

Inspection Report 2018-2019

“THE RACE FOR EXCELLENCE HAS NO FINISH LINE.”
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Crescent English School

Acceptable

Curriculum
CBSE



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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	Mrs. Nigar Rashed
	Principal - Date appointed	6/1/2016
	Language of Instruction	English
	Inspection Dates:	15 to 18 October 2018

Students

	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten 1- Grade 12
	Number of students on roll	1286
	Number of Emirati students	0
	Number of students of determination	47
	Largest nationality group of students	Indian

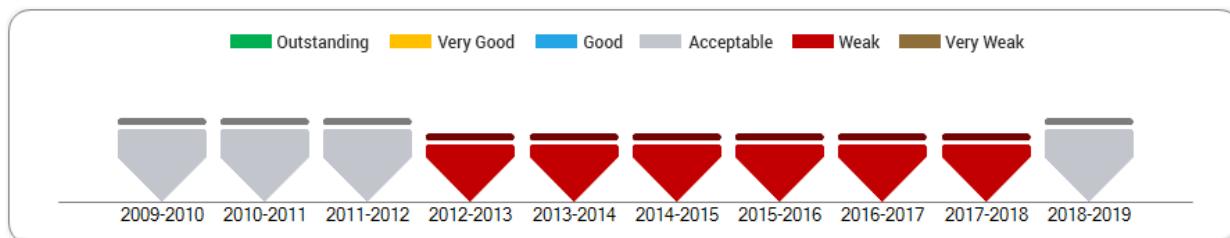
Teachers

	Number of teachers	81
	Largest nationality group of teachers	Indian
	Number of teaching assistants	6
	Teacher-student ratio	1:16
	Number of guidance counsellors	2
	Teacher turnover	24%

Curriculum

	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	CBSE
	National Agenda Benchmark Tests	IBT, Asset Dynamic

School Journey for Crescent English School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' achievements are broadly acceptable and are showing improvement since the 2017 inspection. Students' attainment in Arabic is mostly weak. Their progress is best in secondary Islamic education. Progress in learning mathematics is improving among the older students, while younger students' make better progress in learning about science. Across all grades, students are developing appropriate learning skills.
- The students' personal development is very good and improved since the last inspection. Their social development is either good or very good. Most students show enormous respect for Islam and its influence upon society in Dubai. They demonstrate strong knowledge of Emirati, Indian, and world cultures.

Provision for learners

- The quality of teaching is broadly acceptable and strongest in kindergarten (KG). Teaching has improved in the primary phase since the last inspection. There are still too many weak lessons in all phases of the school. Some teachers talk too much and do not ask questions in ways that promote thinking by their students. Assessment information is not used effectively to inform lesson planning.
- The curriculum is of acceptable quality in all phases. There is some enrichment by means of activities and external events that allow students to pursue their personal interests. The adaptation of the curriculum has improved in KG. Across the school the curriculum could benefit from better adaptation to match what students already know and can do.
- The protection, care, guidance and support of students has improved since the 2017 inspection and is now of good quality in all phases of the school. Students are safe and well cared for at all times, including when on buses. There are caring relationships between students and their teachers. Older students receive helpful guidance as they consider plans for further education and careers.

Leadership and management

- Leadership is acceptable overall. Most leaders share a vision for the school's future and work collaboratively to achieve it. The school has improved significantly since the last inspection and there is the capacity to improve further. There is good partnership with parents and the local community. Governors need to be better informed about the priorities for improvement. The resources for teaching and learning need to be improved as a matter of urgency.

What the School does Best:

- The older students are making good progress in learning about Islam.
- The personal development of the students is very good, and their social development is good.
- The protection, care, guidance and support of students are of a good quality overall.
- The leadership team has succeeded in making significant improvements to the school this year.
- The school has established effective partnerships with parents and the community.

Key Recommendations:

- Improve students' progress and learning skills in the key subjects so that they attain good standards.
- Improve the quality of teaching so that a majority of lessons is good, and none are weak.
- Improve the assessment of learning so that students' progress is accurately tracked, and teachers use the information to modify the curriculum and their teaching strategies.
- Improve the curriculum so that it meets the needs of all students, especially students of determination.
- Improve the quality and quantity of the resources available for teaching and learning so that all students learn in active ways.

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	Weak	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable 	Acceptable 	Acceptable
	Progress	Acceptable	Acceptable	Acceptable 	Acceptable 
 Science	Attainment	Acceptable 	Acceptable	Acceptable	Acceptable
	Progress	Acceptable 	Acceptable 	Acceptable	Acceptable
Learning skills		KG	Primary	Middle	Secondary
		Acceptable	Acceptable	Acceptable	Acceptable

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	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	Acceptable	Acceptable 	Acceptable	Acceptable
Assessment	Acceptable 	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/ safeguarding	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](#)

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 :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

Schools Progression In International Assessments meets expectations

- In PISA 2012 English was weaker than mathematics and science. Between 2012 and 2015 the results in mathematics and science declined and improved in English. None of the subjects achieved their PISA 2015 targets. Overall English was better than mathematics and science. In TIMSS 2011 and 2015 Grade 4 was better than Grade 8 in mathematics and science. Both subjects improved between 2011 and 2015. Grade 4 met its 2015 targets in both subjects, whereas the Grade 8 targets were not met in either subject. Overall science was better than mathematics in both grades. Progression in benchmark assessments is strongest in English and weakest in mathematics. When comparing benchmark assessments to CAT4, many students exceed their potential.

Impact Of Leadership

is approaching expectations

- School leaders support the National Agenda targets. They are proactive in planning for achieving these targets. The Action Plan is measured and well developed. Results are analysed to inform adjustments to curriculum. This work is ongoing and developmental. It is important that school leaders support teachers in using data well for improved content and cognition skills in lessons.

Impact Of Learning

is below expectations

- This is the weakest area because in many lessons the emphasis is predominantly on secure knowledge. This is a solid foundation on which to raise expectations and develop student enquiry, thought, discussion and critical thinking. There are some well developed examples of good practice in most phases but this is not embedded and consistent.

Overall, the schools progression to achieve the UAE National Agenda targets is approaching expectations.

For Development:

- Ensure that the preparations for participation in benchmark tests raise expectations for all students so that they can meet the international standards.
- Ensure that data use in planning and delivering lessons is central to ongoing teacher development, so that students' outcomes improve over time.
- Place real life applications at the start of lessons to engage students' curiosity in developing higher order learning skills.

Reading Across the Curriculum

- Students' achievement in reading across the school is slowly improving. A tracking system to monitor their reading skills is still being established.
- Students' attitudes toward reading are strongest among the younger students. Reading skills in the senior phases are not sufficiently strong to allow students to understand information from different genres and electronic media.
- The school's under-resourced library does not encourage students to develop a love of reading.
- The school's commitment to reading is at an early stage. It is more developed in the Kindergarten and mathematics, Islamic education and Arabic.

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

For Development:

- Improve the resources in the library to encourage students to read a wide range of challenging, inspiring texts and use electronic tablets.
- Ensure that all teachers explicitly teach reading strategies in order to improve comprehension.

UAE Social Studies

- A separate UAE social studies curriculum is followed in lower primary phase, whereas it is integrated into the CBSE social studies curriculum from Grade 4. Activities and resources engage learning for most students.
- Students effectively collaborate and communicate ideas with elements of critical thinking developing. Students are beginning to use technology for research and in support of learning.
- In lessons and internal assessments, most students attain levels in line with UAE social studies curriculum standards.
- In lessons, work scrutiny, and internal assessments, most students make adequate progress against their starting points and curriculum standards.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- The use of technology is not established as a learning skill. Lessons in which students bring their own device are not always effectively led, and the 'eBooks' programme is not fully in place. Children in the kindergarten have no access to technology to support their learning.
- Students' innovative social responsibility is developing. Initiatives such as, the 'Innovation Ambassadors', who lead extra-curricular clubs, and leadership from the Student Council, are supportive of this.
- Teaching strategies do not provide opportunities for problem solving and research. Teachers' questions rarely promote higher order thinking. Lesson plans are of inconsistent quality.
- The curriculum includes some opportunities for the development of innovation skills in subject areas and through events and competitions, for example, Robotics and 'Maker's Space.'
- Leaders demonstrate a limited understanding of innovation, which restricts the development of a culture of innovation.

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

1. Students' Achievement

Islamic Education

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

- Most students demonstrate knowledge and understanding that is in line with the Ministry of Education (MoE) curriculum standards in lessons and in their recent work. However, the school's data indicates higher attainment. Achievement is stronger in the secondary phase than in other phases of the school.
- Students demonstrate a better understanding of Seerah, and the principles of worship, than of the Holy Qur'an and Hadith. Many students have difficulty referring to them for guidance or understanding their meanings. Recitation of the Holy Qur'an and memorisation skills are still underdeveloped.
- Students' understanding and application of Islamic values in real life situations are stronger this year. This is exemplified in projects, activities and the behaviour of students in the school.

For Development:

- Ensure that both the development of the Holy Qur'an and Hadith are closely linked to all areas of learning.

Arabic as an Additional Language

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

- Less than three quarters of students attain expected levels of the MoE curriculum standards. Girls attain at better levels than boys. Achievement is stronger in the middle phase than the other phases. A particular strength is students' listening skills. Students can read and understand short texts about common topics such as food, sport, family and daily routines, with the help of their teacher. Their language production is weaker and mostly limited to single words and short sentences. Free writing skills are underdeveloped. The school has improved students' reading skills this year providing more opportunities for them to read and apply language in real life situations; however, most of the tasks are teacher controlled and provide limited choice.

For Development:

- Improve students' writing and speaking skills by providing more frequent opportunities for them to practise language.

English

	KG	Primary	Middle	Secondary
Attainment	Weak	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable

- In most phases, students attain levels that are in line with curriculum standards with the exception of children in the kindergarten (KG), where attainment is weak. Most students are learning at age-appropriate levels. In the secondary phase attainment results are varied, necessitating re-teaching and additional support to enable students to improve.
- Across the school, students are motivated and show a positive work ethic. Reading and writing opportunities are not frequent enough to promote effectively the development of these skills. Students' notebooks do not feature an adequate number of writing opportunities.
- Students generally demonstrate adequate listening and speaking skills and these progress at an appropriate rate.

For Development:

- Support student achievement by integrating and developing the use of literacy resources in the lower phases and use of literary devices as a priority in the senior phases of the school.

Mathematics

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

- There is improvement across two phases in students' attainment and two phases in progress. This is a starting point for sustained development over time, especially as the school's curriculum standards become better aligned to international standards.
- Most children and students have well developed knowledge of subject content and are skilled in answering set questions. Their ability to extend these skills to practical situations is just developing.
- In most lessons, children and students meet curriculum expectations; however, the progress made by students who require support or more challenge requires improvement.

For Development:

- Raise expectations of students in lessons and make links between mathematical topics and real-life experiences.

Science

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

- Students' attainment is better in tests and examinations than in lessons, although their knowledge and understanding develops systematically. In primary and secondary phases, students' investigative and problem-solving skills are under-developed.
- Too few opportunities are given for students to practise their scientific skills. In the secondary phase, too few lessons make use of the laboratories for scientific investigation. Students record their work accurately, but most work books have copied notes rather than students' original data recording or summary. Reading and research is rare.
- In some lessons the level of challenge is set too low by the teacher's expectations. Occasionally students could take their studies further. Opportunities for deep discussion are often missed.

For Development:

- Enable all students to develop fully their independent skills of investigation by providing more practical activities linked to real life.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students are willing learners with positive attitudes. In all phases they engage well, although there are often passive learners in plenary sessions. Apart from the KG, students' ability to take responsibility for their own learning is frequently restricted by teachers taking too much control.
- Students have few opportunities to be innovative and to think critically in lessons. This is especially so in science in all phases. With the exception of Islamic education and Arabic lessons, collaborative work is an under-developed aspect across the school.
- A lack of investment in resources and insufficient focus on the development of innovation means that students of all ages are not improving their independent research or higher order thinking skills.

For Development:

- Provide opportunities for students to be more independent in lessons and take responsibility for their own learning.
- Ensure there are consistent opportunities for students to be innovative, to think critically and to use technology to expand their learning 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 considerable pride in their school and are respectful of its environment. In all phases, students understand the value of healthy eating and maintaining active lifestyles. In the KG and primary phases, student and teacher relationships are very caring.
- The Student Council has roles and responsibilities, which they take seriously. Students display positive and responsible attitudes towards their school and learning. Critical feedback from teachers to students is less evident in supporting learning. Attendance rates are exemplary. Students note that bullying is rare.
- In most phases' students are self-reliant and understand the procedures and expectations of classrooms and the school. Since the last inspection, students have improved their support and consideration of each other during collaborative learning opportunities.

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

- Across the school students demonstrate a strong awareness of Islamic values and understand their relevance to modern society in the UAE. This understanding is clearly evident in their behaviour and adoption of values in each phase of the school.
- A particular strength is an appreciation and understanding of students' own cultures and that of the UAE. It is more evident in the lower phases, where all students enthusiastically sing the UAE national anthem, the school song and the Indian national anthem.
- Students' understanding of world cultures is more developed in the primary and secondary phases. Many students are aware of international cultures and are able to discuss aspects such as, their languages, art and history.

Social responsibility and innovation skills

KG	Primary	Middle	Secondary
Good	Good	Good	Very good 

- The majority of students are well aware of their roles and responsibilities as members of the school and the wider community. Contributions from students in the senior phase are stronger than elsewhere in the school.
- Students have a strong work ethic. They enjoy completing their work as diligently as they can. Most are happy to contribute to school activities and projects, although some are reliant on their teachers before taking the initiative. Innovation skills remain limited.
- The Student Council makes very positive contributions to the life of the school community and in supporting others to be active participants. The 'Green Gang' is successful in nurturing a positive environmental awareness in students and in encouraging them to care for their environment.

For Development:

- Improve students' awareness of world cultures.
- Encourage more students to be involved in voluntary work within the local community, supporting the development of their enterprise, entrepreneurship and innovation skills.

3. Teaching and assessment

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

- Teachers' subject knowledge is secure overall. Teaching is more effective in the KG than in other phases of the school. In KG and mathematics, improved resources support teaching and learning. Elsewhere resources are less inspiring and do not contribute to effective learning.
- Lesson plans are generally followed in most lessons, but they vary in quality. Across phases and subjects, teachers' questions are mostly closed and do not promote higher order thinking. Different levels of tasks are planned for, but not experienced in many lessons.
- Overall, there is too much ineffective teaching across the phases. Teachers have documents about students' learning styles, but they do not use them to affect their teaching strategies.

Assessment
KG

Acceptable 
Primary

Acceptable 
Middle

Acceptable

Secondary

Acceptable

- The school has detailed and extensive internal assessment data which are now up-to-date and informative. The analysis of external benchmark test data and comparison with internal data is becoming well-aligned in most subjects.
- Data analysis as a means of measuring students' progress over time is understood well by senior leaders, but less so by teachers and their students. In the KG there is improvement because children's progress is now being assessed on seventeen learning outcomes that are clearly understood by teachers.
- While most teachers know their students well, they do not make effective use of data to track students' progress. This will be a focus of ongoing assessment and its impact on learning and progress.

For Development:

- Ensure that challenging tasks and questions engage students to meet their learning needs.
- Ensure that progress trackers are fully understood and used consistently by teachers for support and challenge in lessons.
- Improve formative assessment so that students understand their targets and next steps in learning.

4. Curriculum
KG

Acceptable

Primary

Acceptable

Middle

Acceptable

Secondary

Acceptable

Curriculum design and implementation

- The curriculum is generally broad and balanced with a blend of core and extra-curricular activities and choices. Across the school there is a strong emphasis on knowledge acquisition rather than the development of subject specific and general learning skills.
- Cross-curricular links are better planned in Arabic, mathematics and science. Few teachers make meaningful connections between different subjects. The implementation of the planned curriculum is stronger in the KG than other phases of the school.
- Schemes of work have some features of task differentiation, but implementation does not always lead to student needs being met in class. Strategies for developing critical thinking, problem-solving and innovative learning are not skillfully planned nor delivered.
- Moral education is taught as a separate subject between Grades 1 to 10 and then integrated across subjects in Grades 11 and 12. Progress is measured through formal and informal assessments.

Curriculum adaptation
KG
Primary
Middle
Secondary

Acceptable 

Acceptable

Acceptable

Acceptable

- The school groups students by ability and by their special educational needs. Modifications for these groups are more evident and successful in the KG than in other phases. Additional content and activities are planned in mathematics to enable students to succeed in improving their levels of attainment.
- The curriculum in KG is enriched with activities to develop children's investigative and literary skills. The school has introduced IT portals, online resources, laboratories and clubs to improve the curriculum in mathematics. These are beginning to have a positive effect upon achievement.
- Links across subjects, such as in Arabic and Islamic education are developing students' knowledge, understanding and appreciation of the heritage of the UAE.
- Arabic, as an additional language, is not taught in the KG.

For Development:

- Make more effective use of assessment data to modify the curriculum to match what students know, understand and can do.

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 

- Effective policies and procedures ensure the health and safety of all students. There are secure procedures for safeguarding students, including child protection, and staff members know these. Students are supervised and cared for when they arrive and leave the school, and fire evacuation procedures are practiced regularly and correctly.
- There is a good level of maintenance of the building despite its age. Most spaces and classrooms, including laboratories and outside areas around the school, are well-maintained, safe and fit for purpose.
- Accurate medical records are kept of every student and regular medical checks and vaccinations are carried out. The school ensures that students know what constitutes a healthy diet.

	KG	Primary	Middle	Secondary
Care and support	Good 	Good 	Good 	Good 

- Respectful relationships between teachers and students contribute to the promotion of good behaviour, good attendance and supporting the positive learning environment which exists in the school.
- The school is inclusive and welcomes children with diverse needs. However, the process of identifying students of determination and students with gifts and talents is under-developed. Teachers are supported in planning different tasks, but these are not always implemented effectively in class.
- The counsellors and Head of Inclusion lead the pro-active support team, which promotes the social, personal and emotional development of students. Teachers work closely with students and their families to address any concerns. The school provides on-going support to students and their parents as they identify possible careers, apply to university or seek employment.

For Development:

- Provide training to support all teachers to implement tasks and activities that meet the learning needs of all students, especially students of determination.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Acceptable

- The principal and senior leaders are committed to developing an inclusive school. An inclusion policy and provision mapping effectively outline the current requirements and plans for its development. However, the Inclusive Education Improvement Plan is not sufficiently focused and the goals for improvement are not measurable.
- Tests, observations, referrals and checklists are used to identify students of determination. The identification of underachieving students is accurate, but the use of the KHDA categories lacks understanding and is inconsistently applied. There are no formal assessment tools to diagnose learning, language or reading difficulties.
- Parents are kept well informed of their children's academic progress and personal and social development. The school maintains strong relationships with families. Parents are involved in creating individual education plans and receive advice on how to help their children improve.
- The personal support provided by teachers and peer helpers motivates students to complete classroom tasks. Curriculum modifications are not always appropriate to the individual student's abilities and set tasks do not always demonstrate learning.
- An efficient monitoring system indicates that most students make academic and social progress in line with expectations. Goal setting and assessment rubrics are helping students to assess their own progress.

For Development:

- Develop formal policies and procedures to improve accuracy when identifying students of determination.

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

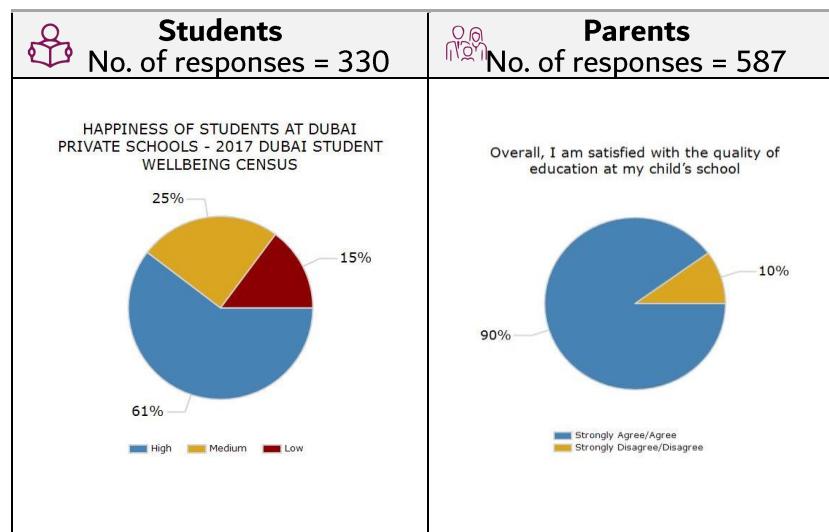
- The quality of leadership is acceptable across the different subjects and sections of the school. Leaders are committed to the inclusion of students and the priorities of the governments of Dubai and the UAE. Most are aware of the best practices in curriculum planning, teaching and the assessment of learning. Relationships and communication are professional and there is evident capacity to improve the school. The school is compliant with all relevant laws and regulations.
- The leadership team has an on-going programme of teacher appraisal that is accurate and helps teachers improve. The focus of these appraisals is not sufficiently aligned to student's learning outcomes. The school's improvement plan is based upon the recommendations of the previous inspection report. Judgements made on the internal evaluation document are too generous in some instances. However, there has been improvement in a significant number of areas since the last inspection.
- The leadership team actively encourages parents to be more involved in the school. They are welcome in the building and enjoy access to managers and teaching staff. Leaders seek the opinions of parents through the regular council meetings. Frequent school reports, and open house meetings, ensure that parents are well-informed about their child's academic progress, and their personal and social development. Links with local schools and organisations are being established for the benefit of students.
- The governing body exerts a positive influence upon the school overall. It does not fully represent the stakeholders in the school and has no female members. Governors periodically monitor the school's performance, but their knowledge of the priorities for improvement is limited and needs to expand if the school is to improve further. Governors have succeeded in improving some of the facilities; for example, the playing field and the outdoor areas of the KG children.
- The daily management of the school is efficient. Staff members are appropriately qualified and deployed effectively. The premises are adequate, but there are insufficient laboratories and library space for the number of students in the school. Facilities which are available are underused. Resources, including the small library, are insufficient for the development of critical thinkers and good readers.

For Development:

- Leaders should persist with regular lesson observations with an emphasis on learning outcomes.
- Improve resources to support the active development of 21st Century learning skills.

The View of parents and students

Before the inspection, the views of the parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. 149



 Students	<ul style="list-style-type: none"> In Grades 6 to 9, 56 per cent of the boys and 44 per cent of the girls participated in the survey. Overall, 67 per cent of the students feel they are achieving well. Their levels of happiness, optimism, friendship and respect received the most positive response in the survey. By grade level and gender, the boys in Grades 8 and 9 rank the lowest.
 Parents	<ul style="list-style-type: none"> Overall, parents are satisfied with the quality of education and indicate that leaders listen to and act on their concerns. Most parents agree that bullying is not an issue in the school. The lowest levels of parent satisfaction include their own involvement. Parents' greatest concern is the relationship between teachers and their children.

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