



CREDENCE HIGH SCHOOL

 Curriculum: CBSE

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Quoz, Dubai
Type of school	Private
Opening year of school	2014
Website	http://www.credencehighschool.com
Telephone	04-3212144
Address	359-976
Principal	Deepika Thapar Singh
Language of instruction	English
Inspection dates	5 th to 7 th December 2016

Teachers / Support staff

Number of teachers	78
Largest nationality group of teachers	INDIA
Number of teaching assistants	20
Teacher-student ratio	1:8
Number of guidance counsellors	1
Teacher turnover	48%

Students

Gender of students	Boys and girls
Age range	4 - 14
Grades or year groups	KG 1 - Grade 8
Number of students on roll	596
Number of children in pre-kindergarten	NA
Number of Emirati students	1
Number of students with SEND	18
Largest nationality group of students	Indian

Curriculum

Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE
Accreditation	NA
National Agenda benchmark tests	GL, CAT 4



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

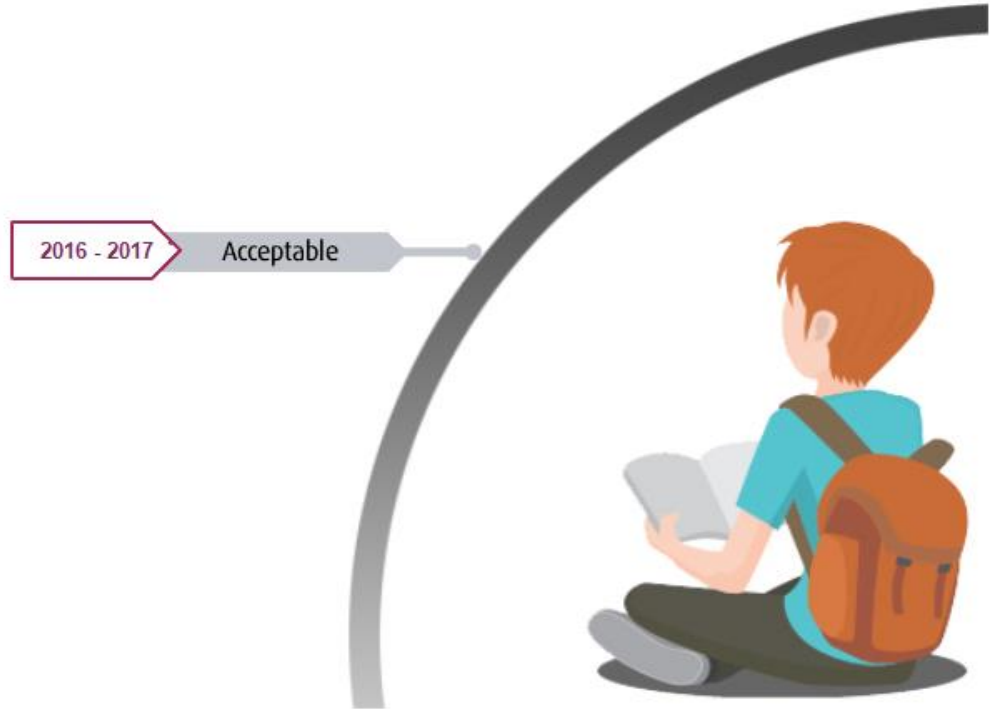
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for CREDENCE HIGH SCHOOL



- The school opened in April 2014. This is the school's first inspection. The current principal was appointed in April 2016. Out of a total of 78 teachers, 58 are new this academic year.
- The school has focused in its first three years of operation on implementing its vision and establishing strong partnerships with parents. Students have been entered for the international benchmarking tests and the analysis of the results is beginning to be used to inform teaching and school improvement planning.

Summary of inspection findings 2016-2017



CREDENCE HIGH SCHOOL was inspected by DSIB from 5th to 7th December 2016 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are mainly acceptable in all subjects and phases, with the exception of attainment in maths and Arabic in the primary phase and attainment and progress in Arabic in the middle phase, which are weak.
- Students' personal development is good. However, their awareness of Islamic values and their social and innovation skills are developing.
- Teaching is no better than acceptable because it does not provide opportunities for students to develop their learning skills systematically, nor does it challenge all groups of students. The assessment arrangements are clear but information from the analysis of assessment data is in the early stages of informing curriculum adaptations.
- The design of the curriculum is compliant with requirements but it does not have an appropriate balance between skills, knowledge and concepts. Adaptations are not linked to assessment outcomes or clearly matched to the needs of different groups of students.
- As a result of effective arrangements for health and safety, a safe secure learning environment is provided. Care and support for students and their families are acceptable.
- The principal provides a clear vision and sense of direction but the new senior leadership team has not taken sufficient action to achieve these. The processes for evaluating the school are insufficiently robust to ensure that improvements are accurately identified, targeted and monitored. Partnerships with parents are good. Governance and management of resources and facilities are acceptable.

What the school does best

- The establishment of learning centres in Kindergarten (KG), which is broadening learning opportunities and supporting the development of children's learning skills
- The good provision for students' personal development
- The good partnerships with parents and the regular communication systems
- The good arrangements for health and safety and the very safe and secure environment for learning

Recommendations

- Provide a more balanced curriculum which:
 - is challenging, age-appropriate and provides a clear blend of skills, knowledge and concepts which are included in lesson planning and match all international assessments
 - builds on the prior learning of students and enables them to make good progress in all lessons
 - highlights relevant and challenging teaching strategies which engage all groups of learners
- The governing body should establish a senior leadership team to support the principal which:
 - is suitably trained, experienced and qualified, with a proven record of impact
 - takes responsibility and is accountable for improving the quality of self-evaluation, assessment and teaching practices
 - monitors and secures improvements in teaching and learning outcomes for all students.
- Use the self-evaluation processes to identify and address the weakness in teaching to raise standards in all subjects, particularly in mathematics and Arabic.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment as measured by the National Agenda Parameter tests in English, mathematics and science is not secure.
- The school has made a good start in analysing all results of the CAT4 and ASSET tests set against the outcomes of the curriculum. They are doing this on an individual student basis to find the 'best fit' age-related expectations for each age group.
- There are processes in place that allow the school to make the comparisons across all internally and externally validated data to find the correct alignment for their internal curriculum. The results of the analysis have yet to be used to have a positive impact on attainment and progress.
- The school has not fully established a process in which analysed data are used to change teaching practices to improve student progress. Individual teachers are beginning to group students together on the basis of their CAT4 scores but this is at a very early stage of development.
- Action plans, following analysis of National Agenda Parameter tests, have not been fully implemented. Consequently, critical thinking skills and individual research are not established within the school's daily routines. When critical thinking is developed, it as a result of insightful questioning by the teacher. However, this is not a common feature in all lessons.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.



Promoting a culture of innovation:

- There is a strong commitment from the principal and middle leaders to promote and secure a culture of innovation. However, the systematic approach required to embed it is not in place. Teachers are providing some opportunities to develop innovative thinking in a small number of lessons. These are not evident in all grades and subjects. Extra-curricular projects such as the Credence radio are inspiring creativity and extended thinking for some students. The application and integration of these activities into the curriculum is being planned.

Overall school performance

Acceptable

1 Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
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	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable
English 	Attainment	Acceptable	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Acceptable	Not applicable
Mathematics 	Attainment	Acceptable	Weak	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Acceptable	Not applicable
Science 	Attainment	Acceptable	Acceptable	Acceptable	Not applicable
	Progress	Acceptable	Acceptable	Acceptable	Not applicable

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Not applicable

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Not applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not applicable
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Not applicable

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Not applicable
Assessment	Acceptable	Acceptable	Acceptable	Not applicable

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Not applicable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Not applicable

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	Not applicable
Care and support	Acceptable	Acceptable	Acceptable	Not applicable

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			

Main inspection report



1. Students' achievement

 KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In English, most children demonstrate acceptable levels of listening, speaking and reading skills, which are in line with age appropriate expectations. During their time in KG, children's language and writing skills improve steadily. Children begin to match letter shapes to sounds and try and read very simple words. Children make acceptable progress across KG.
- Children's numeracy is broadly in line with age-appropriate expectations. Children can count confidently, are able to place numbers in order and recognise larger and smaller relationships between numbers. They are starting to use a range of basic symbols with growing confidence. Acceptable progress is evident in work samples and in the lessons observed.
- In science, children make acceptable progress and develop secure factual knowledge, such as naming the main body parts. They are beginning to use their senses to explore the world around them. They understand different parts of plants and what they need to grow. Their scientific and problem solving skills are underdeveloped. By the time they leave KG, children's attainment is in line with expected standards. Children, however, have no access to technology in the classroom setting.

Primary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Acceptable
English	Acceptable	Acceptable
Mathematics	Weak	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, most students are attaining in line with Ministry of Education (MoE) curriculum expectations. Students can explain the steps of prayer adequately, differentiate between purity and impurity in Islam and demonstrate an acceptable understanding of Islamic values and morals. However, their recitation skills are weaker. Their progress in understanding Hadeeth, Islamic principles and etiquettes is in line with age-related expectations.
- In Arabic as an additional language, students' attainment is below the MoE curriculum expectations. Although students listen well, they are able only to respond to their teachers' questions using very basic vocabulary. They make acceptable progress, particularly in their reading and handwriting skills. However, they do not reach the expected curriculum standards in their comprehension, speaking and writing skills.
- In English, students' attainment and progress are acceptable. Students' attainment compared with international benchmark tests is weaker. Students' comprehension skills are in line with age-related expectations and towards the end of the phase most students can apply grammatical features into written work, including compound sentences, and spell irregular verbs accurately. Too few opportunities exist for students to engage in critical thinking, leading to weaker inference skills. The development of creative writing is weak overall.
- Students' attainment in mathematics is weak. This results from the mathematics curriculum being insufficiently adapted to enable students' core skills to be developed and internal assessments only taking students' knowledge into account. Students make acceptable progress. Their workbooks reflect a greater focus on geometry and less emphasis on numeracy, with problem solving limited to word problems.
- Most students' science work is broadly in line with the school's age-related curriculum standards. Compared to more challenging international expectations a large minority are below expected standards. Most students have sound understanding of scientific facts but not all demonstrate the necessary skills to apply their understanding in practical and investigative processes. Grade 1 students do this successfully when investigating what makes objects sink or float. Overall, students make acceptable progress.

Middle		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Weak
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, students' attainment and progress are acceptable. Students have adequate knowledge and understanding of the Pillars of Faith, Islamic principles and the different types of prayers. They also have an acceptable understanding of the miracle of the Holy Qur'an and how it was revealed. However, their recitation skills are weak. They make steady progress in understanding Seerah, Islamic etiquettes, morals and values.
- In Arabic as an additional language, students' attainment and progress are weak. Internal assessment results vary from one grade to another. This makes it difficult to identify students' starting points in learning. As a consequence, the work provided in class is low level and does not take into account students' prior learning. Towards the end of the middle phase students do not demonstrate sufficient improvement in spelling and punctuation and their speaking and writing skills are underdeveloped.
- In English, most students attain levels that are in line with curriculum and international standards. Most students respond orally using standard English and a majority are reading with greater fluency and intonation. They can identify and use the active and passive voice, as well as paraphrase a paragraph in their own words. Extended and creative writing in particular, are weak, although by the end of this phase most students are becoming more adept at including varied sentence structures and paragraphing into their written work.
- In mathematics, students' attainment and progress, measured against curriculum standards, are acceptable. External benchmarking and moderation are not developed or embedded into the school assessment framework. Students' work is in line with curriculum expectations. It reflects good progression in algebraic expressions and data handling but weak in basic numeracy skills such as fractions and decimals. Students' ability to solve problems apply and reasoning are still at an early stage of development.
- Students' attainment in science is broadly in line with age-related expectations. A large minority of students do not achieve the required standards when assessed against international benchmarks. When Grade 8 students are challenged, for example, to brainstorm the differences between stars and planets, they develop theories based on a sound understanding of physics and chemistry. However, the curriculum does not challenge students to apply knowledge skilfully in practical laboratory scenarios. This is preventing standards rising further and restricting rates of progress to a broadly acceptable level in the middle years.

Secondary		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Not applicable	Not applicable
Science	Not applicable	Not applicable

	KG	Primary	Middle	Secondary
Learning skills	Acceptable	Acceptable	Acceptable	Not applicable

- Most students have positive attitudes towards learning. In the better lessons, students actively and enthusiastically engage in independent work. For example, Grade 8 students appoint leaders within groups to research scientific concepts. However, many lessons are too teacher-led, restricting opportunities for students to take responsibility for their own learning. Consequently, students' learning skills are not consistently developed across the school.
- Although many students have clear communication skills, younger students lack the vocabulary to describe their ideas and thoughts coherently. In the better lessons collaborative skills are well developed with students eager to work together and learn from each other. However, the purpose of the collaboration is not always clear to students, limiting the positive impact on learning outcomes, particularly in Arabic.
- Cross-curricular links and making connections to the real world are the most common learning skills applied in lessons. Although most planning references real-life examples, the application of these in lessons is less consistent, particularly in science.
- Opportunities to use technology in lessons are too few to encourage students to think critically and solve problems independently. In some lessons opportunities for research are provided. However, investigations, problem solving, enquiry and research skills are not systematically planned or implemented, resulting in the underdevelopment of these learning skills.

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

	KG	Primary	Middle	Secondary
Personal development	Good	Good	Good	Not applicable

- Students are positive, cooperative and respectful. Older students display a strong sense of self-awareness and self-reliance when taking responsibility for events like whole school and radio assemblies. Not all students are given the opportunity to express their ideas and take risks.
- In lessons, during school events and when moving around the school, almost all students are very well behaved. They are self-disciplined, cooperative and interact well with peers. Senior students model positive behaviour, showing a high level of responsibility towards younger ones. The development of students' high self-esteem supports this positive behaviour, contributing to the ethos of happiness and well-being around the school.
- Student-staff relationships are friendly and respectful across all phases. It is evident that students feel valued and supported and this, in turn, leads to effective relationships among all students. Students show genuine concern for others and are always ready to extend help to those in need.
- Students have a secure understanding of how to make healthy choices and they apply this knowledge to their lifestyle. Students are keen to participate in physical education and sports activities when given the opportunity to do so.
- Overall attendance is securely good. Students are punctual arriving at school and for lessons throughout the day.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Not applicable

- Although students have an acceptable understanding of Islamic values, such as tolerance, they are less clear about how it impacts on their lives in Dubai and the UAE, particularly in the primary phase.
- Awareness of Emirati heritage and culture is promoted, resulting in an appreciation and respect for the history of the UAE. Students only have an adequate knowledge of the Emirati traditions including social and national events, with the majority unable to talk in depth about them.
- Students proudly express their views about their own culture and its traditions. They can speak respectfully about each other's cultures within the school. However, their understanding of worldwide cultures is developing.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Not applicable

- Students are aware of their responsibilities to the school community. They contribute positively to events that the school is undertaking such as Credence radio. However, their involvement as volunteers within the local and wider community is not as strong. Students are keen to support community projects when opportunities are provided.
- Students, in general, have a positive work ethic. They know what is required to be successful in their learning journey. They enjoy work but are given few opportunities to initiate projects. They can be creative and enjoy taking part in projects. However, they rely too much on adults to guide them. As a result, they do not take risks and learn from their mistakes.
- Most students and children take care of their immediate surroundings and are aware of some environmental issues. Students from Grade 3 and beyond participate in campaigns to clean the area around the school. However, deeper knowledge about other environmental issues is underdeveloped.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Not applicable

- Most teachers have sufficient subject knowledge and promote skills and understanding at a suitable level. The teaching of Arabic as an additional language is less effective in the middle phase, where some topics taught are not relevant. In primary and middle phases, teachers' knowledge of students' strengths and weaknesses is insufficient to ensure work provided is appropriately challenging and age-appropriate.
- Lesson planning in the primary phase and KG has a clear focus and purpose but this is not always applied in lessons. In addition, an appropriate balance of skills and knowledge is neither sufficiently planned nor taught, particularly in mathematics and science. The lack of a plenary in many lessons prevents students from reviewing where they are in their learning.
- In the better lessons, the quality of dialogue and questioning ensures that students are motivated, challenged and engaged. This is a positive feature in some of the lower primary lessons, where teachers adjust the pace of teaching according to individual needs. However, such practice is not evident in all subjects and grades.
- Most classrooms are organised so that students have access to a sufficient range of resources to support learning. However, not all teachers have high expectations. As a consequence, the levels of students' attainment and progress are only acceptable. Creative and varied teaching strategies to ensure greater progression and offer more meaningful challenge to students are lacking.

- Collaborative and independent learning practices are implemented in KG and the lower primary phases. Students do not have access to technology in the classroom to support problem-solving, research or innovation related activities. Some didactic styles of teaching limit the scope and time for reflection, with the result that students tend to rely mostly on the teacher for guidance.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable	Acceptable	Not applicable

- The school carries out regular internal assessments of students' attainment in key subjects. These are linked well to the school's curriculum and provide valid data about the standards reached by students. However, the data are not used effectively by leaders and teachers to measure accurately and evaluate students' progress from year to year.
- The school has begun the process of comparing all students' internal achievements with their performances in international tests. As with curriculum data, the information from this process is not used to inform teachers of a realistic picture of their students' present performance and also their future potential.
- The recording of assessment information is collated termly from students' classwork and relevant checkpoints. Systems do not currently enable staff to monitor and judge students' progress over time.
- Although teachers plan lessons thoroughly, only generic learning goals are identified. Current assessment systems do not enable teachers to plan to meet the differing learning needs of individuals and groups of students. As a result, tasks given are often identical for all students and lack challenge because they are not based on accurate understanding of individual needs of students.
- Teachers' knowledge of their students' strengths and weaknesses is not consistent or strong enough. This is because monitoring the learning in lessons is done through whole-class responses, rather than group and individual performances. Teachers' feedback often lacks informative comments on how to improve. Students' self-evaluation processes are established but lack clear success criteria which would help them achieve personal targets.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Not applicable

- The CBSE Indian curriculum is followed. In addition, Early Years Foundation Stage is used in the KG. However, in higher phases, the curriculum lacks balance, favouring the acquisition of knowledge, rather than the development of skills and deeper understanding.
- Whilst continuity and progression of concepts and topics are identified in the design of the curriculum, gaps in provision in many subjects restrict progression. A few of the better lesson plans identify the previous knowledge of students and build on it in lessons. Students are generally prepared for their next grade or phase of learning.

- The curriculum offers a variety of core academic and co-curricular subjects, including extended languages and visual and performing arts from Grade 1. Lack of overall challenge often restricts higher achieving students from making expected levels of progress. KG and Grade 1 students have some choice when working in groups within learning centres, which increases their opportunity for independent learning.
- Teachers identify links with other subjects in lesson planning. Consequently, students in higher grades are able to incorporate literacy skills with mathematics, science and UAE social studies skills, using their reading and writing knowledge. In KG, cross-curricular links are a developing strength. Classroom learning centres enable literacy, numeracy and understanding of the world to be integrated into almost all lessons.
- School leaders are committed to continuous development of the curriculum to meet the needs of all students. Parent, student and teacher feedback shapes curriculum review. However, the review of students' academic achievement and personal development is not used to ensure a good balance of knowledge, skills and understanding.
- The school's social studies curriculum integrates the CBSE social studies and systematically incorporates concepts and knowledge from the UAE social studies programme. Teachers' subject knowledge is acceptable. They generally plan lessons appropriately. Students, particularly in KG, are generally active and engaged in lessons, working collaboratively. There is insufficient challenge, particularly from Grades 2 to 8, to promote deeper learning and higher order thinking skills.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Not applicable

- A few better quality lesson plans identify and present modified activities to support the learning of the lower or higher attaining students. However, implementation of these activities is inconsistent thus limiting the effectiveness of the teaching on learning. Curriculum modification to meet National Agenda Parameter requirements is in its early stages.
- The curriculum provides opportunities to engage and enhance learning but there are limited opportunities for students to develop innovative thinking in lessons. The Emirati club for Grades 1 to 3 offers opportunities to deepen students' understanding of Emirati culture. Many students participate in a rich array of after school extra-curricular activities. Included are a few activities which inspire creativity and extended thinking.
- Integration of field trips and projects into the social studies curriculum enables students to acquire a more secure understanding of Emirati culture and UAE society. For example, Grade 1 students learn about national fauna and flora, Grade 3 students consider how the UAE government promotes education and Grade 6 students develop a better understanding of desert eco-systems.

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	Not applicable

- The new child protection policy supports robust procedures for safeguarding school community members. Training helps staff understand the policy and procedures and they know what to do should they have any concerns. The school is pro-active in providing a safe and secure environment. Bullying is very rare but when it occurs it is dealt with effectively.
- The school is a well-maintained and hygienic environment. There are regular safety checks, such as practise evacuations in case of fire. Procedures relating to the arrival and departure of students are well-planned and are carried out safely. This is the case for students on school buses and also for those who are transported by their parents.
- The school keeps robust and detailed records for all aspects of maintenance. Buildings and equipment are well maintained and kept to a very high standard. All aspects are checked regularly as necessary. This includes liaising with outside agencies such as the civil defence authority.
- The premises are suitable and well-designed. The science laboratory is well-equipped but, at the time of the inspection, was not functional as the school is awaiting approval from CBSE for its use in the science curriculum. The school is fully accessible and there are ramps at most points of entry, with a lift for students with mobility difficulties.
- The school promotes healthy lifestyles well. The clinic monitors students for obesity and the school takes a range of actions, including providing advice on healthy eating and lifestyle, and focusing on providing opportunities for physical activities. Lessons to support wellbeing are built effectively into the curriculum.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Not applicable

- There are strong relationships in all phases of the school. There is an ethos of mutual respect throughout the school. A positive behaviour management system, where good behaviour is promoted through rewards, is being refined. This supports the strong personal development of students.
- Checking of attendance and punctuality is effective. Absences are followed up promptly, which leads to good attendance. Students who arrive late in the morning are reported to the principal who acts swiftly to curtail any repeated incidents.
- At this stage of the school's development, appropriate systems have been introduced for the identification of students with SEND. SEND staff are working to support the small numbers of students that have already been identified in the classroom. The systems for the identification of students with gifts and talents are undeveloped.

- Support for students with SEND in lessons is inconsistent and dependent on the ability of the teacher to meet their needs. The SEND team provides good quality training, guidance and advice but this is not always applied effectively. The school does not formally monitor the impact of this. As a result, progress for this group of students is compromised.
- Personal development and wellbeing are monitored in the school, with the support of the counselling department and the medical team. If any concerns are identified, such as obesity, appropriate action is taken in terms of providing advice and guidance to address them. Helpful and regular reports are sent home to parents, which include comments on personal development.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The school's ethos is inclusive. The Department of Counselling and Special Education, supported by the principal, is responsible and accountable for outcomes of students with SEND. Leaders are aware of the strengths of provision and where improvements are needed. Appropriate plans and policies have been introduced alongside good quality advice and support for teachers. These are not consistently applied by all teachers.
- Clear procedures are in place for the referral of students who may have SEND. These procedures are too recent for the full range of students' needs to be identified. Although leaders of SEND have a very secure understanding of different types of SEND that have been identified so far, the variability of provision in classes leads to inconsistency in student outcomes.
- The school works very closely with parents of students with SEND. They are kept well informed about their children's academic achievement and personal development. Parents engage well through monthly meetings and regular coffee mornings. Their involvement makes a positive contribution to the quality of provision for SEND. The school gives all parents of students with SEND appropriate guidance, training and support.
- Curriculum modifications do not match students' needs sufficiently in their implementation. When advice given by SEND staff is taken and acted upon, students with SEND achieve better. Personal support encourages students to develop a positive approach to study. Support, particularly provided by SEND staff, has a positive impact when it is linked well to the students' learning and social needs.
- Appropriate tracking of academic and personal progress is consistently applied within the counselling and SEND department. This shows that most students make progress in line with expectations. However, this system has only been in place for a short time making the measurement of progress insecure. Most students have a positive approach to study but between classes there are inconsistencies in the progress made.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The new principal, supported by middle leaders, provides a very clear vision of student-centred education. The commitment to establishing a fully inclusive school and promoting UAE priorities is clear. The absence of a strong senior leader to support and communicate the vision is slowing the rate of improvement necessary to ensure all groups of students achieve good standards in all subjects.
- Whilst most leaders are able to identify best practices in teaching and learning, support for teachers to address weaknesses is not rigorously provided. The involvement of all staff in analysing data to inform teaching is at an early stage. As a result, adaptations to the curriculum and adjustments to teaching which will support skill development are not consistently made.
- Professional and effective relationships and communication systems are clearly established under the strong leadership of the new principal. Morale is positive as a result. Many of the middle leaders are relatively new in post but are beginning to take responsibility and provide accountability for achievements in their subject areas.
- With the clear direction of the new principal, teachers and middle leaders are committed to thinking differently and securing improvements in the achievements of all groups of students. However, support from a senior leadership team is not yet established, limiting the effectiveness of any changes. Support staff are insufficiently involved in securing good outcomes for all groups of students.
- The principal has acted quickly to analyse assessment information. As a result, middle leaders are able to create plans of action for their subject areas to improve students' attainment and progress. However, this process is in its early stages and therefore the impact of any actions arising from the plans is not yet clear.

School self-evaluation and improvement planning

Acceptable

- There is a process for evaluating school performance which involves most members of staff. However, impact of either teaching or actions identified in the school improvement plan on student outcomes is not measured systematically. The resulting evaluation is more descriptive than an identification of what needs to happen next to improve learning.
- Teaching and learning are regularly monitored. Strategies that teachers use to improve students' achievements are identified. However, the observations are not always followed up with support for the teacher. Consequently, adjustments to teaching do not have the consistent impact required to improve learning outcomes for all groups of students.
- Whilst the school improvement plan is comprehensive, the targets set do not match the outcomes of evaluations. As a result, opportunities are missed to share best practice and to identify resources to obtain the best results for students. The new principal is establishing processes that will secure systematic improvement. However, the principal lacks the systematic support of a senior leadership team.

- With the school only in its third year of operation, measurement of achievements over time is not secure. However, the principal with the full support of the owners, has addressed a number of significant weakness and established processes and systems which will enable all aspects of school provision to be improved. This includes accurately tracking students' progress to prevent underachievement.

Partnerships with parents and the community

Good

- Parents speak warmly of the school, welcoming the new principal's strong leadership. They identify a sense of belonging and partnership, enabling them to support their children's learning. Parental expertise is used to support reading and broaden the curriculum. Parents are keen to contribute to school improvement priorities more systematically and understand more fully how they can play a part in raising standards.
- Regular communication successfully results in parental support. Parents are very appreciative of the weekly and monthly updates on their children's progress. Parents of students identified with SEND feel particularly involved, enjoying and benefiting from the regular coffee mornings. Opportunities for parents to provide input into target setting to raise students' attainment are not yet embedded.
- Reporting arrangements successfully inform parents of their children's academic progress. Formal reporting is followed up with parent-teacher meetings which provide clear information about their children's achievements. Their next steps are identified. However, more detail on how well their children are attaining in relation to national and international standards is lacking.
- Partnerships with parents are established that have a positive effect on students' achievements. Charity drives and the 'annual night' provide parents with opportunities to support each other and the school. The use of parental expertise to support the promotion of healthy lifestyles is a good example of how such partnerships impact positively on students' personal development.

Governance

Acceptable

- Although, the views of different groups of stakeholders are represented by the school management committee to the school owners, the information provided is more descriptive than analytical. Outcomes are not measured accurately and resulting actions are insufficiently strategic and targeted to ensure improvements in students' learning.
- The owners work diligently and provide strong support for the school and the new principal. However, some leaders are not held systematically to account for the outcomes and follow up of the monitoring. As a result, improvements required, such as adjustments to teaching strategies which raise students' achievement, are not implemented quickly enough.
- The governance of the school is underpinned by a clear ambition to provide the best quality learning for all students. Governors react quickly to recommendations made by external organisations and support the new principal. However, plans are insufficiently targeted and followed up to address particular concerns and prevent students from underachieving in their learning.

Management, staffing, facilities and resources

Acceptable

- Most aspects of the day-to-day management of the school are well organised. Efficient transport arrangements ensure nearly all students arrive punctually and ready for learning. However, some aspects of timetabling do not support students' consistent access to the core subjects on a daily basis, such as literacy in the lower primary.
- Whilst governors have worked well to staff the school appropriately, a significant number do not possess a specialist teacher qualification. The induction programme is extensive but the follow up required to impact positively on students' outcomes is in its early stages of development. Although the principal has been effective in securing improvements, a senior team to support her is not yet established.
- The range of facilities available is impressive. The premises are designed to support the growing number of students and allow access for all groups of students including those with SEND. There are specialist classrooms such as laboratories and dance studios. Full and systematic use of them to extend and improve student achievement is not yet planned or integrated into school routines.
- A wide range of resources relevant to the curriculum requirements is deployed in many lessons. However, opportunities to use the resources to extend, challenge and engage students in their thinking and learning are missed. This is particularly evident in science.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	170
	2015-2016	9
 Teachers	75	
 Students	0	

*The number of responses from parents is based on the number of families.

- Nearly all parents who responded to the survey expressed satisfaction with the quality of education their children receive at the school.
- Parents are happy with all aspects of school life, including personal development and understanding of Emirati and other cultures.
- A few parents expressed concerns about internet safety and the support given to browse the internet safely.
- Most teachers who responded to the survey are overwhelmingly positive about all aspects of school life.

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