



المعرفة Knowledge



CRESCENT ENGLISH SCHOOL

INDIAN CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

CONTENTS

<i>SCHOOL INFORMATION</i>	<i>3</i>
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
Focus Areas	8
Main Inspection Report	12
WHAT HAPPENS NEXT?	22



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Qusais
	Opening year of school	1984
	Website	www.crescentschooldubai.com
	Telephone	97142988866
	Principal	Mr.Sharafudeen Thanikatt
	Principal - date appointed	4/20/2019
	Language of instruction	English
	Inspection dates	02 to 06 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	1555
	Number of Emirati students	0
	Number of students of determination	110
	Largest nationality group of students	Indian



TEACHERS

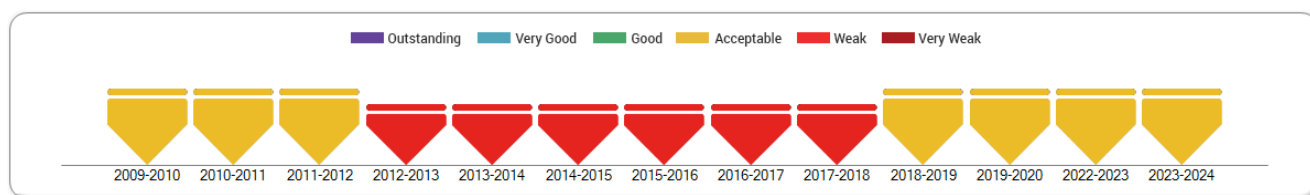
	Number of teachers	88
	Largest nationality group of teachers	India
	Number of teaching assistants	6
	Number of guidance counsellors	1



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

School Journey for CRESCENT ENGLISH SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students Outcomes

- The attainment and progress of children in the Kindergarten (KG) is good. In Primary, students' achievement is strong in Islamic Education, English, and mathematics but less secure in other subjects. In Middle and Secondary, attainment and progress are strong in Islamic Education and English, but weak in Arabic. Learning skills are robust in KG and Primary, but only acceptable in other phases of the school.
- Students' sense of responsibility is a strength of the school. Students demonstrate courtesy, respect, and self-reliance. Their willingness to learn is reflected in their very good attendance. Students have a secure appreciation of Emirati heritage and world cultures, and their environmental awareness and involvement in community-based activities are well-established. Students' social responsibility and skills of innovation are very good in Secondary.

Provision For learners

- Teaching for effective learning is stronger in KG than elsewhere in the school. Although improving in Primary the use of open-ended questioning, and critical thinking tasks, are inconsistent. Elsewhere in the school teaching is often too teacher led. Teachers in KG have a good understanding of how children learn best. The school's own analyses of attainment information do not always align with data from external assessments.
- The curriculum is broad and balanced and well-aligned with the Central Board of Secondary Education (CBSE) standards. The curriculum is enriched to support the development of higher-order thinking skills, but this is variable across subjects. Additional activities support students' choices and interests. The curriculum is successful in strengthening students understanding of the UAE culture and is well-adapted to meet the needs of most groups of students.
- The school is effective in ensuring the health and safety of staff and students. Resources and facilities are well-maintained and provide a secure learning environment. The school is also successful in providing a caring, nurturing environment in which concern for students' wellbeing is a priority. Students of determination receive appropriate support from the inclusion team.

Leadership and management

- Governors and leaders provide a clear direction for the school's work and are committed to raising standards. Middle leaders demonstrate a growing capacity to improve the school. Partnerships with parents and the local community are mostly good. Governors have ensured continuity in school leadership and sustained performance. The daily management of the school is efficient. The professional training of teachers is improving, leading to stronger student outcomes.

Highlights of the school:

- Children's secure learning and the curriculum provision in KG
- Students positive and responsible attitudes to learning, their understanding of Emirati culture and respectful relationships with other students and adults
- The strong partnerships developed with parents and their support for the school
- The supportive arrangements for student wellbeing.

Key recommendations:







- Improve the effectiveness of middle leadership by:
- raising students' attainment and progress in Arabic;
- ensuring that in all lessons learning activities provide an appropriate level of challenge for all groups of students;
- providing regular opportunity in lessons for activities that develop students higher order thinking skills, creativity and innovation, and
- firmly embedding assessment procedures so that they are consistently applied by teachers in all subjects.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 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	Weak	Weak	Weak
	Progress	Not applicable	Acceptable	Weak	Weak
 English	Attainment	Good	Good ↑	Good ↑	Good
	Progress	Good	Good ↑	Good ↑	Good
 Mathematics	Attainment	Good	Good ↑	Acceptable	Acceptable
	Progress	Good	Good ↑	Acceptable	Acceptable
 Science	Attainment	Good ↑	Acceptable	Acceptable	Acceptable
	Progress	↑ Good	Acceptable	Acceptable	Acceptable

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



02 Students' personal and social development, and their innovation skills

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

03 Teaching and assessment

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


04 Curriculum

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

05 The protection, care, guidance and support of students

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

06 Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
-------------------------------------	------------------

Not applicable

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Not applicable

- The school achieved the targets set in the PIRLS assessments. The school's score of 946 in the New Group Reading Test (NGRT) placed it in the acceptable range.

C. Leadership: International and Emirati Achievement	Acceptable
---	-------------------

- Senior and most middle leaders have an adequate understanding of the subject skills and content aligned with proficiency levels in PISA and the benchmark levels in TIMSS and PIRLS. They are aware of some of the gaps identified in benchmark assessment reports, including reading, and have initiated some interventions. However, these interventions are not monitored consistently and, as a result, well-intended efforts have not had sufficient impact on students' progress.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- The school's most recent reading literacy skills profile reveals that students' reading literacy scores are at an acceptable level. The majority of teachers make some use of assessment information from benchmark reports and plan purposeful interventions. However, teachers' understanding of students' needs in reading is underdeveloped. This is leading to inconsistent levels of intervention and slow impact. Struggling readers in higher phases do not receive appropriate support for their reading needs.

Overall, the school's standards in the National Agenda Parameter are acceptable

For Development:

- Ensure that benchmark assessment results are used consistently to identify gaps in learning and that improvement plans impact positively on students' progress.
- Review systematically, the impact of planned interventions intended to improve students' reading literacy skills.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a Good level

- It is evident that wellbeing is a priority that underpins the school's ethos, climate, and culture. Leaders and teachers model good wellbeing practice Wellbeing policies are comprehensive and effectively applied. A newly appointed, skilled and experienced, counsellor leads the wellbeing team and supports students and adults experiencing any welfare issues. Wellbeing data are gathered by surveys and through feedback from teachers and support assistants in classrooms, where wellbeing provision is constantly monitored.
- Students are active in the setting of the wellbeing climate in the school. They play an effective part in monitoring and identifying wellbeing concerns through the worry boxes in every classroom and through the student council. They organise, stage, and present themed assemblies and events leading to specific and measurable improvements in wellbeing. Adults also feel valued, and wellbeing initiatives raise staff morale, which benefits the students in the classrooms.
- Specialised curricular and extra-curricular activities empower students to understand their wellbeing needs and to help and support one another. Students display a level of diligence and maturity, when using the internet, which enables them to exercise vigilance in their online activities. Students and their parents feel a sense of belonging to the school and consider the school as an extension of their own families. This leads to high levels of positivity.

For Development:

- Enhance additional subject or alternative education programme choices for students of determination in secondary education to support their wellbeing.

UAE social studies and Moral Education

- The school plans the UAE social studies and moral education curricula as an integrated subject for students in Grades 1 to 12, using the Ministry of Education (MoE) framework. Students are taught this subject through the medium of English twice a week in Grades 1 to 10 and once a week in Grades 11 and 12.
- Teaching is well-planned. Lessons develop students' learning through the Ministry's text books and supplementary online resources. Learning is engaging with older students often leading lessons and students producing a 'values' digital magazine. Standards, including geography, history, moral education, and UAE culture and heritage, are explored in lessons, through activity days and visits. Students' achievement is assessed through a range of approaches and methods of teaching.

Arabic in Early Years

- The school currently offers Arabic, as an additional language for KG2 children with one lesson per week. There are plans to increase the number of weekly classes next year. The school follows a modified curriculum customised to meet the needs of all students. Two specialised teachers teach Arabic through play and concentrate on developing listening, speaking, and phonological awareness skills. The school employs an active learning strategy, emphasising expression through body language. Teachers use regular observation to assess children and prepare them for the transition to Primary. This is accomplished through joint planning with primary teachers.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Across all phases, students demonstrate increasing depth in their discussions of Islamic concepts and their application to everyday situations. Most students can refer to the Holy Qur'an, and the Prophetic Hadith, and use them for citation and their reasoning.
- While memorisation skills are still improving for the majority of students, their abilities in recitation, interpreting meaning, deducing Fiqh rulings, and applying Tajwid rules exceed expectations. Research and skills of inquiry have significantly developed for most students, enabling them to think critically.
- The well-designed lessons provide a suitable learning environment for students through activities which promote independent work and encourage an in-depth interpretation of Islamic concepts. Additionally, the systematic use of students' notebooks to track their progress has contributed to a strong increase in conceptual understanding.

For Development:

- Improve students' critical thinking skills by incorporate more guided questions into lessons and students' tasks.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Weak	Weak	Weak
Progress	Not applicable	Acceptable	Weak	Weak

- Primary students make better progress in lessons and in their writing, than students in Middle and Secondary. This is attributed to the effectiveness of teaching strategies in the lower primary grades.
- Across all phases and within all language skills, students demonstrate significant linguistic shortcomings. Students display a lack of confidence and skill in using language in multiple contexts, and in engaging with creative writing related to everyday ideas.
- The planning lessons based on the number of years of study, rather than on the students' actual levels of achievement, has weakened their progress. Additionally, the lack of accuracy in using assessment data to make modifications based on specific language needs is leading to lower expectations from students and weaker language performance.

For Development:

- Improve students' speaking and writing skills by:
- enhancing the learning environment and providing students with more opportunities to use Arabic in different contexts and focusing primarily on communication skills, and
- making systematic use of students' notebooks so that their progress can be tracked over time.

ENGLISH

	KG	Primary	Middle	Secondary
Attainment	Good	Good ↑	Good ↑	Good
Progress	Good	Good ↑	Good ↑	Good

- The majority of students across all phases are attaining above the expected curriculum standards. Children's knowledge of phonics and their ability to decode texts are well-developed in KG and then extended in Primary. Their ability to infer meaning is developing as is their capacity for writing and grammatical knowledge.
- The majority of students think deeply when discussing topics and reading texts. Children in KG, and lower attaining students in other phases, show less confidence when speaking in lessons.
- The school's focus on the reading of more complex texts has improved students' depth of analysis. However, lower attaining students in the middle phase have fewer reading strategies to draw upon when facing unknown texts. Although most students write confidently for different purposes, creative writing opportunities are too few.

For Development:

- Challenge higher achieving students in Primary by providing more follow-up questions and, across all phases provide more opportunities for students to write creative fiction.
- Support children in KG and assist lower attaining students in other phases to share ideas and improve their reading comprehension strategies.

MATHEMATICS

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

- The majority of students attain levels above the curriculum standards in KG and Primary. In other phases, most students are attaining in line with curriculum standards. Students' progress in external benchmark tests are inconsistent.
- Students' mathematical skills in number, shape, and measurement are suitably developed across all phases. However, students in upper Primary and Middle have difficulties in understanding and applying fractions, integers, and geometry. Students do, however relate their learning to everyday life.
- Opportunities for problem-solving and improving students' critical thinking skills have recently been integrated into lessons. These are developing features of learning. Students' mathematical reasoning, formulation and interpretation are underdeveloped.

For Development:

- Improve students' performance in internal and external examinations particularly in the upper phases of the school.
- Increase students' mathematical reasoning and interpretation skills across all phases.

SCIENCE

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

- Most students' attainment and progress and the development of scientific concepts are acceptable in most phases of the school. In KG, the majority of children are making better than expected progress, especially the girls.
- Laboratory work in Secondary provides students with challenge and most students are able to complete investigations safely, and to a high standard. Classwork is generally less challenging with too much teacher-led dialogue and use of technology limiting students' written responses.
- Across the school attainment is in line with curriculum standards due to well organised, and mostly engaging lessons. However, structured feedback to develop students' next steps in learning is not a feature of many lessons.

For Development:

- Ensure that all science teachers share best practice in planning and developing critical thinking and investigation skills in lessons.
- Improve the marking and feedback to students on their work so that they know how to improve.

LEARNING SKILLS

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

- Most students enjoy their learning and are able to communicate their ideas clearly. They use technology well for investigations. The critical thinking skills of students in Middle and Secondary are less strong than in KG and Primary, especially, in Arabic, mathematics and science.
- Students carry out research and make clear connections between areas of learning, relating these to their understanding of the world in project work within moral, social studies, English, and Islamic Education. Opportunities for innovation and enterprise are developing.
- Critical thinking corners in Primary, the professional training of staff and revised curriculum planning, have led to improvements in students' higher order thinking and problem-solving skills. This is a particular feature in English and mathematics in Primary.

For Development:

- Expand students' innovation and enterprise skills across all phases.
- Improve students' critical thinking skills so that they are more consistent across phases and subjects.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Students have a highly developed sense of responsibility and demonstrate very mature attitudes towards school life and their studies. As proactive learners most are resilient and confident contributing very well to class and school activities.
- Students' behaviour across the school is exemplary. They are always self-disciplined, courteous, and well-mannered. Students show genuine concern and empathy towards the needs of others. Relationships across the school are respectful and supportive.
- Most students participate enthusiastically in physical education lessons and in the extensive range of extra-curricular activities. They demonstrate a secure understanding of what constitutes a healthy lifestyle. Students are in regular attendance and punctual at the start of the day.

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

- Across the school students demonstrate an understanding and respect for Islamic values and how they are applied within and outside, the school. Students enjoying participating in activities for instance, group Iftar during Ramadan, and charity donations. Student council members are active in organising many activities.
- All students show an understanding and appreciation for the heritage of the UAE through singing the national anthem and showing their knowledge of the country's geography, population, and characteristics. Events and activities such as, National Day and Flag Day celebrate the Emirati heritage.
- Students reflect a strong and understanding of the importance of different cultures and respect for cultural diversity.

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

- In KG, students prepare and deliver topic-based assemblies for the entire year group. Older students offer good support throughout the school. Secondary students have several important roles of responsibility, including membership of the governing board where they contribute ideas. Community involvement is less evident in Primary.

For Development:

- Encourage students in the primary phase to be more involved within the school community.

03 TEACHING AND ASSESSMENT

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

- Most teachers demonstrate secure subject knowledge with particular strengths seen in KG, Islamic Education and in English. Teachers plan purposeful lessons and manage resources, including information technology well, to support learning.
- In subjects other than Arabic, questioning often engages students in meaningful discussions. However, questioning does not always extend the higher attaining students or clarify misconceptions. The pace of learning and teaching strategies do not always match individual student's needs.
- Students' thinking skills are improving in lessons. The use of directed improvement time, and success criteria, are more frequently seen and successfully used. Differentiated tasks are always planned for students of different ability levels but the quality of implementation varies across subjects.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Acceptable

- The use of technology for student assessment often limits the challenge they receive in lessons and is not personalised appropriately to meet the learning needs of all groups. Where there is effective differentiation based on assessment data, students make good progress.
- Assessment data are evaluated efficiently in most cases, allowing teachers to target learning towards the skills assessed in benchmark tests. The tracking of individual students' progress is inconsistent, leading to a lack of accuracy in the assessment of attainment.
- Lesson planning has improved and incorporates elements of ongoing assessment in a structured way for all staff to use. The interpretations of these data are not always consistently applied within lessons, nor evident in the marking of student work.

For Development:

- Ensure that the marking of students' work and the feedback given supports their next steps in learning.
- Improve the consistency of links between internal assessments and external benchmark tests.

04 CURRICULUM

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

- The curriculum is broad and balanced and meets all statutory requirements. It supports both the development of knowledge and skills through its programmes of study and other opportunities provided to students.
- Smooth transitions are ensured through a focused bridging programme that prepares students for their next stage in learning. In, KG children choose free-flow activities, while in other phases there are some limited choices of languages, subjects and activities to develop student interests.
- Cross-curricular links are planned across all subjects. However, the implementation of these is uneven. The curriculum is periodically reviewed and then modified to most groups of students for internal and external benchmark tests.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Acceptable	Acceptable	Acceptable

- The curriculum is modified to meet the needs of most groups of students. However, its impact is sometimes limited, particularly in meeting the needs of students of determination and those who are gifted and talented.
- Students benefit from an adequate range of extra-curricular activities. But the opportunities for enterprise, creativity, social contribution and innovation, in lessons are limited. Some initiatives stress the importance of preserving the natural resources as part of sustainability goals.
- Students' knowledge, understanding and appreciation of UAE heritage, including Emirati traditions, culture and values, are mostly well-developed through the programmes included within the curriculum. These are supplemented through the school's celebrations of national festivals and special assemblies.

For Development:

- Make more effective use of assessment data to modify the curriculum to meet the needs of all groups particularly, students of determination and those who are gifted and talented.
- Provide more opportunities for students to be innovative and enterprising.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has effective safeguarding procedures and policies to protect students. All staff are well- trained, and students can talk in confidence to their teachers if they need to. Medical staff keep confidential records of all students. Transportation is safe, and parents have a digital application to track the journey of their children's buses.
- The building is very clean and secure. Regular checks ensure that it is well-maintained. Students store school bags at the edge of the classroom; however, this could present a potential hazard. The physical environment in KG is particularly impressive and supports the needs of all the children well.
- The promotion of a safe and healthy lifestyle begins in KG and continues throughout the school. A healthy diet and, regular physical activity is encouraged.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Relationships between staff and students are positive, respectful and friendly, and mutual trust and confidence is evident. Systems for the management of the school's code of behaviour work successfully, and the approach to promoting attendance and punctuality, is effective.
- There are appropriate systems for the identification of students of determination and those who are gifted and talented. The inclusion leader and teaching staff are committed to early identification and to designing interventions which are appropriately challenging to assist most students' progress.
- Students receive targeted support and guidance with subject choices and career paths. Their wellbeing and personal development are routinely monitored alongside provision for students of determination which includes supporting those with more severe needs.

For Development:

- Provide alternative school bag storage space to minimise any risk.
- Broaden the choice of options for gifted and talented students to ensure stronger progress.
- Provide alternative pathways to support students of determination entering further education or the world of work.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- Leaders promote inclusivity and cater for the needs of students of determination, with policies and investments such as, interactive boards and Braille technology. Reviews are beginning to lead to improvements that are aligned with the department's strategic plan and most students' individualised plans.
- The school employs a variety of assessment tools to identify students of determination. These procedures ensure the accurate identification and intervention. Barriers to learning are aligned with the Dubai standards, and the individualised plans are regularly checked to assess progress.
- The school ensures parental engagement through various forms of communication and with personalised feedback linked to student's individualised targets. Parents are integral to their children's support with regular updates and are involved in the three-monthly reviews of their progress.
- The school's adaptation of provision for students of determination promotes engagement across subjects. Curriculum modifications provide some independence and interventions, including withdrawal sessions, and fostering confidence and resilience. The curriculum motivates and challenges while after school clubs build confidence and support personal development.
- Assessment of students' progress is not consistent across all phases. Improved marking, and feedback do not measure and support students' progress sufficiently. Some students of determination engage in programme planning with their teacher, including choosing alternative subjects to build success and independence.

For Development:

- Improve the links between the student, class teacher and learning assistants to improve progress and educational outcomes for all students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- All leaders share a commitment to the school's vision and the UAE national and Emirati priorities. Leaders are committed to inclusive practice, however, the needs of some groups of students are not always met. Leaders demonstrate a growing understanding of best practices in teaching and assessment and have established a positive culture of learning across the school. Leaders at all levels demonstrate the capacity to contribute to effective school improvement.
- The process of self-evaluation and improvement planning uses internal and external assessment data and considers the views of all stakeholders. However, this information is not always used consistently to provide accurate evaluations. The monitoring of teaching is improving but does not always focus on students' progress. School improvement plans contain detailed actions but require a sharper focus. Notable improvements, for instance, the use of technology to support learning, the use of assessment in the classroom and improvements in teaching in the KG, have resulted from this process.
- Parents convey very positive views about the school. A pro-active parents council fully supports the school, with members volunteering in classrooms and supporting the donation of technology for students. Regular communications inform parents about the life of the school and daily events. Parents are also informed frequently about their children's progress and additional support that is available, including for students of determination. The school's links and partnerships with the wider community are developing.
- Governors are fully representative of the school community. They value students' opinions and have encouraged student representation on the governing board to support the school's work. They are informed regularly about students' outcomes and are involved in the monitoring of the school's improvement plan. However, governors have not given enough attention to the declining standards in Arabic. Governors are effective in ensuring that high quality resources are available to support learning.
- Most aspects of the daily management of the school are well organised and impact positively on children and student outcomes. The school is appropriately staffed and has been successful in teacher retention through internal leadership development. Most staff are appropriately qualified, and teachers benefit from regular training which is leading to more positive outcomes in students' achievement. Although premises are ageing, and space in many classrooms is limited, the school has developed an attractive learning environment.

For Development:

- Improve the capacity of leaders to raise achievement further across all core subjects.
- Ensure all assessment information provided to the school is used accurately to inform self-evaluation.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae