

ACCEPTABLE



2019-2020

INSPECTION REPORT

CBSE CURRICULUM

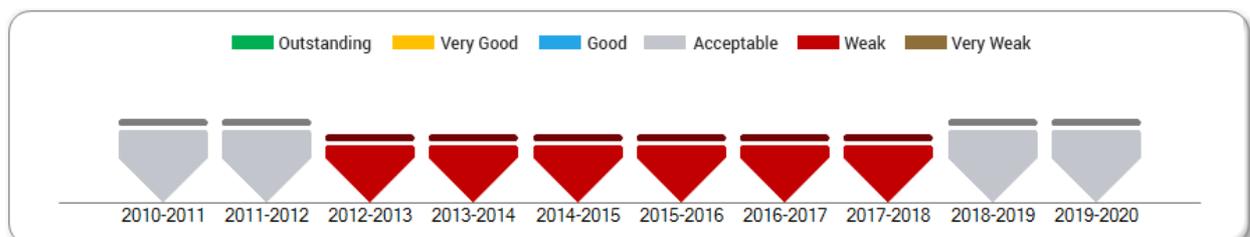
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School Information

General Information	 Location	Al Qusais
	 Opening year of School	1984
	 Website	www.crescentschooldubai.com
	 Telephone	04-298-8866
	 Principal	Mr. Sharafudeen Thanikatt
	 Principal - Date appointed	4/20/2019
	 Language of Instruction	English
	 Inspection Dates	14 to 17 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	1337
	 Number of Emirati students	0
	 Number of students of determination	35
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	90
	 Largest nationality group of teachers	Indians
	 Number of teaching assistants	7
	 Teacher-student ratio	1:17
	 Number of guidance counsellors	2
	 Teacher turnover	21%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board of Secondary Education (CBSE)
	 External Tests and Examinations	CBSE
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	PBTS, CAT4, ASSET

School Journey for CRESCENT ENGLISH 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"> Students' achievements remain acceptable overall, with both weak and good outcomes in some subjects. The best achievements are found in the Kindergarten (KG). Students in the secondary grades generally demonstrate better learning skills than those in the primary and middle grades. Students' personal and social development are strengths of the school. Students demonstrate good or better attitudes towards learning, their teachers and one another. Students in the primary grades are more easily distracted. Overall, students show great respect for the values of Islam and the multi-cultural society of Dubai and the UAE.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> The quality of teaching is broadly acceptable, but it is good in KG, where teachers regularly implement challenging learning experiences for children. From Grades 1 to 12, teaching varies in quality, often because teachers do not accurately assess students' previous learning and abilities. The quality of assessment is also better in KG than in the other phases. The curriculum remains acceptable in all phases of the school. It meets the needs of most students. There are now catch-up and enrichment opportunities in the seventh period each day. The curriculum is not fully adapted to meet the interests and abilities of all students. Provision for the protection, care, guidance and support of students is good. Students are safe at the school and on school transport. The bus journeys for some students are very long. Teachers almost always provide a caring and supportive environment. Older students receive helpful guidance on their futures.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> The school operates efficiently on a daily basis. The senior leadership team is in its first year at the school. A vice principal and a head of studies support the newly-appointed principal. There are clear improvements at school since the previous inspection, especially in KG. The furniture in most classrooms is inadequate.

The best features of the school:

- Students' good or better personal and social development across all phases
- The good provision for students' health and safety
- The good partnerships the school has with parents
- The improved provision and outcomes in KG.

Key recommendations:

- Improve students' progress and learning skills so that they are consistently good in all subjects and phases.
- Improve the quality of teaching so that a majority of lessons are good, and none are weak.
- Improve the use of assessment information so that teachers and their students know precisely what needs to be taught and learned.
- Adjust the curriculum so that it meets the needs of students of all abilities, especially those of students of determination.
- Improve teachers' use of resources in lessons, especially technological resources, so that all students are actively engaged in learning and can develop their skills.

Overall School Performance

Acceptable

1. Students' achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Good
	Progress	Not applicable	Acceptable	Acceptable	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	Acceptable	Weak
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Good ↑	Acceptable	Weak ↓	Weak ↓
	Progress	Good ↑	Acceptable	Acceptable	Acceptable
 Science	Attainment	Good ↑	Good ↑	Acceptable	Acceptable
	Progress	Acceptable	Good ↑	Acceptable	Acceptable
 UAE Social Studies	Attainment	Good			
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	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Very good

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please see the [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 the UAE and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015 the 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.

The school's progress on international assessments **meets expectations.**

- Students achieved acceptable international proficiency levels in the 2015 Trends in International Mathematics and Science Study (TIMSS) assessments. The 2015 Programme for International Student Assessment (PISA) assessment results were at an acceptable level. Students' overall performance in the 2017 PISA Based Test for Schools (PBTS) was very good in mathematics and science but weak in reading. Progress on the National Agenda benchmark assessments is acceptable for English, mathematics and science. In 2019, students' achievements in relation to their cognitive abilities are very good in English, mathematics and science.

The impact of leadership **is approaching expectations.**

- The recently-appointed leadership team is committed to the goals of the National Agenda. They have ensured that their improvement plans are addressing some of the benchmark reports' recommendations. Their analyses of data do not sufficiently influence modifications to teaching strategies and the curriculum. Only some leaders promote teachers' use of the CAT4 measures of cognitive potential.

The impact on learning **is below expectations.**

- In the primary and middle grades, students' thinking is often limited to memorising and recall. Some demonstrate critical thinking skills and can generate original ideas. Younger students need considerable direction from their teachers. The limited access to digital technologies within the school requires students to carry out enquiries and research at home.

Overall, the school's progress toward achieving its UAE National Agenda targets is approaching expectations.

For development:

- Improve students' attainment levels on the ASSET assessments.
- Improve outcomes in those grades where student underachievement is most pronounced.

Moral education

- The moral education curriculum is taught from Grades 1 to 12 as a stand-alone subject and is scheduled for 45 minutes per week. The curriculum ensures progression in students' learning.
- Most teachers rely on the Ministry of Education (MoE) textbooks, occasionally supplementing them with additional materials.
- A learning tracker records results from a range of formative and summative assessments.

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

For development:

- Ensure that the assessment practices are aligned to the academic and personal learning outcomes of the MoE curriculum.

Reading across the curriculum

- Internal and external assessment information indicate that students are generally reading at the expected levels.
- Improvements in students' reading skills are most evident in KG.
- Teachers do not have a secure understanding of how the skill of reading should be taught to enable students to make rapid progress.
- A coordinator for reading across the curriculum has been appointed. The 'Ride Read Spree' programme prioritises reading in the primary grades.
- A whole school approach to reading literacy, including a collaborative partnership between home and school, to encourage reading among all students is just emerging in the school.

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

For development:

- Improve teachers' use of strategies to teach reading from Grades 1 to 12.

Innovation

- Although the use of technology is not consistent, students develop their creative skills through projects such as 'Best Out of Waste,' the innovation club and the school's website blog.
- While limited in the primary and middle grades, the 'Clean up School' campaign and charity fundraisers help develop the skills of enterprise and social benefit among secondary students.
- Some lessons in the secondary phase provide opportunities for critical thinking. In English lessons, there are examples of challenging, student-led learning experiences.
- Lessons provide some planned opportunities for developing students' innovation skills. Enterprise activities are rarely supported by curriculum adaptations.
- Some professional development opportunities are provided, enabling teachers to develop innovative approaches. Commitment by some leaders to a culture of innovation is evident.

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

For development:

- Through continuing professional development, encourage teachers to use technology as a powerful tool for teaching and learning in all grades and subjects.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Students' attainment and progress remain similar to those in the previous inspection. Students achieve relatively high levels in the secondary phase in comparison to the other two phases. Internal assessment information does not accurately reflect students' achievements in all three phases.
- The majority of students are developing knowledge and basic understanding of a range of Islamic manners and values. They have clear knowledge about the key principles of faith and worship. However, their skills of recitation and memorisation from the Holy Qur'an are still underdeveloped.
- More effective teaching has led to better progress and attainment in the secondary phase. Students now have sound knowledge of Fiqh and Islamic etiquette and show strong knowledge of Seerah. Students' understanding and application of Islamic values in real-life situations are less developed.

For development:

- Organise more frequent recitation of the Holy Qur'an to improve students' recitation skills and put greater emphasis on Tajweed.
- Ensure that assessments reflect students' actual achievements in order to guide their next steps in learning.
- Closely link the Holy Qur'an, Hadeeth and Seerah to enable students to make better progress in the subject.

Arabic as an Additional Language

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

- In the primary and secondary phases, students rarely work independently on their literacy skills. Students often work on different worksheets in the middle grades.
- Most students make mistakes in reading vowel letters. Although they understand simple short phrases, most have difficulty in understanding what is read or spoken. Opportunities for self-expression by speaking or writing are too infrequent to improve students' learning of the language.
- Assessments fail to inform students on how they can make further progress. Students take part in an electronic reading programme, but their use of electronic translators hinders their development of reading comprehension skills.

For development:

- Improve students' reading and listening comprehension skills.
- Correct students' pronunciation of vowel letters and improve their expressive speaking and writing.
- Increase practice to extend students' four language skills.

English

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

- As a result of the strong focus on teaching and learning, children in KG have improved both their attainment and progress.
- In the more effective lessons, students develop strong speaking skills in focused discussions and debates with their peers. Older students collaborate successfully to develop their analytical skills. From KG upwards, most students listen carefully to instructions and understand the opinions of others.
- Students across all phases develop skills in writing for different purposes, such as for reporting for a school magazine. However, their creative writing skills are less developed. Most students can read and understand texts, but the weaker readers have difficulty in pronouncing written words correctly.

For development:

- Develop weaker readers' reading skills and extend specific strategies for reading, such as pronouncing new words.
- Extend students' thinking skills and innovative ideas through creative writing.

Mathematics

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

- Children in KG continue to progress at rates that are above expectations. Secondary students continue to underperform in CBSE examinations. Collectively, students in Grades 3 to 9 achieve weak results on international benchmark tests. Students' attainment trends in Grades 6 to 12 are downward.
- Students across all phases show strength in the capture of factual information and the application of formulae. Most students, particularly those in the primary phase, experience some difficulty in solving problems, partly due to their lack of adequate reading skills.
- Students in the primary phase are hampered by the inconsistent acquisition of the skills needed for analysis and evaluation. Students do not have enough opportunity to engage in mental mathematics activities.

For development:

- Extend students' mental mathematics capacities.

Science

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

- Across all phases, students exhibit independence in learning, collaboration with their peers, research on real-world issues and effective communication. These skills develop more quickly among the younger students.
- Critical thinking is evident in most lessons through challenging opportunities that develop students' skills for hypothesising, observing and investigating. Inconsistent depth and rigour are evident in some lessons.
- Students are progressing through the curriculum most rapidly in the primary grades. Along with the children in KG, improvements to teaching have helped them attain good levels overall.

For development:

- Offer opportunities for students to design and implement more complex investigations using appropriate scientific resources.

UAE Social Studies

	All phases
Attainment	Good

- Students' attainment from Grades 1 to 9 is good overall. Those in the primary grades show better results than those in the middle grades. In Grade 9, which has the smallest group of students, attainment is acceptable.
- Students demonstrate sound factual knowledge about the UAE and can relate it to India and, to a lesser extent, to other countries and cultures. Their ability to think critically about some issues is underdeveloped.
- Overall, students' attainment has improved since the previous inspection, especially in the primary grades.

For development:

- Provide opportunities for students to think more critically about important issues.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Good ↑

- Students in all phases are encouraged to reflect on their own learning and to plan the next steps toward improvement. Students in the secondary grades are more often independent learners, as compared with younger students.
- Effective collaboration between senior students is a strong feature. They think critically to solve problems and challenge each other's opinions. Most work together positively in teams to promote their learning. For example, in mathematics, younger students collaborate to produce working models in the 'Toys from Trash' project.
- The innovation club enables some students to develop original responses to real-life problems. For example, the 'Best Out of Waste' environmental project develops their creative skills through designing learning structures from waste.

For development:

- Enable students to develop their skills in technology and innovation.
- Extend students' evaluative skills to enable them to be more independent in their learning and to be able to plan their next steps for improvement.

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

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

- Students are very well disciplined and take responsibility for their behaviour. In the primary grades, students' behaviour and attitudes are often dependent upon teachers' classroom management skills and the nature of the tasks given to them.
- Students are courteous toward one another, respectful of others and confident when expressing their opinions. The rates of attendance are very good. A few students can identify their own strengths and weaknesses, but they rarely respond to constructive criticism.
- Students usually make safe and healthy choices in their lives and participate in a variety of events to strengthen their personal development. Since the last inspection, the student council has initiated and conducted healthy living awareness sessions for their peers.

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

- Students in all phases, especially in the primary phase, have an excellent appreciation of Islamic values such as honesty and tolerance. Students talk confidently about how Islamic values influence peoples' lives.
- Students have good understanding and appreciation of Emirati heritage and culture. They can give examples of various types of traditional food, sports and clothes. They can talk about the future of the UAE and explain how the country has changed and entered the space age.
- Students demonstrate clear understanding and appreciation of their own culture and other world cultures. They describe with pride the history, customs and traditions of their own countries.

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

- Students hold leadership roles in all phases. Secondary students make clear and positive contributions to the learning community. The student council and some secondary students have initiated activities with environmental and innovative themes.
- Students have a voice in school affairs and are keen to participate in activities and events. However, they remain mostly reliant upon their teachers for encouragement. Although the school has begun an innovation club, such opportunities are not available to all students.
- Since the last inspection, the student council has initiated the collection and donation of goods to a local charity programme. Enterprise activities have been implemented during lessons, but for secondary students only.

For development:

- Improve students' self-discipline and attitudes towards learning in the primary phase.
- Extend enterprise and social responsibility activities across all phases to increase students' contributions to the wider community.
- Deepen students' knowledge and understanding of the UAE's heritage and culture and of Arab and other world cultures.

3. Teaching and assessment

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

- In the more effective lessons in the secondary phase, critical thinking is encouraged by high-quality questioning. This promotes meaningful discussions. Gender inequality was rigorously debated in one lesson. The development of complex skills, such as analysis, synthesis and problem-solving, is inconsistent across grades.
- Teachers' lesson planning is particularly strong in KG and has improved to include detailed assessment information and a learning focus. However, these features are inconsistently evident in Grades 1 to 12.
- In Grades 1 to 12, the quality of teaching remains acceptable in a majority of lessons. A minority feature good or better teaching, but some teaching is weak.

	KG	Primary	Middle	Secondary
Assessment	Good ↑	Acceptable	Acceptable	Acceptable

- Assessment practices have developed in KG, with increasingly-accurate information being provided to help teachers support students' progress. In Grades 3 to 9, school leaders are developing the use of cognitive ability tests as predictors of learning.
- Apart from KG, where the practice is rapidly developing, not enough use is made of assessment information to adjust teaching approaches or curriculum planning. In most subjects, this is slowing students' rates of progress.
- A marking policy has recently been introduced. It requires teachers' comments on a strength, an improvement point and student feedback or dialogue. This policy is being applied well in KG, but not elsewhere.

For development:

- Use interactive white boards effectively to enrich learning, especially in the new reading programmes.
- Make better use of the information obtained from cognitive ability tests to improve the rates of students' progress.
- Review assessment policies and procedures and ensure that they are implemented consistently in all subjects.

4. Curriculum

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

- Curriculum design is better in KG, where it offers children a range of creative, physical and practical experiences. In other phases, the range of subjects and programmes offered is only adequate. Students in the secondary phase have a limited choice of subjects.
- The curriculum is reviewed, and some modifications are made to improve students' academic performance. Cross-curricular links are planned in the majority of lessons. They support the transfer of learning in just a few situations. Students' previous learning is not always taken into account.
- This year, the curriculum is enhanced to include additional learning experiences in dance, music, art, innovation and enterprise through activities in clubs in all phases. However, this provision is not systematically planned to meet all the requirements of the curriculum.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is planned to meet the needs of most students across the phases. Different groups of students are identified, but modifications are limited.
- Links with the UAE's culture and heritage are appropriately integrated. Students participate in a small range of charitable activities. A few students occasionally participate in outside and inter-school activities. There are a few opportunities for students to participate in innovation, enterprise and enrichment activities.
- The curriculum modifications have positive effects upon outcomes in KG and in primary science lessons.
- Arabic is not taught in KG.

For development:

- Review the design of the curriculum to plan subjects as required by the CBSE at all phases and allocate teaching time accordingly.
- Provide extra-curricular activities that help to develop all students' interests and talents.

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

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

- Across all phases, the health, safety, safeguarding and protection of students are priorities. Policies and procedures are effectively communicated to parents, students, teachers and staff.
- The grounds and buildings are clean and well-maintained. Potential hazards and safety issues are noted and quickly remedied.
- Transport and safety monitors at the main entrance provide oversight for students. However, some students walk between cars and buses and create a safety concern.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Teachers have positive relationships with their students. Mutual respect is evident in the school, as a result of a code of behaviour that is understood and followed by all. The promotion of punctuality and regular attendance is a priority for the school.
- The identification of students of determination is generally appropriate. The school provides relevant interventions to support students. The identification of students with gifts and talents has commenced, with a focus on academic subjects. Enrichment programmes are developing with the advanced learning plans.
- The school's inclusion department adopts an effective approach to the care and support of its students. Paying particular attention to students' well-being, the school adopts an all-round approach. Appropriate advice on career choices and college preferences ensures that students understand the various options.

For development:

- Ensure the safety of younger students as they arrive and leave in private vehicles.
- Improve the classroom use of individual education plans.
- Ensure that, in all subjects, effective support is provided for students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The adoption of inclusive principles and practices continues to develop in the school. They are supported, guided and directed by the governors, the principal and the school's inclusion team to maximise benefits to students.
- Identification of the needs of students of determination is generally acceptable. However, not enough attention is given to evaluating the effects of interventions on students' progress. Interventions that are not well matched to students' needs result in limited progress.
- The school's efforts to inform parents about the progress of their children are welcomed and appreciated. The individual 'Home Improvement Plan' is a useful support for guiding students and their parents.
- Skilled teachers who know their students' individual needs are able to modify the curriculum and ensure that work is appropriately challenging. However, this is not consistently evident across all phases, and students' progress is hindered as a result.
- Students of determination are aware of the programmes that they are following. Some may have input on the design and review of their individual education plans. A majority of students have positive approaches to their work and are becoming less reliant on adults.

For development:

- Develop teachers' ability to modify the curriculum so that the work provided for students of determination has an appropriate level of challenge.

6. 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	Acceptable

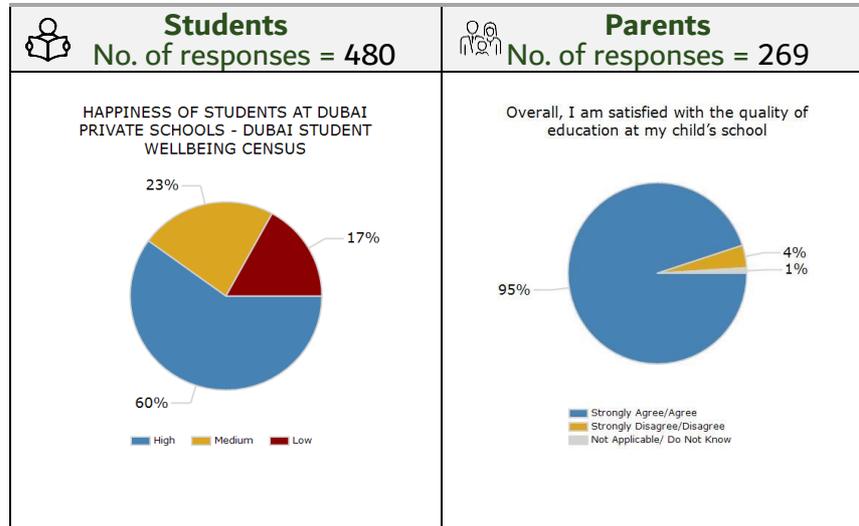
- A clear vision and mission are shared among members of the leadership team. The school's aspirational goals, as stated on the web site, have been partially achieved this year. The school is inclusive and supports students of determination appropriately. The leaders' knowledge of curricula, teaching and learning varies across the different subjects and phases. Senior leaders know the realities of the school and the community it serves. Compliance with both local and Indian curriculum requirements is evident.
- The school's processes for self-evaluation result in a fairly accurate knowledge of some aspects of provision. Consequently, there are improvements since the previous inspection. Some judgements made on the official self-evaluation form are too generous, meaning that there are weaknesses that are not fully addressed. The school's improvement plans are partially linked to DSIB recommendations, but are too generic to focus on the needs of students in each subject and grade, as is necessary to secure significant improvements.
- There are regular opportunities for parents to be actively involved in school activities. Suggestions given by parents are taken into account and can support improvement in their children's learning. Regular reporting is useful for parents and enables them to know their children's achievements. However, reports lack details about the strengths and weaknesses of individual students. Established links with charitable organisations and neighbouring schools enhance opportunities for students' collaboration. There are insufficient links with national or international organisations.
- The governing board now has broader stakeholder representation and is thus better informed. Governors have overseen improvements in staffing, as well as in the resources available to teachers. New senior leaders have been appointed and white boards installed. Governors have ensured that the school is compliant with the regulations of Dubai, the UAE and the Indian CBSE. Most governors are unfamiliar with the DSIB recommendations for improvement, which limits their ability to improve the school.
- Most aspects of the daily management of the school are adequately organised. The school's procedures and routines are effective. The majority of teachers are suitably qualified and benefit from relevant, but occasional professional development. They are deployed appropriately. Technology facilities are limited. The furniture in some classrooms is inadequate for modern purposes. Access to and within the school premises is appropriate for all students. There are insufficient resources in the library.

For development:

- Ensure that the internal evaluation processes provide an accurate picture of the school's performance.
- Provide a school improvement plan that is more subject and grade specific.
- Repair or replace the very old desks and chairs in many classrooms.

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.



 Students	<ul style="list-style-type: none"> Most students have general feelings of happiness. They are cheerful and content with life. Most indicate that they feel safe at school. Most say that they read for fun from one to five times a week. A minority of students report that they have experienced some form of bullying this year.
 Parents	<ul style="list-style-type: none"> Most parents are satisfied with the quality and value of the school. Most feel that their children are developing effective learning skills, and almost all believe that their children are safe at school. Inspection findings confirm parents' views in these aspects. A majority of parents are involved in school activities only once or twice a year.

What happens next?

The school has been asked to prepare and submit an action plan to the DSIB within two months of receiving the inspection report. This should address:

- recommendations from the 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