



The Central School

 Curriculum: CBSE

Overall Rating:

Acceptable



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Nahda
Type of school	Private
Opening year of school	1981
Website	www.centraldxb.com
Telephone	00971-4-2674433
Address	P.O Box 90697, Al Nahda-2, Dubai. UAE
Principal	SHARAFUDHEEN T
Language of instruction	English
Inspection dates	24 to 27 October 2016

Teachers / Support staff	
Number of teachers	182
Largest nationality group of teachers	Indian
Number of teaching assistants	13
Teacher-student ratio	1:18
Number of guidance counsellors	2
Teacher turnover	16%

Students	
Gender of students	Boys and girls
Age range	4 - 18
Grades or year groups	KG 1 - Grade 12
Number of students on roll	3215
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	302
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	IBT, CAT4
Accreditation	CBSE
National Agenda benchmark tests	IBT, CAT4



The DSIB inspection process



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

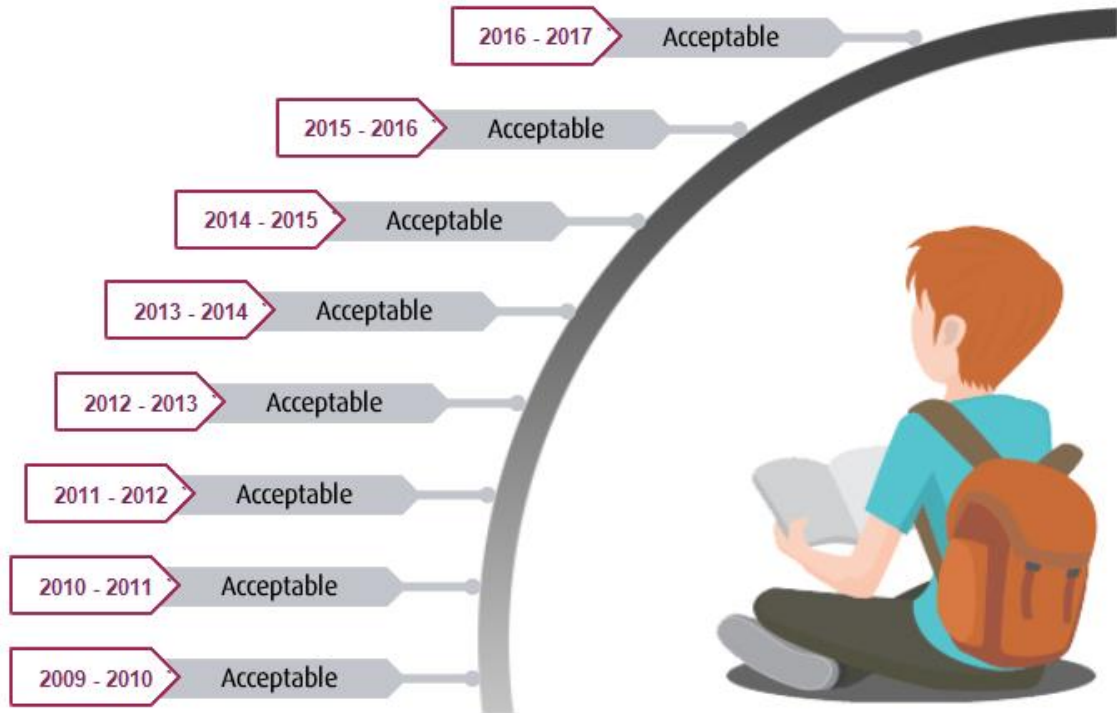
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for The Central School



- The Central School opened in 1981. At the time of the inspection, the number of students attending the school was 3215. The principal has been in post since 2014. The school ran two separate sessions. One for girls from Grades 3 to 12 and the other for boys from Grades 3 to 12. Teacher turnover at the time of inspection was 16 percent compared to 38 percent the previous year.
- The three previous inspections have acknowledged strengths in students' personal and social development, the curriculum in Islamic education and students' understanding of Islam and its influence on life in Dubai. More recently, inspections have also acknowledged improvement in the learning environment in Kindergarten.
- Recommendations over the same period of time focused on the need for improvements in teaching, assessment, the provision for students with special educational needs and disabilities (SEND) and the need for more resources to enhance learning. In addition, recent inspections have identified the need to improve leadership and self-evaluation.

Summary of inspection findings 2016-2017



The Central School was inspected by DSIB from 24 to 27 October 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment is good in Islamic education across the school. It is also good in secondary science. In Arabic it is weak in middle and secondary phases and in most other subjects, attainment and progress are acceptable in each phase. Students make good progress in Kindergarten and secondary science and weak progress in Arabic in the middle and secondary phases.
- Students' personal and social development is a strength of the school and good or better outcomes are achieved. Students are well behaved and ready to learn when they arrive in school. They have a good appreciation of Islam and a few are involved in a range of projects which enable them to exercise initiative.
- The quality of teaching and students' learning skills are good in the Kindergarten and the secondary phase. Teachers do not use assessment well and it is weak in primary, middle and secondary phases.
- The curriculum is better in secondary than in other phases although the adaptation to meet the needs of different groups of students is weaker for those with SEND and acceptable for other groups.
- The school provides a safe and caring environment for students. The provision for students with SEND is weak.
- Leadership is acceptable across the school. Senior and middle leaders have not been able to identify and improve the weaknesses evident in teaching. The links with parents, impact of governors and management and resourcing of the school are acceptable.

What the school does best

- Students have a positive attitude to the school, are well-behaved and have respectful relationships with staff and each other.
- Students respect each other's culture and have a secure understanding of Islamic values and how they influence life in Dubai.

Recommendations

- Improve teaching and learning by:
 - training and supporting teachers to match work that meets the needs of different groups of students in every lesson
 - providing challenge, high expectations and opportunities for students to work collaboratively, think critically and assess their own learning in every lesson
 - enabling teachers to use accurate assessment information to identify what the students already know and making clear what they will learn at the start of each lesson.
- Improve the provision for students with SEND by:
 - providing accurate identification of students' learning needs
 - planning appropriate interventions and programmes involving parents
 - following up and monitoring the interventions to ensure the strategies improve outcomes.
- Establish a rigorous system of self-evaluation and improvement planning which:
 - makes use of accurate data and assessment information and identifies how student outcomes can be improved
 - accurately informs the school improvement plan targets and success criteria and enables leaders to systematically monitor their implementation
 - identifies best practice which improves learning outcomes for students and is shared and applied across the school.

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:

- Attainment based on the National Agenda Parameter (NAP) benchmarks is inconclusive, as the data is not statistically reliable.
- The school meets the registration requirements for the National Agenda Parameter.
- The school is unable to analyse benchmarking assessment data effectively, and plan accordingly, as there is insufficient reliable data to help the school identify strengths and weaknesses across all the years. The school has informed students and parents of the outcomes of the National Agenda Parameter tests. The results are misleading and likely to cause confusion and uncertainty.
- The school has attempted to align its curriculum to TIMSS and PISA by preparing children for the IBT tests. It is unable to make well informed modifications to the curriculum in response to the IBT report as the data is unreliable.
- Lessons do not focus sufficiently on activities that allow the students to investigate and inquire, and as a consequence opportunities for critical thinking are very limited.
- As the school has communicated information from the National Agenda Parameter tests, many staff believe they are working at a very high standard, which is not the case.
- Students' limited use of information technology in lessons restricts the development of their independent learning and research skills.

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

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- Senior and middle leaders have encouraged students to be innovative by promoting a number of projects and extra-curricular activities and by celebrating the initiatives and achievements of students. The school has improved its ICT infrastructure to enable students to make better use of technology to enhance their learning. In a few subjects teachers are exploiting this technology and encouraging students to carry out more research and investigative activities. A number of students have been very successful in developing IT and multimedia skills; for example through creating mobile phone apps, digital video and other digital products.

Overall school performance

Acceptable




1 Students' achievement

		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	Weak ↓	Weak ↓
	Progress	Not applicable	Acceptable	Weak ↓	Weak ↓
English 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Acceptable ↓	Acceptable	Acceptable ↓
Science 	Attainment	Acceptable	Acceptable	Acceptable ↓	Good
	Progress	Good	Acceptable	Acceptable ↓	Good
		KG	Primary	Middle	Secondary
Learning skills		Good	Acceptable	Acceptable	Good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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


6. Leadership and management

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

Main inspection report



1. Students' achievement

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

- In English, children with different language abilities interact well with peers and teachers. They listen carefully, carry out instructions and respond to stories. Progress in writing is good, with children writing single words and simple sentences. A small number of children write creatively in response to stories, events and pictures. At the end of Kindergarten most children can decode simple three letter words and read simple sentences, representing attainment in line with curriculum expectations but good progress considering their individual starting points. Lack of opportunities to read demanding materials prevents more rapid progress and higher attainment.
- In mathematics, most children count reliably from one to 20. They order numbers and explain which is one more or one less than a given number. They add and subtract two single digit numbers with the support of learning resources. Some can solve simple equations using appropriate mathematical symbols. This represents attainment in line with expectations but a good rate of learning when measured against their starting points. Insufficient emphasis on the understanding of mathematical language prevents children learning at a quicker rate and attaining above curriculum expectations.
- In science, children make good progress. They can talk about different objects, materials and living things. They make accurate observations about animals and plants and how they grow. They discuss events in their lives and the lives of other members of the community. All these experiences enable children to attain in line with age related expectations. Scientific vocabulary is not used extensively enough to support more rapid learning and higher achievement.

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	Acceptable	Acceptable

- In Islamic education, the majority of students demonstrate knowledge and understanding of important Islamic figures, values and practices that are above curriculum expectations. They can explain steps and conditions for praying, acceptable and unacceptable behaviour during fasting and praying, and the importance of Mecca in Islam. However, their memorisation of the Holy Qur'an is not as consistent as other aspects of the subject. In lessons and in their recent work, the majority of students make better than expected progress.
- In Arabic as an additional language, most students recognise familiar words and participate in classroom conversations. Although the reading comprehension skills for most students are in line with expectations, listening for understanding is developing and writing skills for most of the students are below expectations. In addition, students are making acceptable progress in learning new words and pronouncing them. Students make acceptable progress and achieve in line with the expectations of the curriculum.
- In English lessons, Grade 1 students make acceptable progress in developing writing skills. They can write in short sentences. By the end of the phase they can articulate and justify arguments and write short stories. Grammar and spelling mistakes lower the overall standard achieved. Most students make expected progress over time in writing, speaking and listening. Reading skills are not as well-developed; standards in this aspect are consistently lower than age-related expectations. Higher ability students are not challenged effectively to ensure they meet their potential.
- In mathematics, most students make the expected progress and attain levels that are in line with curriculum standards. In lessons, although attainment and progress are acceptable, progress can be variable. This is particularly when work set by the teacher does not match the ability levels of the students. As a consequence, not all students are challenged sufficiently by the work. Levels of attainment over time are consistent although the measurement of attainment is not accurately aligned to international expectations.
- Attainment and progress in science is in line with international curriculum standards. The majority of students make secure gains in their understanding of science ideas. Boys achieve as well as girls. More able students are sometimes not moved on to harder work soon enough. Practical activities are a regular feature of science lessons, but investigative approaches are very limited. Scrutiny of students' work confirms that students move steadily towards understanding scientific ideas.

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

- In Islamic education, the majority of students demonstrate knowledge, understanding and skills above curriculum expectations. Students know the rules and procedures of Hajj, different types of Sunnah prayers, and they can compare the lives of different prophets. Memorisation of The Qur'an and Hadeeth is not consistent enough to progress them to the highest level. In lessons and in their most recent works, the majority of students make better than expected progress.
- In Arabic as an additional language, fewer than three quarters of students are unable to respond to unfamiliar words. When speaking they do not pronounce letter sounds correctly. Most students can only read short familiar sentences. Similarly, they can only write short familiar sentences. Not enough students are making the expected progress in developing their reading and speaking skills. Their writing skills are only improving slowly.
- In English, internal assessments indicate acceptable improvement in the levels of attainment. Students can differentiate between fact and opinion and they are able to write fluently in comprehension tasks. Older students produce descriptions which effectively express their points of view. However, writing frequently contains minor grammatical or spelling errors which go unchecked. Students enjoy reading and they make acceptable progress over time, particularly when reading to extract factual information. Higher ability and students with special educational needs and disabilities are not making sufficient progress.
- In the middle phase, levels of attainment in mathematics and the rates of progress are in line with expectations and age. In lessons, the students show an understanding of, and an ability to apply, mathematical skills. The lessons in which the students make the best progress are those where they are challenged to extend and apply their mathematical thinking. A majority find the work too easy and this has an impact on their progress. Over time, the students are acquiring the mathematical skills necessary to prepare them for the next stage of their education.
- Attainment and progress in science are in line with international curriculum expectations, although lower than the previous year. Students relate their learning to real-life applications but this is at times superficial. A minority of students struggle to be precise in their observations and explanations. Science investigations are carried out but over-guidance by the teacher reduces what students find out for themselves. There is little difference in the progress made by boys and girls. More able students achieve in line with other students, when they are capable of achieving more.

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

- In Islamic education, the majority of students demonstrate knowledge, understanding and skills above curriculum expectations. They have good knowledge and understanding of Islamic beliefs and practices, such as giving Zakat and charity, and they can connect that to their lives in the UAE. Older students can refer to Hadeeth and the Holy Qur'an. Their recitation skills are well developed. In lessons and in their most recent works, the majority of students gain notable knowledge and skills and make better than expected progress.
- In Arabic as an additional language, fewer than three quarters of students can speak with short memorised sentences. They are developing the skill of reading unfamiliar sentences. Listening for understanding is in line with curriculum expectations. Students' writing skills are still restricted to short sentences copied from the textbook or the board. Less than three quarters of the students are making the expected progress in reading. They are developing the ability to write longer sentences.
- In English, Grade 10 students achieve very good standards, but the attainment of Grade 12 students is weak, representing uneven attainment across the phase and in different aspects of the subject. Students speak confidently when making presentations or engaging in group discussions. They show adequate understanding of a range of texts. Reading and interpretation skills are stronger than creative writing skills. Students' notebooks show that higher ability students can write fluently for different purposes. When studying texts such as 'Gulliver's Travels' higher ability students demonstrate perceptive interpretation skills, although their literary analysis skills are less secure.
- In mathematics most students attain and progress in line with expectations and curriculum standards. In external CBSE examinations, the performance of a large majority of Grade 10 students is very good but the outcomes at the end of Grade 12 are less successful as students find it difficult to adapt to a more formal examination process. In the classroom, most students are able to demonstrate their knowledge and understanding. Progress in lessons is acceptable but more able students are not being sufficiently challenged by the work they are set.
- A large majority of students readily understand complex ideas related to, for example, chemical analysis, and can explain how science is useful in everyday life. Progress overall is above expectations and the large majority of more able students achieve high standards in line with their potential. There is little difference between the achievement of boys and girls. As a result, both attainment and progress remain above international curriculum standards, which is consistent with the standards achieved in the previous year.

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Good

- Students are interested in learning and have positive attitudes. In the early years and secondary phases they are more engaged and take more responsibilities for their learning. They can explain what they are learning. In the secondary phase students take steps to improve their learning but this is inconsistent among subjects and in the other phases.
- When given the opportunity, students cooperate and communicate effectively in the early years and secondary phases. Group work in most of the classes is inconsistent and, when effective, students exchange ideas and carry out research to find information. Most students are able to communicate their learning to others.
- When studying a range of subjects, students make few connections between different areas of learning. They can however relate these in simple ways to their understanding of the world. Students in the early years and secondary phases explore their learning in greater depth when given sufficient time.
- Across the school, students' critical thinking is not developing well enough, although there are some good examples in the secondary phase. Students can do basic research and work independently when given the chance. Opportunities to use technology in lessons are inconsistent among subjects.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Very good	Outstanding

- Across the school students have positive and responsible attitudes, especially in the secondary phase where they demonstrate strong self-reliance and thrive on critical feedback when provided.
- Students demonstrate self-discipline and respond very well to others. They follow school rules and those in the secondary phase resolve difficulties in mature ways. As a result, the school is a harmonious learning community.
- Students respect staff and they understand the needs and differences of others, especially in the middle and secondary phases. As a result, relationships amongst students and with staff are respectful and considerate.
- Students demonstrate a secure understanding of safe and healthy living. They generally make wise choices for their own meals. They participate in activities to promote safe and healthy lifestyles, especially in the secondary phase.
- Students almost always arrive at school and to lessons on time, especially those in the secondary phase, who are punctual for school, lessons and assemblies.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Outstanding

- Students demonstrate a deep understanding of Islamic values and how these impact upon modern UAE society. They understand and appreciate the values of modesty, honesty and respect for women. Secondary school students reflect on how Islamic values influence their lives. They have an excellent knowledge of the value of tolerance and its impact.
- Students are very knowledgeable about the different aspects of Emirati heritage, culture and history that underpin modern life in the UAE. They enthusiastically sing the national anthem during school assemblies and take active roles in Emirati national celebrations. Secondary school students initiate and involve themselves in cultural activities such as traditional Emirati dance.
- Students are proud of their own culture and they demonstrate a deep awareness and appreciation for others around them. They interact positively and politely with people from different backgrounds. They participate in various cultural celebrations in the school. Secondary school students are very aware of the common elements among cultures within their school and in the communities where they live.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good ↑	Good	Very good	Very good

- A large majority of students are enthusiastic about the opportunities provided for them to support their school and the wider community. They voluntarily contribute to social projects, and take responsibility for guiding and being role models for younger students in the school. Students are considerate and sensitive to each other and offer academic and personal support to their peers.
- Students demonstrate a very strong work ethic. A large majority of students work together on a range of projects using technology and other resources well.. In clubs and extra-curricular activities students show initiative and offer innovative and feasible ideas for the development of students, school and the wider community.
- A large number of students are involved in raising awareness about environmental issues and promoting action to preserve resources. Students are well aware of environmental issues and show concern for the welfare of their school and wider community. They provide information, hold discussion meetings and assemblies, and enter competitions to promote action about conserving the earth's resources.

3. Teaching and assessment

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

- Teachers' subject knowledge is secure overall. Science and mathematics teachers' subject knowledge is stronger in the secondary school. Kindergarten teachers have good subject knowledge and a clear understanding of how young children learn. This understanding is not always shared by lower primary teachers. Although teachers are clear in conveying instructions in English, they make grammatical errors, which have detrimental effects on students' learning.
- All teachers follow lesson plans but these plans often contain too many elements which they are expected to address. Secondary teachers in Islamic education carefully plan tasks which enable students to lead lessons. Many teachers plan lesson activities which have to be completed within short timescales, which means students fail to finish their work. Sometimes there are not enough classroom resources for all students.
- Students interact positively with teachers and respond enthusiastically to questions. In science, older students ask questions, experiment, compare findings and discuss interpretations. Most middle and primary teachers ask closed questions that elicit wrong or right answers from individual students with little room for thought or discussion. Kindergarten teachers develop children's problem solving skills by setting challenging tasks.
- In Kindergarten the levels of challenge are usually appropriate to the ability and developmental stages of the children. Most teachers plan to meet the needs of individual students through providing different tasks. Sometimes, these tasks are not sufficiently focused or based on accurate assessment of students' understanding of the subject to provide appropriate challenge.
- Lessons are frequently tightly controlled by teachers, who provide limited opportunities for students to develop independent learning skills. Even when carrying out research on their own ICT devices, students are not given time to think and reflect or to explore their learning in depth. They are not encouraged to think critically and there is little evidence to show that they can solve problems independently.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Weak ↓	Weak ↓	Weak ↓

- Internal assessment procedures are aligned to the data obtained from external assessments. As the external statistical data is unreliable it means the judgements on attainment and progress are not always accurate. It is difficult therefore for the school to have an understanding of how attainment in the school compares with that of students in other schools in Dubai operating the same and different curricula.
- The school uses the International Benchmark Tests to measure outcomes against national and international expectations but they are not administering this tool correctly. This means a distorted picture of attainment is generated which in turn causes confusion amongst managers and teachers and gives a misleading picture to parents.

- The school uses assessment data, to some effect, to monitor students' progress. It is based solely on performance in internal assessments and it does not give an accurate interpretation of students' progress.
- The school tries to use assessment data to make adaptations to the curriculum but managers and leaders do not have all the necessary information to enable them to make informed decisions. The curriculum therefore, is not adapted sufficiently for lower or higher attaining students.
- In Kindergarten the teachers have a good knowledge of the strengths and weaknesses of the children. In the other phases, teachers do not have an in depth knowledge of the students and where they are in their learning. Work is not usually provided at different levels for different groups of students. Higher ability students are not sufficiently challenged to enable them to make better progress.

4. Curriculum

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

- The curriculum meets the requirements of the CBSE standards. Islamic education is aligned to the requirements of the Ministry of Education (MoE). The Kindergarten curriculum is broad, balanced, age and developmentally appropriate. However, the rationale for the Arabic curriculum is not clear. The development of skills is not the main focus and so it does not align fully with the requirements of this subject MOE curriculum
- The Kindergarten curriculum builds on children's prior knowledge and prepares them well for entry into Grade 1. In Arabic the progression in knowledge and language skills does not prepare students well for the next level of learning. Preparation for college is given high priority in the secondary phase, offering students subjects to suit their interests.
- A wide range of curricular options within the CBSE provides secondary students with ample choices to develop their talents and aspirations. Marketing has been added to the vocational programme. The Kindergarten curriculum is designed to develop knowledge, skills and understanding across nine areas of learning. The combination of subjects for the CBSE examinations is flexible
- Cross-curricular links are not developed adequately across all phases to ensure a meaningful transfer of student knowledge across subjects. However, in the Kindergarten, numeracy, literacy and environmental studies are often linked in a thematic approach, enabling children to make sense of their learning and connections with their daily life.
- The school review of the curriculum does not have sufficient depth in all phases. The self-evaluation process demands a more rigorous review of the curriculum, drawing data from surveys carried out by students and parents. The regular reviews of the Kindergarten programme ensure that the curriculum meets the personal, social and academic needs of children.
- The UAE social studies curriculum is taught in English across the school. It is woven into the environmental studies programme in Kindergarten & Grades 1 and 2. From Grade 3 it is taught as a discrete subject for 40 and 80 minutes every week. The content is taken directly from MoE text books. Some cross-curricular links are made with Islamic education. The teaching in social studies focuses on students receiving information and does not encourage them to develop independent thinking skills.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- The curriculum across the primary and middle phases has not been modified sufficiently to make an impact on students' learning and performance. In Islamic education more time has been added to the subject to improve knowledge and understanding of the Holy Qur'an. 'Reading huts' have been created in the primary phase to improve reading.
- In the absence of a green space, physical education facilities and opportunities for students to play sports is limited. In the Kindergarten, the curriculum facilitates functional learning for most groups of students. Opportunities for problem solving and innovation are not yet fully embedded in the curriculum.
- A range of learning experiences are being used in the social studies programme which are enabling students to develop a good understanding of UAE culture and society and appreciation of Islamic values. There are cultural and specialist activities that provide middle and secondary students with opportunities to participate.

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

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

- The school has put in place a comprehensive policy that outlines child protection roles and responsibilities for all staff. This policy is available to parents in the students' school diaries. Training in child protection is provided by the school doctor. The school has effective procedures in place to protect students from abuse, including bullying and cyber-bullying.
- The school transport system operates effectively. Gate security is good, with all visitors to the school registering with the security guard. There is some traffic congestion on the roadway at the exit/entry point designated for students who travel to and from school independently. The school reminds parents by circular of the safety risks this poses for students. The school meets all legal and regulatory requirements.
- The school premises are maintained to a good standard. The décor in the classrooms and corridors in primary, middle and secondary phases could be upgraded to provide a more pleasant and stimulating learning environment. The school clinic maintains secure, up to date records in respect of the immunisation programmes administered in the school. Medicines are securely stored in locked cabinets.
- Overall, the school premises and outdoor facilities provide a safe and secure physical environment for students. The school premises are fit for purpose although facilities for physical education are limited. Ramps are in place providing access for those with physical mobility issues to the ground floor. There is however, no lift for the upper floors.

- Healthy living is promoted by integrating different aspects of the curriculum in science and other subjects. The medical team promotes a wide range of educational health initiatives. The meals and snacks provided by the school canteen are generally healthy. Appropriate measures are in place to protect students from exposure to the sun and fresh drinking water is available in the schoolyard.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships in the school are cordial between students and staff and management systems monitor behaviour and indicate where patterns are developing which may require further action. Although opportunities to engage students and develop their personal responsibility and self-reliance are being -developed they do not always fully utilise the enormous potential of students.
- Systems for logging attendance and punctuality are appropriate and the school organises awareness-raising sessions for students to emphasise their contribution to a good work ethic. Parents can check online if their child has arrived but automated systems do not directly inform parents of absence on the day.
- Whilst identification of students with SEND is carried out and information is collected from a variety of sources, categorisation is too broad and lacks detail or confidence. Access to external formal assessment is limited. The school does not have enough identification techniques to provide students, staff and families with personalised information about learning needs and best practice in meeting them.
- Students who are gifted or talented are sometimes challenged in their classes, supported by the development of Advanced Learning Plans. In most lessons students with SEND are not well supported. Information that is available about meeting needs is not used to adapt lessons. Consequently, many students undertake tasks which are not well matched to their needs or targeted on their learning objectives.
- Staff offer a range of support for career guidance and encourage outside providers to offer direct advice. Online taster courses for higher education establishments are used and the school is currently prioritising the information available about Emirati universities and opportunities for entrepreneurship.

Inclusion

Provision and outcomes for students with SEND

Weak ↓

- The leadership of SEND in school is not having the required impact upon standards of learning and progress for students with SEND. Planning, whilst well intentioned, lacks coherence over time, and the work of SEND specialist teachers and classroom teachers is not connected. Lesson quality is not sufficiently monitored to bring about improvements in learning and outcomes for students with SEND.
- A relatively low number of students are identified as having special educational needs or disabilities and these are only broadly categorised. Students with very specific difficulties or neurological impairments are missed in the identification stage through inadequate testing and observation.

- Parents support and value the school's efforts to include and support their children. However, they are rarely in possession of information from the school which would help them to judge learning and progress objectively. As a result, opportunities are missed to involve parents in the formulation and achievement of learning targets.
- Classroom teaching is not well modified to meet the needs of students with SEND. Tasks to be completed are often at different levels of difficulty for groups or individuals, and although some may be enjoyable and keep students busy, they lack the features necessary to promote conceptual learning.
- Progress is good for some students but for the majority it is impaired by teachers' lack of knowledge and accurate assessment. This means that students rarely monitor their own learning and teachers fail to use frequent checks which reach and involve all students. The department does not use data effectively to identify students who are under-achieving.

6. Leadership and management

The effectiveness of leadership

Acceptable ↓

- The principal and other senior leaders demonstrate a commitment to improving the school and helping it to meet the UAE National Agenda Targets. However, not all middle leaders provide sufficiently clear direction to enable these goals to be reached.
- Although the structure of subject leadership is complex across the school. Some subject coordinators seek to share best practice of learning and teaching but they do not focus enough on student outcomes. As a consequence, they are not all effective at improving the quality of education in their area of responsibility.
- Leaders and teachers communicate readily. However, they do not always communicate effectively about how to adjust teaching and the curriculum in order to meet of the UAE National Agenda 2021 targets.
- School leaders recognise the need to bring about improvements. Effective leadership has brought about improvements in the Kindergarten and the quality of children's education has been enhanced. However, there has not been a consistent drive from all leaders to improve practice across the school.
- Senior leaders have detailed plans to improve their sections. However, progress in improving the quality of education has been limited to date. In most subjects there is too great a focus on knowledge acquisition and not enough attention is being given to developing the skills students will need for the 21st century.

School self-evaluation and improvement planning

Weak ↓

- The school has a number of procedures to evaluate the quality of its work. However, there is a lack of rigour in scrutinising the quality of teaching, learning and student outcomes. The data from external international assessments is not statistically reliable and cannot be used to improve the quality of education. A number of leaders have an inaccurate view of the school's performance.
- Subject coordinators, heads of section and the principal are involved in cycles of lesson observations. They use a detailed observation rubric to monitor teaching. Insufficient attention is paid to the impact of teaching on student outcomes.
- The school does not have an effective approach for ensuring continuous improvement. The school produces detailed improvement plans. However, the overall quality of education has not improved significantly since the last inspection and the plans do not drive improvement.
- In the last three years the school has remained at an acceptable level. Overall, it has made little progress in addressing the recommendations from the last inspection. Steps have been taken to narrow the gap in attainment between boys and girls. In Arabic, the attainment and progress in middle and secondary phases has declined since the last inspection.

Partnerships with parents and the community

Acceptable

- The school involves parents in their children's learning by asking them to help with homework. They are consulted on the school's improvement planning.
- The school uses social media and its own mobile phone app to communicate regularly to parents. These media and the use of diaries keeps parents well informed of school events. Parents can readily access teachers if they have any concerns.
- The school reports on students' progress at the end of each term. The report cards give scores to parents on a range of subjects at each grade and a complex profile of other aspects of a student's life in school. Not all of the reports include students' next steps in learning. There is no facility for students to reflect and comment on their achievements.
- The school has a range of contacts with the local community, national and international organisations. Students have been successful in a number of competitions. Boys have frequent opportunities to play competitive sports with teams from other schools.

Governance

Acceptable ↓

- The governing body has very good links with parents and the student council. Governors seek the views of parents and act upon their views for the benefit of the school. In addition, board members benefit from informal contacts and feedback from parents.
- The governing body seeks the views of external consultants on the quality of teaching and learning. It relies on external benchmarking assessments to check on the quality of attainment but these do not provide statistically reliable information. Insufficient checks are made on the validity of student performance data.
- The governing body does not systematically ensure that teachers are adequately qualified; investment in training has an impact; and that there are sufficient resources, including ICT, and practical resources for younger students, to support the delivery of high quality education.

Management, staffing, facilities and resources




Acceptable

- The day to day operation of the school minimises disruption to learning. The timetable is used flexibly to help provide extra activities for students and longer lessons where required. Transport arrangements for students are well organised, so there are few problems with lateness. Improvements that school leaders have brought about have not yet fully impacted on how well students learn.
- The majority of staff have the relevant qualifications to teach their subject but a significant minority do not have a teaching qualification. Most teachers of Arabic or Islamic education have not received approval to teach under the latest ministerial requirements. School leaders organise regular training for staff but there has not yet been sufficient improvement in the overall quality of teaching and learning.
- Most classrooms for older students do not provide stimulating learning environments. There are few displays and students rarely use them to help develop their ideas. There is limited space for playing sports and games, which frustrates students as well as teachers.
- Despite upgrades to the facilities for information technology, most students still do not use computers often enough. The library is still not used as frequently as it could be and insufficient access to suitable books is slowing down the development of language skills, particularly in Kindergarten. Learning is slowed when students do not have access to essential resources, such as protractors in mathematics.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	714
	2015-2016	600
 Teachers	161	
 Students	333	

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

- Almost all parents who responded to the survey are satisfied with the quality of education provided by the school for their children. They feel that their children are safe and enjoy school.
- Almost all parents think that the school report cards and meetings with teachers keep them informed about their children's progress. However, almost one quarter of parents are not sure whether the school deals with bullying well; and almost one third do not know if the school helps prepare their children to use the internet safely, including the use of social media.
- Almost all teachers who responded to the survey are very positive about all aspects of the school.
- Almost all students who responded to the survey feel that they have a good understanding of the importance of Islamic values in Dubai.
- Most students are satisfied with the quality of education provided by the school. Approximately one third of students do not think that they have a wide range of subjects and activities to choose from, a good range of extra-curricular activities or sufficient activities to develop their leadership skills.

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