

INSPECTION REPORT

2022-2023



CRESCENT ENGLISH SCHOOL

INDIAN CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	1984
	Website	www.crescentschooldubai.com
	Telephone	97142988866
	Principal	Dr. Sharafudeen Thanikatt
	Principal - Date appointed	4/20/2019
	Language of Instruction	English
	Inspection Dates	26 to 30 September 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1480
	Number of Emirati students	0
	Number of students of determination	35
	Largest nationality group of students	Indian

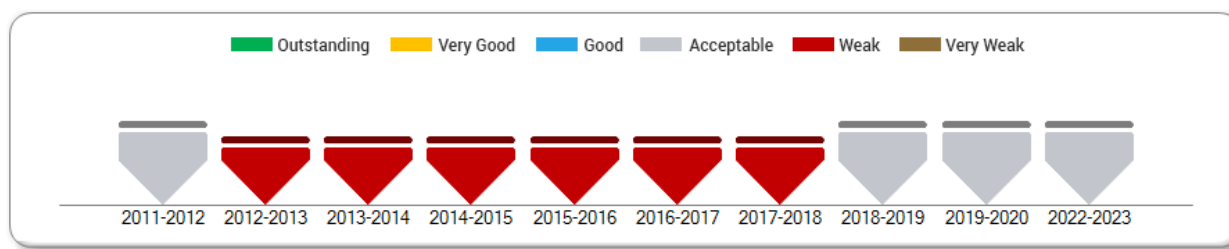
TEACHERS

	Number of teachers	82
	Largest nationality group of teachers	India
	Number of teaching assistants	6
	Teacher-student ratio	1:19
	Number of guidance counsellors	1
	Teacher turnover	20%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	CBSE
	Accreditation	None

School Journey for CRESCENT ENGLISH SCHOOL



Summary of Inspection Findings 2022-2023

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

- Since the last inspection, improvements have been made in English and learning skills in the Kindergarten (KG) and Islamic Education in the primary and middle phases and in mathematics in the middle and secondary phases. There have also been improvements in attainment and progress in English in the secondary phase.
- Primary students' personal development has improved, as has their understanding of Islamic values and their appreciation of Emirati culture. This is now very strong and a positive feature across the whole school. Students' social responsibility and innovation skills are now good in the first three phases, and very good in Secondary.

PROVISION FOR LEARNERS

- Teaching for effective learning and the use of assessment to support teaching and learning are good in KG. In all other phases, teaching and the use of assessment remain acceptable. While students' learning skills are acceptable in the primary and middle phases, they are good in Secondary.
- Across the school, the quality of curriculum design and its implementation remain acceptable. In KG, thoughtful adaptations have been made to the curriculum leading to more time being allocated to reading. This in turn, is leading to improvements in children's achievement in English, and in their learning skills.
- The protection, care and guidance of students are good. The school provides a safe and secure environment in which to learn. Measures to ensure the health and safety for children in KG have improved and are now very good. The identification and support for students of determination is acceptable.

LEADERSHIP AND MANAGEMENT

- The effectiveness of school leadership, self-evaluation, governance, and management and resources is acceptable. The school's self-evaluation is inaccurate and does not provide a secure base for improvement planning. Although resources are acceptable, insufficient use is being made of technology to support learning. The school's partnerships with parents and the community are good. The leadership team shows the capacity for improving provision and students' outcomes, particularly in KG.

The best features of the school:

- Improvements in KG and in students' achievement in Islamic Education, English, and mathematics
- Students' personal development and their understanding of Islamic values and the culture of the UAE and world cultures
- The positive relationships and effective communication with parents and the wider community

Key Recommendations:

- Improve the quality of teaching and learning and raise students' attainment and progress in all subjects, and particularly in Arabic, as an additional language.
- Senior leaders should ensure that:
 - school self-evaluation is accurate and provides a reliable base for improvement planning,
 - middle leaders have a clear understanding of what constitutes effective teaching and learning,
 - more effective use is made of assessment information to guide lesson and curriculum planning.
- Ensure that in all lessons, full use is made of information technology to support students' learning and more opportunities are provided for students to develop their critical thinking skills.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good ↑	Good ↑	Good
	Progress	Not applicable	Good ↑	Good ↑	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Weak	Weak ↓	Weak
	Progress	Not applicable	Acceptable	Weak ↓	Weak ↓
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Good ↑	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Acceptable	Good ↑
 Mathematics	Attainment	Good	Acceptable	Acceptable ↑	Acceptable ↑
	Progress	Good	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable ↓	Acceptable ↓	Acceptable	Acceptable
	Progress	Acceptable	Acceptable ↓	Acceptable	Acceptable
Learning skills		Good ↑	Acceptable	Acceptable	Good

2. 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

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	Good ↑	Acceptable	Acceptable	Acceptable

5. 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

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

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

Focus Areas

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, 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

	Whole school	Emirati cohort
Progress in international assessments	is above expectations	Not applicable

- In the 2018 Programme for International Student Assessment (PISA) tests, the school exceeded its targets in mathematics and science, but not in reading literacy. The school's overall performance is at proficiency Level 2 in all three subjects. Boys' performance exceeds that of girls in science and mathematics, while girls exceed boys in reading literacy.
- In the Trends in International Mathematics and Science Study (TIMSS), students exceeded their targets in mathematics and science in Grades 4 and 8. Boys' performance exceeded that of girls in Grade 4 mathematics and science. The school's overall progression was outstanding.
- In 2022, the external benchmark test results indicated outstanding performance in mathematics and science and very good in English. However, the overall trend in students' attainment since 2019 is inconsistent.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations

- School leaders are aware of the value of analysing student performance in relation to the skills measured by external assessments. These analyses have resulted in appropriate action to close gaps in students' learning.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	Not applicable

- Activities to promote the development of students' critical thinking, problem-solving, inquiry and research skills are not fully embedded across the curriculum. Opportunities for students to use digital technologies are limited. To ensure continuity and progression in the development of students' reading literacy, the school has plans for the systematic development of these skills from KG onwards.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Make full use of assessment data to match work in lessons to the learning needs of all groups of students.
- Ensure that the school's internal assessments align more closely with the results of external benchmark tests.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- There is a shared vision for wellbeing that informs school culture and influences policy, practice, and provision. The school uses a holistic approach to wellbeing development and through improving its use of data is committed to developing this further. The school's Wellbeing Coordinator and wellbeing student captains, together with senior leaders and governors, promote the importance of wellbeing throughout the school. Overseen by the Wellness Committee, and informed by staff, student and parental opinion, the monitoring and review of wellbeing guides improvement.
- Care, guidance, and support is provided by trained and trusted adults. Students know to whom they can go with any wellbeing concerns, including academic, social, and emotional issues. School leaders plan to introduce a formal referral process for students' staff and parents. Wellbeing activities specifically designed for teachers include, healthy living workshops, self-help sessions, mindfulness and yoga. To supplement information obtained through surveys, the school is developing systems to gather more targeted information with greater accuracy.
- The wellness curriculum is developed in collaboration with students and includes topics that reflect global issues. Students are fully aware of the importance of healthy eating and of choosing a healthy and safe lifestyle. Many related lessons incorporate wellbeing discussions. Students feel safe in school and through their behaviour and attitudes, they demonstrate positive wellbeing. Parents confirm that the school cares for and supports about their children's academic, social and emotional wellbeing.

UAE social studies and Moral Education

- The school teaches UAE Social Studies and Moral Education, based on the latest Moral Social and Cultural Framework, through an integrated approach. Two lessons of 45 minutes per week are allotted for Grades 1 to 10 and one lesson of 45 minutes for Grades 11 and 12. It is taught through the medium of English.
- Extension activities, including field trips and project work, provide additional learning experiences for students. Teaching draws on a variety of resources, such as slide shows, student-led presentations, live worksheets and online quizzes.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' recent work and lesson observations confirm that their levels of attainment and progress are above the curriculum standards across all phases. This level of achievement demonstrates a secure understanding of Islamic concepts.
- Most students in the primary and middle phases are developing firm knowledge and understanding of the Seerah, Islamic etiquette, and Islamic values and principles. Secondary students can explain the importance of the family in Islam, and the difference between what is forbidden and what is permissible.
- Students' understanding and application of Islamic values in real-life situations has improved significantly this year as well as the skills of recitation and memorisation of the Holy Qur'an. The impact of the additional lessons provided to improve these skills is evident.

For Development:

- Provide more opportunities for students to apply their learning of Islamic Education into their daily lives.

Arabic as an Additional Language

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

- Lessons observations, and reviews of students' recent work across the school, confirm that their achievement is below curriculum standards. Most primary make the expected progress. However, students in the middle and secondary phases make insufficient progress in relation to their starting points.
- Primary students' reading and writing skills are the stronger of the four language skills. In the middle and secondary phases, speaking is limited to short conversations. Students can read individual words, but struggle to read extended text. Independent writing skills are underdeveloped.
- Action taken to raise achievement is beginning to improve progress in reading, comprehension, and writing in the primary phase. Similar improvement is not evident in students' Arabic language skills in the other phases.

For Development:

- Ensure that all students are provided with personalised challenge and support to accelerate their progress, especially in the middle and secondary phases.
- Ensure that lessons are taught predominantly in Arabic.
- Use assessment information to meet the learning needs of all students.

English

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

- The attainment of students observed in lessons and in their work, was usually below that indicated by internal and external assessments. Progress is enhanced in KG and the secondary phase by well-planned learning activities. This is less consistent in the primary and middle phases.
- Students' reading, writing, listening, and speaking skills improve most quickly in KG and Secondary. A particular focus on reading support is beginning to have a measurable impact on students' reading skills, particularly in the middle phase. The use of electronic boards to introduce learning activities and stimulate students' imagination is having a positive impact on their engagement and progress in lessons. However, opportunities for students to engage in critical analyses of text and to use technology to support learning are limited.

For Development:

- Provide more opportunities for students to engage in critical analyses of text and to use technology to support their learning.

Mathematics

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

- In KG, children count reliably, recognise, describe, and create patterns. However, they have too few opportunities for practical, exploratory activities related to everyday life. In Primary, students' application of number concepts is insufficiently focused on mental math challenges, and numerical calculation.
- Across all phases, students understand and use mathematical language and vocabulary, which enables them to communicate their thinking clearly. However, mathematical reasoning is a weakness among older students. Across the school, insufficient challenge, and low expectations, is slowing students' progress.
- In the upper grades, as emphasis on ASSET skills-based questions has resulted in improved results in these tests. However, similar improvement is not seen in the Central Board of Secondary Education (CBSE) examinations. The school has not fully addressed the recommendation from the last inspection report regarding the use of technology to support learning

For Development:

- Enhance students' skills in problem-solving, reasoning, and critical thinking by providing them with unfamiliar problems to solve in real-world contexts.

Science

	KG	Primary	Middle	Secondary
Attainment	Acceptable ↓	Acceptable ↓	Acceptable	Acceptable
Progress	Acceptable	Acceptable ↓	Acceptable	Acceptable

- Most students attain in line with curriculum standards and make the expected progress in the acquisition of their scientific skills. There is no difference between phases because of the similarity in strategies applied for teaching, learning, and assessment.
- Across the school achievement is in line with the curriculum standards, due to the planning of engaging lessons and increased collaborative activities focusing on the development of concepts. Opportunities to enhance independent scientific investigative and enquiry skills are too limited.
- Most students have relevant experimental skills for scientific enquiry but are not provided with enough opportunities to use them in practical investigations. Not enough use is made of technology to support students' learning. There is a focus on the development of students' research skills.

For Development:

- Ensure the development of students' scientific thinking, ability to draw conclusions, application of science to technology along with its use, and investigative skills, are more prominent features of learning.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good ↑	Acceptable	Acceptable	Good

- Students across all phases have positive attitudes towards their learning and have respectful relationships with their teachers and with each other. Students report that they enjoy their learning experiences at the school.
- A majority of students can learn independently, and they often engage in cooperative and collaborative learning activities. Learning routines are becoming embedded across all subject areas and year groups, which is leading to greater consistency and focus for students in their lessons.
- In some lessons, students are being encouraged to reflect on their learning and peer assessment strategies are observed. In the more effective lessons, especially Secondary, students are being encouraged to take a greater responsibility for their own learning.

For Development:

- Allocate more time in lessons for students to reflect on and assess their learning, against the success criteria.
- Ensure that students are provided with more opportunities to develop their critical thinking and problem-solving skills.

2. 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 very positive, mature, and responsible attitudes to their work and to the school. Behaviour is exemplary and students demonstrate high levels of self-discipline. They engage very successfully with their peers and adults.
- Bullying is rare. Students enjoy excellent relationships with staff and respond well to critical feedback from their teachers and each other. Students report that they care for each other and that they feel supported, valued, and safe.
- Most students are aware of the benefits of a healthy lifestyle and understand the value of safety, healthy eating, and exercise. Students are keen to attend school and are mostly punctual in arriving to school and to their classes Attendance is very good and has improved this school year.

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

- Students in all phases but especially in the upper grades have a strong appreciation of Islamic values, for instance, regarding honesty and tolerance. Students talk confidently about how Islamic values influence people's lives.
- Students have a well-developed understanding and appreciation of the Emirati heritage and culture. They can talk about Emirati history and give examples of traditional sports and clothes. Most students are also able to explain about the future of the UAE, how the country has changed and entered into the world of space exploration.
- Students value the different cultures in UAE society and for cultures other than their own. They are proud of their own heritages. Students' knowledge and understanding of a broader range of world cultures is limited, particularly in the lower grades.

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

- Students participate in a range of community-based activities both within and outside the school. They are respectful of others, and many have a strong sense of personal responsibility and commitment to the school ethos, particularly those in leadership positions.
- The school encourages innovation and creativity through a range of programmes including, weekly clubs and participation of students in inter-school and community challenges.
- Environmental sustainability and conservation are in the early stages of implementation. Students are involved in several projects that promote awareness of recycling and environmental issues, including an outdoor vegetable garden and hydroponic herb gardens within the school building.

For Development:

- Implement opportunities for students to be involved in, and initiate, environmental sustainability and conservation projects that have a positive impact on the school and the local community.

3. Teaching and assessment

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

- Most teachers have secure levels of subject knowledge and understand how students learn. Most lessons are planned collaboratively across subject departments. Where the most effective practice is observed, high-order questioning strategies are used to develop students' critical thinking skills.
- Positive interactions between teachers and students are a feature of most lessons. Learning objectives for lessons are usually shared appropriately with students. However, success criteria linked to the learning objective is not always clearly expressed to students as they progress through their learning.
- Electronic boards are being used effectively as presentation tools by teachers in all classes. However, the potential for these devices to become support tools for learning has not been fully explored.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Acceptable

- In almost all lessons in KG, observations to assess and record children's learning are a feature of almost all lessons. Assessment data are analysed in relation to the Early Years Foundation Stage (EYFS) and children's attainment and progress are comprehensively tracked. Assessment information is used well to guide teaching and learning.
- Ongoing assessment data are analysed against the skills required by the ASSET tests. The school's tracking system allows senior leaders to monitor and compare group and class performance. However, internal assessments do not always provide reliable measures of students' performance.
- Teachers' use of assessment data in planning lessons to meet the needs of all students is variable across all subjects. The marking of students' work and the use of self-and-peer assessment are also variable across phases and subjects.


For Development:

- Ensure that lessons include time for students to reflect and consolidate their learning.
- Ensure that all teachers make full use of assessment information to provide students with an appropriate level of challenge and support in all lessons.

4. Curriculum

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

- The curriculum meets MoE and CBSE requirements. Within the curriculum there is an emphasis on the acquisition of knowledge rather than the development of skills. In KG, the curriculum is aligned with the EYFS Early Learning Goals.
- The curriculum prepares students for the next stage adequately and allows some curricular choices in the upper grades. Although the scope and sequence of academic activities ensures appropriate progression within phases, not enough account is taken of prior learning between phases. Cross-curricular links are not fully embedded.
- The recent initiative to integrate the CBSE curriculum with the EYFS developmental milestones is beginning to impact positively on learning outcomes in KG and the primary phase. Opportunities for students to develop critical thinking and problem-solving skills are inconsistent across all phases.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good 	Acceptable	Acceptable	Acceptable

- Adequate modification to meet the needs of most but not all groups of students is evident. The Science, Technology, Engineering and Mathematics (STEM) programme, now introduced in the school, is beginning to provide middle and secondary students with more opportunities for enterprise and creativity. However, this programme is not fully embedded in the curriculum.
- Links to Emirati culture are promoted through most aspects of curriculum. Students celebrate the heritage and culture of the UAE through many school-wide events.

For Development:

- Extend the provision of STEM to promote creativity and innovation in lessons.
- Provide a greater range of curricular choices to meet the needs of all learners.
- Enhance students' learning by embedding cross-curricular links more fully.

5. 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

- Effective safeguarding policies and procedures, including those for internet safety, are in place and are clearly communicated to staff, parents, and students. All staff receive regular training and updates. Safe and healthy living is promoted across the school.
- The classrooms and outdoor areas are secure and clean, and students are effectively supervised across all phases, especially in KG. Safety checks are conducted regularly, and maintenance and health issues are responded to quickly. Record keeping is detailed, secure and up to date.
- Student safety around transportation has been significantly improved with a special area designated for arrival and departure. Buses are well maintained, and students are effectively supervised when boarding and alighting from buses, as well as when travelling.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Positive relationships with all students and care about their wellbeing are embedded features of the school. The management of student behaviour, attendance, and punctuality are highly effective.
- The identification of students of determination, and those who are gifted and talented, is underdeveloped. Some teachers meet the needs of students of determination; however, this is inconsistent across all phases.
- Students are now beginning to receive appropriate support regarding their future education or career choices. The monitoring of students' well-being and personal development is given a high priority.

For Development:

- Improve the accuracy of the identification and support for students of determination and those who are gifted and talented.
- Implement a system to monitor the progress of students at intervals across the year to provide more appropriate personal and academic guidance and support.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The Inclusion Champion, Inclusion Governor, and support team together ensure that they create a vision of inclusion in their policies and practices across the school.
- The identification of students of determination is not always accurate and therefore, limiting. As a result, Individual Education Plans (IEPs) lack clearly defined targets to challenge and support the students.
- Parents are valued by the school as partners in the provision for students of determination. All parents have access to training and support. The school has strong communication links with parents and keeps all well informed about their children's progress. Parents value the quality of communication from the school and feel that the staff take a personal interest in their child.
- Strategies for curriculum modification and approaches to teaching to be used by classroom teachers are inconsistent across all phases. The expectations of the progress students of determination can make are not sufficiently high.
- Across all phases, where teachers are skillful in providing lessons and modifying the curriculum, students of determination make more rapid progress.

For Development:

- Identify students of determination with greater accuracy and specify targets and strategies in their IEPs which will improve their learning.
- Ensure all classroom teachers implement IEPs successfully and adjust targets to enable students to make better progress.

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

- Leaders at all levels share the school's vision. However, there is an inconsistent understanding of what constitutes effective teaching, learning and the use of assessment. Delegated leadership ensures that leaders at all levels are involved with learning and achievement outcomes and are accountable for these. The principal is accountable for the quality and impact of provision for students of determination. The improvement agenda is led by all senior leaders, but their impact is not monitored consistently. The school is compliant with all regulatory requirements.
- The process of self-evaluation draws on data from external and internal sources. The views of staff, students and parents also inform the process. However, the outcomes of self-evaluation are inaccurate, leading to an overgenerous view of the school's performance. As a result, self-evaluation does not provide a reliable base for improvement planning. The monitoring of teaching and learning sufficiently is not well-focused to have a positive impact on students' achievement.
- Parents play an active part in the life of the school and feel welcomed and valued. They are represented on the Governing Board and their views are considered in improvement planning. Communication is effective and parents are well informed regarding their children's personal and academic progress. Parents are aware of how they can help to move their children's learning forward.
- The Governing Board is representative of the school community. Governors meet regularly and use their varied expertise to support the school. They are informed frequently about and the school's performance and hold leaders to account for students' outcomes. They ensure that parents are informed about developments in the school. They ensure that sufficient resources are available to support learning.
- The school runs smoothly on a day-to-day basis. Signage is clear and all movement around the school is orderly and efficient. Parents are fully informed about all school events. Staff are suitably deployed. However, the premises and facilities are cramped in places and have an adverse impact on students' learning experiences. Technology resources are underused as a support for teaching and learning. Specialist areas, such as the laboratories are sufficient to support learning.

For Development:

- Ensure that self-evaluation is accurate and produces reliable outcomes.
- Ensure that more effective use is made of technology to support teaching and learning.
- Ensure that all leaders have a clear understanding of what effective teaching and learning is and how they can monitor their use to drive improvements.

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 QA.Schools@khda.gov.ae