

ACCEPTABLE



INSPECTION REPORT

CBSE CURRICULUM

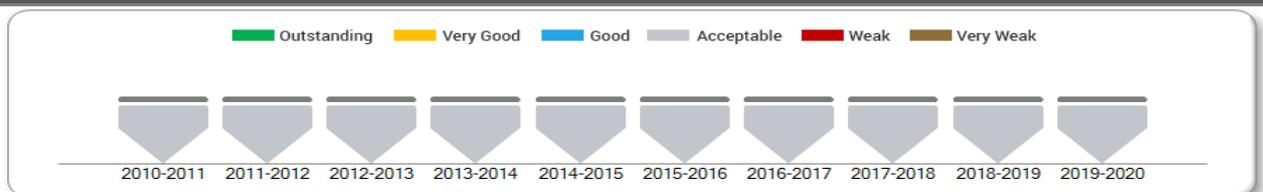
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School Information

General Information	 Location	Al Nahda
	 Opening year of School	1981
	 Website	www.centraldxb.com
	 Telephone	+97142674433
	 Principal	Ms. Mala Mehra
	 Principal - Date appointed	10/2/2017
	 Language of Instruction	English
	 Inspection Dates	07 to 10 October 2019
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	3018
	 Number of Emirati students	0
	 Number of students of determination	288
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	184
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	6
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	4
	 Teacher turnover	23%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET

School Journey for THE CENTRAL SCHOOL



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> Attainment and progress in the middle and secondary phases are stronger than elsewhere in the school. In Primary, students' outcomes have improved in English and mathematics. Students' achievement in Secondary English and science remains good, as do their outcomes in English and mathematics in the Kindergarten (KG). Students' learning skills remain good in the Secondary and acceptable in the rest of the school. Students' personal development and understanding of Islamic values and the UAE culture are a strength of the school, especially in the upper two phases. Their social responsibility is good in Primary and very good elsewhere.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> Teaching remains stronger in the secondary phase than in the other phases. In Secondary, teachers provide more opportunities for students to develop their learning skills. Assessment is acceptable across the school. Teachers do not make sufficient use of assessment data to personalise learning and meet the needs of all groups of learners. The curriculum is appropriately planned and reviewed. However, it does not always provide enough opportunities for critical thinking and independent learning. The implementation of planned subject-specific skills is more effective in Secondary than elsewhere in the school. The curriculum is appropriately modified, especially in Secondary, where adequate challenge is planned for the more able students. The provision for health and safety remains good across the phases. Care and support are stronger in the KG and Secondary than in other phases of the school. The identification of students of determination is acceptable in Primary and Middle but more consistently applied in the KG and Secondary.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> The principal and leadership team are committed to improving the school, especially students' outcomes. Although the self-evaluation process does not always provide a sufficiently realistic view of the school's performance, the school's action planning is stronger. The school's partnerships with the parents and the community remains acceptable. The governing board knows the school well and supports the principal as much as possible. Resources are only adequate across the school.

The best features of the school:

- Students' personal and social development, including their understanding of Islamic values and UAE culture, across the school
- Students' attainment and progress in Islamic education in the middle and secondary phases
- Students' achievement in English and mathematics in the KG and Primary.

Key recommendations:

- Ensure that the governing board makes a more significant and effective contribution to the overall performance of the school, especially by providing the school with more of the resources it needs to achieve its goals.
- Strengthen the effectiveness of leadership at the middle level to secure improvements in teaching for effective learning and ensure that students' progress is at least good in all the key subjects.
- Enhance the self-evaluation processes so that better use is made of information, including the detailed assessment data, to create a more realistic view of the school's performance.
- Work with teachers across all the phases of the school to ensure that they:
 - provide students with more opportunities for independent learning, innovation and critical thinking
 - make more effective use of time and resources in lessons
 - enhance their use of assessment information to meet the needs of all groups of students, including students of determination.

Overall School Performance

Acceptable

1. Students' achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Acceptable	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	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Good	Good ↑	Acceptable	Good
	Progress	Good	Good ↑	Acceptable	Good
 Mathematics	Attainment	Good ↑	Acceptable	Acceptable	Acceptable
	Progress	Good	Good ↑	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Acceptable	Good
 UAE Social Studies	Attainment	Acceptable			
Learning skills		Acceptable	Acceptable	Acceptable	Good

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

	KG	Primary	Middle	Secondary
Personal development	Very 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	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

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	Good	Acceptable	Acceptable	Good

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments

meets expectations.

- In mathematics, the school exceeded its targets in important international assessments. The school's performance in science was close to international expectations but was lower in reading. In 2018 and 2019, external test results in English, mathematics and science in Grades 1 to 9 were benchmarked against international expectations. Rapid improvements are clearly evident in the primary phase. When compared to the information captured about students' potential, results are improving and indicate that students achieve well.

Impact of leadership

is approaching expectations.

- Leaders have prioritised international benchmark testing in English, mathematics and science from Grades 1 to 9 and have compared the results to information captured about students' potential. The rigorous and detailed analysis targets areas of concern and identifies where the school needs to make improvements. However, not all teachers understand how to use this information.

Impact on learning

is approaching expectations.

- Students' critical thinking skills are underdeveloped in all phases. Inquiry-based learning and investigations are emerging in mathematics and science but require extending and embedding across the curriculum. Connecting learning to real-life situations is frequent, and the application of online learning technologies is expanding and having a positive impact on students' learning.

Overall, the school's progression to achieve its UAE National Agenda targets is approaching expectations.

For Development:

- Provide more opportunities for students to develop the skills tested in international assessments by ensuring that teachers develop a sound understanding of how to modify teaching and the curriculum to meet student's needs.
- Ensure that the curriculum in Grades 1 to 9 is precisely enhanced by the additional content tested in international assessments.

Moral education

- All key concepts are addressed in the moral education curriculum. This enables teachers to explore topics, values and scenarios of interest to students.
- The curriculum design is of good quality and has a detailed policy that identifies the roles and responsibilities of all stakeholders in the implementation of the programme.
- Students' learning is assessed using a wide range of both formative and summative assessments. Students' notebooks are regularly marked in all classes.

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

For Development:

- Map the topics and concepts across the curriculum to raise teachers' awareness of possible opportunities for integration.

Reading across the curriculum

- The school is not sufficiently effective in improving the literacy levels and reading achievement of all students, particularly those of boys.
- There is a lack of effectiveness in improving reading literacy instruction because teachers do not possess the required skills to support struggling readers, and little training has been provided to improve these skills.
- The school does not do enough to develop the reading skills of the high achieving students to enable them to excel in their reading performance.
- The school has yet to develop an effective whole-school approach towards the development of reading literacy with a common strategy that supports the aims of reading across the curriculum.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For Development:

- Promote a whole-school approach to reading across the curriculum to ensure coherence and consistency among the different departments.
- Provide teachers with training to enhance their skills in teaching students how to improve their reading skills.

Innovation

- Students are not provided with enough opportunities to be innovative in lessons, and their use of technology is not firmly embedded in daily learning practices.
- Although some creative projects are provided for students to develop their skills of innovation, such skills are not transferred into lessons.
- The learning environment is often not conducive for students to develop higher-order thinking to enable them to become creative learners.
- The whole-school curriculum lacks opportunities for students to develop their skills of innovation as the main focus is on developing them through extra-curricular initiatives, such as robotics.
- School leaders are attempting to support innovation through extra-curricular activities rather than across the curriculum. As a result, this is having a limited impact on students' innovation in lessons.

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

For Development:

- Develop a school-wide approach to innovation with particular emphasis on improving students' innovative skills in lessons.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- In Primary, most students demonstrate age-appropriate knowledge and understanding of Islamic concepts such as ablution, performance of prayer and the Pillars of Islam. In Middle and Secondary, students have stronger recitation skills and a better understanding of other strands of the subject.
- Students' knowledge of Islamic values and etiquettes is strong. Most students demonstrate adequate knowledge of Faith and key events in Islam. Across the school, students' recitation skills and application of Tajweed rules are developing.
- Students' ability to answer challenging questions and to respond to critical thinking situations is improving, particularly in Middle and Secondary. They are also showing improvements in their abilities to justify facts and in relating their learning to the real world.

For Development:

- Accelerate students' progress in the primary phase by enhancing the quality of teaching for effective learning.

Arabic as an Additional Language

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

- Internal assessment results show better than expected learning outcomes for at least a majority of students across the phases. In lessons and in students' recent work, the development of reading, writing, listening and speaking skills only meets the expectations of the curriculum.
- Students make adequate progress in speaking and reading comprehension skills, and a minority of students in the upper grades are benefiting from opportunities to respond to texts in writing. When students are challenged to speak in new contexts, they do so in short phrases, relating what they learn to their daily lives.
- Overall, inconsistent practices in teaching are slowing students' progress in lessons and over time. The improved opportunities for speaking and writing have not had an impact on the development of students' language skills in the school.

For Development:

- Improve students' speaking and writing skills by continuing to develop their independence in learning.
- Apply more consistent practices in teaching, learning and the use of assessment to ensure the development of all language skills.

English

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

- In the primary phase, students have improved their achievement as a result of curriculum adjustments, better planning and enhanced teaching. In the middle phase, students' achievement is inconsistent while in Secondary, students' achievement is good. Overall, students are developing their language and communication skills well.
- The extended time allocated to reading is a positive initiative. However, it lacks the consistency, resources and teaching practices to support underperforming readers. Students' speaking skills are improving, but their writing skills, particularly writing at length, are less developed.
- The department has refined its planning and assessment practices. However, the implementation of the plans to inform teaching is inconsistent. Students' written work is often marked, but teachers' comments are not developmental and do not help students improve their work.

For Development:

- Extend opportunities for students to write at length, particularly in the middle and secondary phases.
- Embed supportive reading activities in lessons, both in the classrooms and within the library.

Mathematics

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

- The majority of children in the KG make better than the expected progress and achieve above curriculum expectations. Internal and external assessment data indicate that most students in all the other phases reach the minimum levels of attainment often from low starting points.
- Most students gain knowledge and skills in mental mathematics, solving problems and applying their learning to real-life situations. The majority of boys lack consistency in mastering and applying mathematical skills. Consequently, they do not achieve as well as girls.
- The recently-introduced online learning initiatives are beginning to have a positive impact on students' engagement and motivation. Teachers regularly review students' work. However, their marking does not always guide students on how to improve their work.

For Development:

- Accelerate progress in lessons for all students by providing more personalised learning opportunities and effective feedback on student work.
- Introduce strategies and interventions to narrow the gap in achievement between boys and girls in all phases, especially in Secondary.

Science

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

- Students' achievement in internal examinations in the primary and middle phases is at the curriculum expectations, while it is above in the secondary phase. However, their results on external examinations indicate that their understanding of scientific concepts varies between weak and very good.
- Overall, students' acquisition of scientific facts and theories, and their ability to communicate knowledge, are strong, especially for secondary school girls. Students' application of scientific knowledge in new contexts, and their use of the scientific method to conduct hands-on activities, are still at an early stage of development.
- The introduction of technology is supporting the development of students' basic research skills. However, they are not always producing work that reflects their understanding of the topic.

For Development:

- Enhance students' investigative and inquiry skills by allowing them to work more independently.

UAE Social Studies

	All phases
Attainment	Acceptable

- Most students demonstrate the appropriate knowledge and understanding of concepts. Internal assessment data indicates that most students across the school are achieving above the expected curriculum outcomes. However, students' work in lessons, and their most recent work, show lower than expected levels of attainment.
- In the lower grades, students can explain what Al Majlis is and describe how Emiratis welcome people to their homes. Students in the upper grade levels can compare and contrast the present and past of the UAE in terms of buildings, roads and the availability of water. Most students can find information related to various topics using technology.
- The department has recently created cross-curricular links with other subjects and introduced new research projects. These initiatives are starting to have a positive impact on students' outcomes.

For Development:

- Ensure that internal assessment data reflect a more realistic view of students' levels of attainment.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Good

- Students are developing their learning skills, particularly in the secondary phase where they demonstrate increased responsibility for learning. In the other phases, they have positive attitudes towards learning but act predominantly as passive learners due to the school's teacher-centred approach in lessons.
- Differences in the way boys and girls learn remain. In the upper phases, boys are more actively involved in the development of their own learning skills. When offered the opportunity, students can carry out basic research collaboratively and display adequate critical thinking skills.
- Although students are being offered more opportunities to use technology to enhance learning, limitations in resources do not allow for the extended development of digital literacy. The school has not addressed the need to develop students' innovation, enterprise, enquiry and research skills more consistently in lessons.

For Development:

- Create more opportunities for students to develop their innovation, enterprise, enquiry and research skills in lessons.
- Challenge students in lessons with probing questioning and activities that nurture their independent learning skills.

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

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

- In the KG, Middle and Secondary, students demonstrate high levels of maturity and personal development. These groups display values such as empathy, tolerance and self-discipline in their relationships with each other and with staff. Such values are not as advanced in the primary phase.
- A positive and harmonious learning community pervades the school. Students are eager and motivated to learn. They are aware of the importance of a safe and healthy lifestyle. They make wise choices about their own health and lifestyles by engaging in regular physical activity.
- Attendance is very good across the school. Students are punctual in arriving to school and returning from breaks during the day. They are aware of the importance of good attendance and the impact it has on their achievement.

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

- In the upper grades, students' understanding and appreciation of Islamic values are at least very good. They put into practice their understanding of Islamic values in a conscientious manner and can talk about their daily Islamic practices in detail.
- Students' awareness of the Emirati heritage and culture is also a strong feature. They recognise their importance and value to the people in the UAE. Students are capable of discussing their participations in cultural activities in detail and with confidence.
- Students have a clear appreciation of their own culture and can provide details to an acceptable level. Although they are aware of some of the similarities among different cultures, their knowledge of cultures of the wider world is not as strong.

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

- Most students understand their responsibilities within the life of the school, and some are proactively involved and assume key roles. Students show consideration and empathy towards each other.
- Middle and secondary phase students show a more positive work ethic than students in the primary phase. They take pleasure from purposeful activity and are generally reliable and active participants in lessons.
- Students are aware of many environmental issues. They participate in projects to improve their school environment and sometimes initiate them. Students, particularly in the primary phase, have limited knowledge of global warming and sustainability.

For Development:

- Enable students to engage in community-based projects that can improve their enterprise and entrepreneurship skills.
- Improve students' knowledge of the wider world cultures.
- Ensure that students in Primary develop a greater sense of responsibility and maturity both inside and outside the classroom.

3. Teaching and assessment

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

- Teachers have secure subject knowledge and use unified lesson plans that have some strong features. However, these plans are not always implemented well in lessons. Teaching in the secondary phase provides more appropriate opportunities for students to develop their learning skills.
- Positive teacher-student relationships are evident in most lessons. As the learning environment focuses on knowledge acquisition and the retention of learned information, opportunities for the creation of knowledge are too few. Close-ended questions are a dominant feature of most lessons. Teachers frequently lead students to the correct answers when they provide them with critical thinking questions.
- Assessment data is not effectively used to plan lessons that meet the learning needs of all students. Teachers in the KG plan to meet the needs of different groups of children, but the implementation is inconsistent in practice.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school is systematic in conducting regular assessments that measure students' attainment in key subjects. Internal assessments are linked to the curriculum standards in each grade. International assessments benchmark students' achievement against international expectations.
- Assessment results are carefully analysed. This detailed analysis identifies trends, measures the amount of progress students make over time and underlines the main areas of concern. The information is shared with all teachers who are beginning to use it to personalise learning for students.
- Students receive regular feedback about their work from teachers and evaluate their own work. The marking of students' work usually provides informative comments but does not always guide students on how to improve their work further. Consequently, students do not always know what their next steps are.

For Development:

- Ensure that teachers make more effective use of assessment information to plan lessons that meet the learning needs of all students.
- Provide students with more useful guidance and targets in all key subjects so that they can identify their next steps in learning.

4. Curriculum

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

- The curriculum is based on a clear rationale, and its focus remains on the development of text-based knowledge. Implementation of planned subject-specific skills is more effective in the secondary phase. Curriculum mapping reflects overlap between subject-specific skills and general learning skills in the other phases.
- The curriculum is reviewed systematically at different levels. Revisions are based on assessment data and feedback from teachers. Methodical planning at the transitional stages builds on the expected curriculum content. However, initiatives, such as 'Super Study', focus on re-teaching rather than on bridging learning gaps.
- Although opportunities for making useful connections between subject areas are consistently planned, creativity, independent learning, research and critical thinking are still underdeveloped features of the curriculum.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- The curriculum is appropriately modified to meet the needs of most groups of students, especially in the secondary phase, where adequate challenge is planned for the more able students. In the other phases, differentiation is limited to assigning different tasks or re-teaching. Personalised educational goals support students of determination.
- Links with the Emirati culture and UAE society are well embedded across the school, especially in Islamic education and Arabic lessons. There are planned year-round programmes for developing students' understanding and appreciation of Emirati traditions and the values of the UAE society.
- Students are exposed to a range of activities, but certain aspects of creativity are not sufficiently explored. Innovation and enterprise are underdeveloped features. Recent initiatives, such as robotics and student-led presentations, have a positive impact on students' learning in the secondary phase.
- Since the start of this academic year, Arabic has been taught in KG 2 for 20 minutes per week.

For Development:

- Ensure that initiatives and developments designed in the curriculum, such as the acquisition of skills, are implemented effectively in lessons and activities.
- Provide more opportunities across the school for student-led initiatives, open-ended learning and innovation skills.
- Broaden the range of extra-curricular activities to include more forms of visual and performing arts.

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 is kept clean, and students are well supervised across all phases. Medical care is effective, and the written child protection policy is clear. Students feel that they are safe on campus and that there is a positive, warm ethos in the school.
- Despite the absence of a lift in the school, the physical needs of students of determination are managed as much as is possible. The documentation for maintenance and fire drills is not comprehensive. Some safety procedures lack rigour, and not all staff are aware of the child protection procedures.
- The school has responded well to recommendations to ensure more effective maintenance of its premises and to enforce more robust transport safety procedures. The school provides awareness sessions and events on healthy lifestyles.

	KG	Primary	Middle	Secondary
Care and support	Good	Acceptable	Acceptable	Good

- Across the school, students are both polite and courteous to each other. The management of student behaviour is good, and students understand what is expected of them. The school's systems for promoting punctuality and attendance are effective.
- The identification of students of determination is acceptable in Primary and Middle and is stronger and more consistent in the KG and Secondary. Appropriate inclusive interventions support students of determination. The identification of students with gifts and talents has commenced, focusing on academic areas.
- The school's inclusion department adopts an integrated approach to the care and support of students, providing personal, academic, social and emotional support. Effective advice on career choices and college preferences ensures that students understand their various options on leaving school.

For Development:

- Enforce more rigorous safety and security procedures on the school premises, for maintenance, fire drills and transportation.
- Ensure that all teachers understand the safeguarding and child protection policies.
- Improve the quality of differentiation and enrichment to accelerate the progress of students of determination and those with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable
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- The appointment of suitably-qualified staff to support inclusion is a welcome addition to this growing school. Inclusion is now a core element as evident in the relevant policies and practices that are in place to improve provision for all students of determination.
- Identification of the needs of students of determination is acceptable in Primary and Middle but is more consistently applied in the KG and Secondary. However, interventions to meet the needs of these students are not always best matched, resulting in limited progress in lessons.
- Parents appreciate and welcome the school's efforts to ensure that they are informed of their children's progress on a regular basis. Parents trust staff to advise, monitor and support their children at school.
- Modifications to the curriculum are inconsistent, which limits students' independent learning skills. The low expectations of learning often lead to a negative impact on the progress of students of determination.
- Assessment does not inform teaching consistently enough in the day-to-day practices across the phases. The tracking and monitoring tools are underdeveloped and are often not relevant to students' needs.

For Development:

- Improve the personalised nature of learning for students of determination in a more consistent manner that includes their social, emotional and personal development.

6. Leadership and management

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

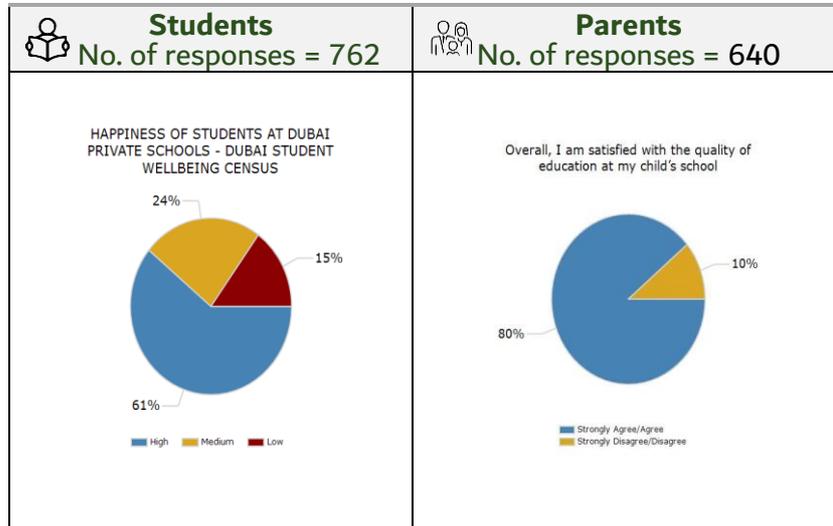
- School leaders, including the principal, are committed to providing students with the best education possible. However, the senior leadership's clear understanding of the best practices in teaching and learning has not sufficiently made its way into the classrooms. Senior leaders lead improvement activities, but the variable capacity to improve, at the different levels, hinders the school's endeavours to move forward at a fast pace. The professional relationships and communications create a generally positive morale in the school.
- The school's self-evaluation process involves school leaders at different levels and uses several sources of evidence, including assessment information. However, it does not provide a fully realistic view of the school's performance. The school's improvement plans are detailed and include appropriate time frames and success criteria. Although they respond to the recommendations from the last inspection report, they are not sufficiently linked to the self-evaluation process. They are monitored well but have not resulted in sufficient improvement in the school's performance.
- The school has initiated projects to involve parents, and it responds to their views. Communication with parents occurs on a regular basis, and responses to complaints are generally effective. There is regular reporting on students' academic progress to parents, but the feedback does not always tell students how to improve their work. Reporting on students' personal and social development to parents is limited. The school makes occasional social contributions to the local community but lacks links with national and international organisations.
- The governing board includes representation of most, but not all stakeholders. The governors seek the views of stakeholders, especially parents, and try to take them into consideration when making decisions. They monitor the work of the school on a weekly basis through reports they receive from the heads of sections, through the principal. They hold the principal to account for the performance of the school but not in a systematic way or against fixed criteria.
- The daily operation of the school is sufficiently maintained. There are adequate systems to monitor and improve students' attendance. Teacher induction and professional development are procured internally within the school and from the network of sister schools. The resources and quality of premises support adequate learning in most school areas. Individuals with disabilities have limited access to parts of the campus. The resources in the library and other facilities remain an area for development.

For Development:

- Strengthen the effectiveness of middle leaders so that the school can improve its performance at a faster pace.
- Ensure that the school's self-evaluation processes lead to a more realistic view of the school's performance and result in school improvement plans that are more focused on student outcomes.
- Report to parents on their children's personal and social development and record any parental complaints dealt with by the school.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> The student well-being census results show positive scores for student satisfaction and levels of connections with adults at the school. Although a good proportion of students express high levels of peer satisfaction and optimism, a proportion express significant levels of distress and average rates of engagement. Most participating students have high expectations and predict promising levels of success.
 <p>Parents</p>	<ul style="list-style-type: none"> Most parents are happy with the quality of education in the school. A high proportion of parents are happy with the efforts of teachers and leaders. A considerable minority of parents are dissatisfied with the provision of homework and are critical of the school's transport arrangements. A good number of parents are dissatisfied with the boys' provision timing.

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