas for improvement

- Improve students' progress and attainment in all subjects and particularly in science.
- Ensure students have regular opportunities to learn independently, through group work, and to apply their learning in practical and real life contexts.
- Ensure lessons are planned to take account of students' individual learning needs and starting points, as well as provide appropriate challenge and variety of activities.
- Ensure the learning needs of students with special needs are clearly identified and supported well.
- Improve the school improvement plans and monitoring of the school's overall performance.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at The Central School



How well does the school perform overall?

The Central School provided an **'Acceptable'** quality of education to its students.

- Students' attainment and progress were mostly acceptable and had improved from the previous inspection in the primary phase. However, only a few were attaining higher levels. In some grades, students were developing improved learning skills.
- Students had mature attitudes, clear understanding of United Arab Emirates (UAE) heritage and the influence of Islamic values on society, and a conscientious response to community and environmental issues. Older students demonstrated good attitudes to work.
- Teachers were using more practical work, which was helping students to understand their learning. Teachers used tests appropriately but did not check carefully in lessons what students had or had not understood. The work teachers gave to students was therefore not always at the right level and sometimes students found the work too difficult. Students often did not know how to improve their work. The quality of teaching varied between classes.
- The curriculum was broad but did not include links between subjects. The curriculum did not offer adequate academic and extra-curricular choices for different groups of students. Expectations were often low.
- The school's child protection procedures were clear and understood by all staff. The school was a safe learning environment but not accessible by students with mobility problems, such as wheelchair users. The school provided limited personal support for students with special educational needs, as a result those students made slow progress.
- The new leadership team had made some improvements since the last inspection. However, self-evaluation was still weak, slowing down progress. The management, staffing, facilities and resources were acceptable, with efficient day-to-day systems in place. Staff were qualified. Some facilities and resources needed further development.



How well does the school provide for students with special educational needs?

- The school's ethos was inclusive and systems for students with special educational needs were being improved.
- The school made attempts to identify and classify the needs of students. However, this was not always accurate and did not always lead to students getting the help they needed.
- The school made some basic attempts to change lesson plans to meet the needs of students but these were not always effective.
- Individual targets did not meet the personal or learning needs of students with special educational needs.
- Students with special educational needs did not make consistent progress in their learning or personal development.



1. How good are the students' attainment, progress and learning skills?

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	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	Acceptable	Acceptable	Unsatisfactory ↓
	Progress	Not Applicable	Acceptable	Acceptable ↑	Unsatisfactory
 English	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable	Acceptable ↑	Acceptable	Acceptable
 Science	Attainment	Unsatisfactory	Unsatisfactory	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable ↑	Acceptable	Acceptable
		KG	Primary	Middle	Secondary
Learning skills		Acceptable ↑	Acceptable ↑	Acceptable	Acceptable


↑ Improved from last inspection

↓ Declined from last inspection


2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Good	Good	Good	Outstanding 
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Outstanding 
Community and environmental responsibility	Good	Good	Good	Good

3. How good are teaching and assessment?

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


4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable 	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable

5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
Quality of support	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Unsatisfactory
Parents and the community	Acceptable
Governance	Acceptable 
Management, staffing, facilities and resources	Acceptable



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths


- The relationships, attitudes to learning and behaviour of all students were positive.
- The improved learning environment in kindergarten led to better outcomes for students.


Changes since the last inspection

- A new leadership structure had been established.
- Attainment and progress in some key subjects in the younger grades had improved.
- The learning environment in the Kindergarten was more vibrant and stimulating.
- The school had a better understanding of International assessments and benchmarks (PISA, TIMMS).

Recommendations



- Raise students' attainment and progress in key subjects, particularly in the lower school through improving teaching and assessment by:
 - ensuring lesson plans and teaching practices take account of the needs of all students, and particularly those with special educational needs
 - ensuring lessons are appropriately challenging for students of differing abilities
 - monitoring the progress of individual students more closely during lessons
 - setting targets to enable students to access their next steps in learning more rapidly
 - providing more opportunities for collaboration and enquiry
 - enabling students to be routinely independent and self-reflective in their learning.
- Improve the provision for students with special educational needs by:
 - identifying their needs more accurately
 - modifying the curriculum to meet their individual needs
 - using personalised individual education plans that take into consideration the complex needs of students.
- Improve the school self-evaluation and improvement planning processes by:
 - training all leaders and managers in effective self-evaluation
 - involving all leaders at all levels in evaluating the school performance and standards
 - setting realistic and achievable targets for improvement which are directly linked to improving students' educational outcomes.

 Improved from last inspection

 Declined from last inspection




1. How good are the students' attainment, progress and learning Skills?

KG

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable 	Acceptable
Mathematics	Acceptable	Acceptable
Science	Unsatisfactory	Acceptable 


- In English, the children could respond to instructions and talk about their ideas in simple language. Children in Kindergarten could identify blend words using the phonic approach and were able to write well-formed letters and present neat work. Between the two grades, language skills were developing.
- In mathematics, children could recognise numbers from one to ten and represent them in a variety of ways. They were beginning to use simple operations, such as addition and subtraction. Progress was limited because children were not given enough opportunities to explore, investigate, deduce, and formulate concepts through hands-on learning.
- In science, attainment was unsatisfactory because children did not have the independent skills to explore and try things out for themselves. Nevertheless, they had a scientific knowledge appropriate to their age.

Primary


Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not applicable	Not applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Acceptable	Acceptable
Mathematics	Acceptable 	Acceptable 
Science	Unsatisfactory	Acceptable 

- In Islamic Education, most students had knowledge, understanding and skills that were above expected levels and could memorize short Surrahs confidently. Students progressed faster in upper primary grades.
- In Arabic as an additional language, students could understand a few familiar words and phrases, and their writing skills were limited to copying.
- In English, most students were able to respond to questions in simple language and, when given the opportunity, they could construct simple sentences to express their ideas and thoughts. Most students understood lessons well and responded to questions. Only a few were able to read beyond the age related expectations.



- In mathematics, primary students could add, subtract, multiply and divide. They knew some geometric concepts, such as perimeter and area, but their understanding of geometry was limited. Students had only limited ability to solve word problems and found it difficult to understand which operation(s) should be used. Students progressed well over time in skills such as pattern recognition, telling time, perimeter and area and symmetry.
- Most students had age-appropriate scientific knowledge. They made acceptable progress in developing the necessary skills to carry out a scientific investigation. However, attainment was unsatisfactory because students relied too much on their teachers and this restricted their skills of enquiry and exploration.

Middle		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not applicable	Not applicable
Arabic as an Additional Language	Acceptable	Acceptable 
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic Education, students understood the act of purification and 'Tayammum' before prayers. Most of them made good progress in understanding the acts of worship that they adopted as a way of life. The progress of new students was hindered because they did not have enough support to catch up with the work of their peers.
- In Arabic as an additional language, most students had weak reading skills. They could only repeat what their teachers read out aloud. Girls' linguistic skills overall were developing faster than the boys' skills.
- Attainment and progress in English were acceptable because some students had difficulty accessing the language. Most students were building on their vocabulary and understanding differences between words and their meanings. For the majority, spelling in extended writing was generally accurate and sentence construction was becoming more complex.
- In mathematics, the school's internal tests for the last three years showed acceptable results in line with the CBSE board exams. Students had the skills to draw geometrical constructions neatly and accurately. However, there had been very little improvement from year to year overall. Students' weak skills in mental arithmetic slowed their progress in mathematics.
- In science, students' knowledge of scientific facts was better than their understanding of scientific issues and processes. Their practical skills and abilities to apply their knowledge were also weaker. Lower attaining students had not developed basic scientific skills well enough because of lack of opportunities in previous lessons and made slower progress than their peers.


Secondary		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not applicable	Not applicable
Arabic as an Additional Language	Unsatisfactory 	Unsatisfactory
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable


- In Islamic Education, students had a secure knowledge of Halal and Haram food. The majority of students had a good understanding of recitation rules. The secondary phase was the strongest in the school and girls progressed faster than boys.
- In Arabic as an additional language, girls made faster progress than boys and had better linguistic skills. However, skills in writing were underdeveloped. Most students were unable to express themselves confidently.
- In English, students were gaining confidence in both spoken and written language, communicating clearly in both forms. Secondary girls spoke confidently and well, using a wide range of vocabulary. They were happy to stand up in class and present well-informed arguments. Grade 11 boys were beginning to come to terms with sophisticated application of modal verbs. As the students progressed through the secondary phase their writing became more sophisticated, using imagery, similes and metaphors.
- In mathematics, the school's internal tests for the last three years showed acceptable results, in line with the CBS board exams. Students had the basic skills to derive formulae, such as that for a geometric progression.
- In science, attainment was broadly at the level expected for students' ages, although their wealth of scientific facts was not always reflected in their understanding of scientific issues and processes or the level of their skills and the competence with which they were applied. Because of the school's approaches to teaching physics, chemistry and biology, students were developing the skills to make links between theoretical and practical sciences.

	KG	Primary	Middle	Secondary
Learning skills	Acceptable 	Acceptable 	Acceptable	Acceptable

- Students throughout the school had positive attitudes to their learning. They were beginning to take more responsibility for their own learning. For example, in Islamic Education, students could carry out research and learn independently.
- Students were showing increasing abilities to collaborate in their learning but this was not commonly found in all subjects.
- Students made some connections between what they had previously learned and what they were currently learning and could relate some of their learning to real-life situations.
- Their enquiry and research skills were improving but students' ability to think critically and evaluate were limited.


2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Good	Good	Good	Outstanding 
<ul style="list-style-type: none"> Students' attitudes were good. Students were committed in lessons and respected each other. Students were keen to take an active part in lessons when given the opportunity. Students' learning behaviours were consistently good across the school. There were good relations between staff and students, as a result of a culture of care and nurture. Students were generally healthy. There was a healthy lifestyle campaign and students took responsibility for a healthy diet. Attendance was good. However, the number of absences in individual lessons suggested the need to continue to track this with specific groups of students. 				

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Outstanding 
<ul style="list-style-type: none"> Students demonstrated a very good understanding of Islamic values. They appreciated the relevance and impact of these values on everyday life in Dubai. Students, particularly those in the upper phases of the school, demonstrated a good knowledge of Emirati culture, values and traditions. Students fully appreciated and celebrated their own cultures. They demonstrated a mature grasp of cultural diversity, especially in the higher grades. However, the school did not ensure a wider awareness of cultural diversity outside the Asian culture, especially in the lower phases of the school. 				

	KG	Primary	Middle	Secondary
Community and environmental responsibility	Good	Good	Good	Good
<ul style="list-style-type: none"> Students were responsible members of the school community and many took on key roles. The Student Council members felt that their voice was influential. Students had a good work ethic and a business-like attitude to learning. This was particularly the case in the high school. Students' environmental actions and awards were numerous and impressive, such as new solar panels, solar powered canteen, and recycled water plant gardens. 				

3. How good are teaching and assessment?


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

- Teachers generally had an adequate knowledge of their subjects, particularly in middle and secondary phases.
- Lesson plans showed regard for students of different abilities but the work they did in class was not always at the right level for them and progress slowed, notably for the lower attaining students and those with special educational needs.
- While practical activities were better used than at the last inspection, too many lessons were dominated by teachers, notably for younger students, including children in the Kindergarten. The quality of teachers' questioning varied. Probing questions promoted good learning while those requiring deeper thinking did not.
- The learning objectives set by teachers were sometimes specific and resulted in effective learning, as in some maths lessons, while in other lessons including science, objectives were too general and did not state exactly what students were expected to learn.
- The promotion of independent learning was beginning to develop through the school and, where students were enabled to use their own initiative, raise questions and investigate or research, progress was beginning to accelerate.

	KG	Primary	Middle	Secondary
Assessment	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

- Internal assessments were aligned with the Indian curriculum standards. International assessments were used to enable the school to compare the standards the students reached with those of students internationally, and to modify the curriculum accordingly.
- Arrangements to track and record the progress of individuals and groups were inconsistent across the school. Importantly, teachers did not monitor students' progress rigorously enough in lessons to find out what individual students had, or had not, understood. Therefore they could not plan to provide tasks in the next lesson that were at a suitable level for individuals. Lower attaining students and those with special educational needs sometimes struggled as a result.
- Most teachers regularly marked students' work and praised them when appropriate. Opportunities were often missed to tell individuals how to improve their work so students were not aware of the next step in their learning.

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable 	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum depended broadly on the design provided by the CBSE. The focus was to impart knowledge, with limited emphasis on development of skills related to enquiry, research and experiential learning. Review and planning were annual exercises conducted by the entire group of schools before the start of the academic sessions, the focus being on syllabus planning for the two terms. Only the Kindergarten section had attempted to work on an enhanced programme, based on the guidelines of the 'Early Years Foundation Stage' curriculum model adapted from England. Curriculum enrichment was limited to club activities. Art and physical education were included in the school time table. Cross curricular links established in lessons were limited and not always age appropriate Insufficient planning for progression in key subjects hindered smooth transitions between phases, for example, movement from Kindergarten to primary and primary to middle school. 				

	KG	Primary	Middle	Secondary
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Acceptable
<ul style="list-style-type: none"> Although curriculum planning was an annual feature of school leadership, the recognition of needs and abilities of all groups of students was inadequate. Identification of students with special educational needs had only just started as a process in the school and consequently students' needs were not always met during lessons, thereby inhibiting their progress in learning. The choice of subjects was extended at the senior secondary level and a vocational course had been started in this academic year. The limited offering of extra-curricular activities did not enable holistic development of all students. 				

5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Child protection procedures were in place and understood by all. Students were educated about the advantages and disadvantages of social media. The transport system had improved. The departure system was well understood, safe and very effective. The buildings were safe, with security at each gate. Fire regulations, including appropriate inspection of equipment and fire drills were compliant. The maintenance system existed but did not focus proactively on risk and was not understood by all staff. The clinic was well equipped. An excellent filing system was in operation and all accidents were recorded. The doctor and nurse held "Parent and Pupil Awareness Days on Healthy Lunchboxes". 				

	KG	Primary	Middle	Secondary
Quality of support	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
<ul style="list-style-type: none"> Staff-student relationships were more productive in the secondary phase than in the rest of the school. Students' behaviour was managed well in all phases. Systems to promote good attendance in school were acceptable and the school recognised that they could be improved by implementing more effective communication systems such as SMS. The provision for students with special educational needs students was unsatisfactory. The identification and the level of support provided for students with special educational needs only allowed a few to make better than acceptable progress. Although staff were mindful of students' well-being and personal development, they were still inconsistent in meeting the individual needs of students. However, this aspect was better in the secondary phase where students were provided with more personalised support and guidance. 				

How well does the school provide for students with special educational needs?


	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> The school's inclusive ethos was being developed by policy and procedures. The school used observation and data gathering exercises to classify the needs of most students. However, this was not always accurate and consequently the intervention and support provided to students' were not matched to their individual learning needs. Some modified activities and varied learning objectives were used by some teachers across the school, but this was inconsistent. The curriculum did not always meet the diverse learning and personal needs of students. Individual targets were frequently inappropriate and not challenging. They were not based on accurate assessment of students' starting points. While some students made adequate progress many did not make progress in line with their starting points, learning needs or capabilities. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> The leadership team was committed to improve the school performance. They were setting a new direction for the school. The revised structure and appointments in the leadership team had enabled the new leaders to distribute responsibilities more evenly. However, there were weaknesses in the capacities of some middle leaders to lead change. Communication between members of staff was improving but some middle leaders lacked direction. Leaders were increasingly taking on the challenge of the improvement process and demonstrated a better capacity to improve the school. Some aspects of the school had improved from the previous inspection. 	

	Overall
Self-evaluation and improvement planning	Unsatisfactory
<ul style="list-style-type: none"> Self-evaluation plans were in place but lacked focus to address accurately the key issues in school. Performance management plans were improving and had started to inform professional development. However continuous professional development did not take place on a regular basis in order to meet the development aims of the school and the needs of the staff. Improvement plans lacked coherence and continuity. The use of data did not consistently and systematically inform curriculum modifications and the setting of targets to help students to improve. There was little evidence of the impact of the improvement plans on meeting the recommendations from the previous report. 	




	Overall
Parents and the community	Acceptable
<ul style="list-style-type: none"> • Links with parents were reinforced but were limited to specific areas of the school life. • Parents were kept informed about the important events in the school and of the progress of their children. • Links with the other schools and local businesses to meet the needs of all students of all ages were underdeveloped. 	

	Overall
Governance	Acceptable 
<ul style="list-style-type: none"> • The Board of Governors was now seeking the views of the parents through questionnaires. However, it was unclear how effectively they addressed their concerns. • The governors held the school to account but their self-evaluation was still unsatisfactory as was their impact on the whole school performance. • The board ensured statutory requirements were met and that resources for learning were available. Although limited, resources had increased from the previous inspection. 	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • Daily lessons ran smoothly and were helped by students staying in their own rooms rather than moving between lessons. • The greatest turnover of staff in recent years was in the primary phase and Kindergarten, the area where improvements were seen during the inspection. Staff were deployed appropriately according to their training and experience. • Access to first and second floors was by stairs only which was not satisfactory for students with disabilities. Facilities for the teaching of PE were poor, with only a sand pitch for the teaching of major games. • The library stock had disproportionately large numbers of textbooks and insufficient fictional material. Not all students had individual access to textbooks. Science resourcing was inconsistent across grades, thereby limiting students' equal access to science based learning resources. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	306	19%
	Last year	490	35%
 Teachers	84		47%
 Students	311		71%

- The percentage of parents participating in the survey was low and had decreased from last year.
- Of those who responded to the survey, parents were dissatisfied with the extra add-on fees that were charged for the doctor and stationery.
- A significant number of parents complained about the quality of education the school provided. As a result, a high proportion welcomed KHDA and the inspection process.
- A minority of students were dissatisfied with the teaching they received including the extra-curricular activities. A majority of students received private tutoring. Almost all felt safe at school.
- Almost all students felt the school was well led, but the majority felt the school was under-resourced.
- The majority of students felt the school did not listen to them and a minority felt they were not properly prepared for life after school.
- A significant number of teachers complained about the low salaries and contractual issues. Thirty percent were dissatisfied with the amount of time they were given for preparation. Nevertheless, all groups surveyed were satisfied with the new leadership team in place.

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

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae