

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

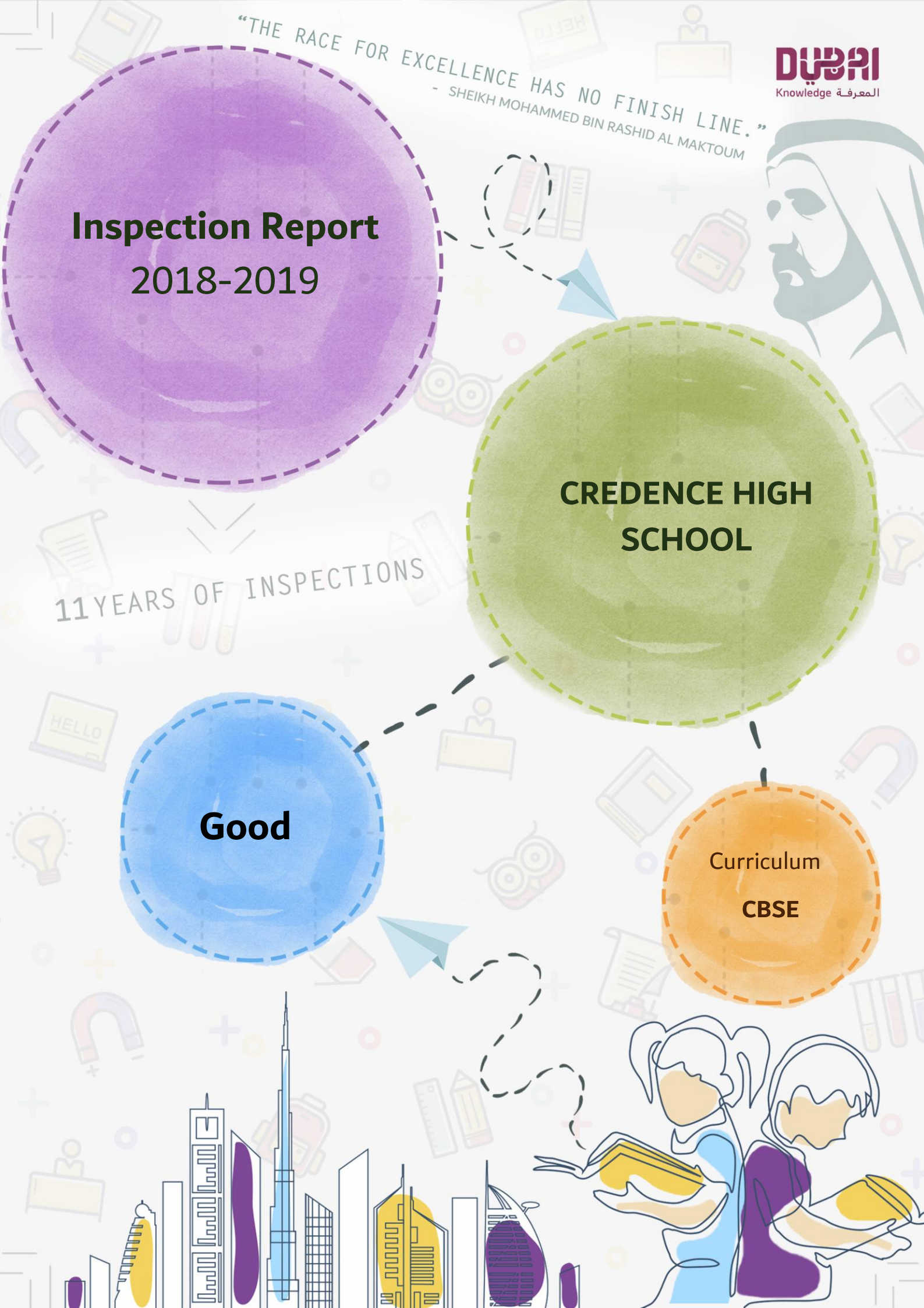
Inspection Report 2018-2019

**CREDENCE HIGH
SCHOOL**

11 YEARS OF INSPECTIONS

Good

Curriculum
CBSE



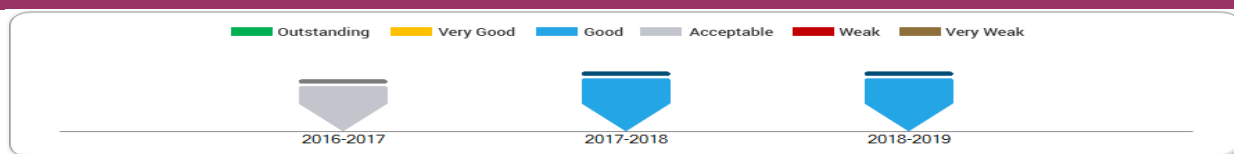
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School Information

General Information	 Location	Al Quoz, Dubai
	 Opening year of School	2014
	 Website	http://www.credencehighschool.com
	 Telephone	04-3212144
	 Principal	Deepika Thapar Singh
	 Principal - Date appointed	3/19/2016
	 Language of Instruction	English
	 Inspection Dates:	15 to 17 October 2018
Students	 Gender of students	Boys and girls
	 Age range	4-14
	 Grades or year groups	KG 1-Grade 9
	 Number of students on roll	577
	 Number of Emirati students	0
	 Number of students of determination	33
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	70
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	16
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	1
	 Teacher turnover	27
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	ASSET
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET

School Journey for CREDENCE HIGH SCHOOL



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- In the Kindergarten (KG), attainment in English, mathematics and science has improved, as has attainment in Arabic in the middle phase. Attainment and progress in mathematics have improved in the primary phase, while progress in Islamic education has improved in both the primary and middle phases. Students perform equally well across all four phases of the school. Students' critical thinking and problem solving skills are underdeveloped and they have insufficient opportunities to use technology in the classroom.
- Students display positive and responsible attitudes and values in all phases. Their respectful and considerate behaviour make a significant contribution to the school's calm and purposeful learning atmosphere. They have very good understanding of the culture and traditions of the UAE. Students have responded particularly well to the increased opportunities to take on leadership and pastoral roles.

Provision for learners

- The quality of teaching and assessment is good in all phases. The impact of training to develop teachers' questioning skills is evident in the upper grades, where questioning is used to probe students' understanding. Assessment information is carefully analysed to identify strengths and weaknesses in students' performance. In lessons, insufficient use is made of this information to match work to students' learning needs.
- The curriculum is planned well to provide systematic progression and smooth transition between phases. In the KG, the breadth in learning and choice, through purposeful play, is having a positive effect on achievement levels. Across all phases, the curriculum is well adapted to meet the needs of those students who may be experiencing difficulties in learning. Opportunities for students to develop enterprise skills are increasing.
- Procedures for safeguarding students are guided by very clear policies and underpinned by appropriate staff training. Students are effectively supervised and kept safe both within school and when on school transport. Healthy living is systematically promoted in school life. Support for students of determination has been strengthened, and the school has begun to identify those few students with gifts and talents.

Leadership and management

- The wide distribution of leadership roles is at the heart of the school's continuing drive for improvement. The improvement plan is based on accurate self-evaluation. Parents' views are valued, and the school responds quickly to any concerns. Governors are well informed of the school's performance. The school is well organised and operates very efficiently on a day-to-day basis.

What the School does Best:

- The clarity of the vision of the principal, together with the sharing of leadership roles, ensure there is a continuing focus on improvement in a caring learning environment.
- The improved curriculum in the KG has underpinned improved achievement in English, mathematics and science.
- Students' personal and social development and their understanding of Islamic values are very well developed.
- An inclusive ethos ensures that all students, particularly students of determination, are provided with good support.
- The school has strong links with parents and the wider community, and excellent arrangements for keeping students safe.

Key Recommendations:

- Build on the progress being made in Islamic education and Arabic, and raise students' achievement to at least match that in other subjects.
- Ensure that teaching is consistently good or better by:
 - making full use of assessment information in lesson planning
 - appropriately challenging students of all ability levels
 - delivering lessons, as planned.
- Ensure that within the curriculum there is a continuing emphasis on the development of research and investigative skills.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Good ↑	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	Acceptable	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Good ↑	Good	Good	Good +
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Good ↑	Good ↑	Good	Good
	Progress	Good	Good ↑	Good	Good
 Science	Attainment	Good ↑	Good	Good	Good
	Progress	Good	Good	Good	Good +
		KG	Primary	Middle	Secondary
Learning skills		Good	Good	Good	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	Good	Good	Good
Assessment	Good	Good	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↑	Good	Good	Good
Curriculum adaptation	Good	Good ↑	Good ↑	Good

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

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

6. Leadership and management

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

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.

School's Progression In International Assessments

is above expectations.

- There is no comparative international assessment data for PISA or TIMSS. The available TIMSS data for Grade 4 indicates the school did not meet the 2015 targets in either mathematics or science. There has been very good progress overall in the N.A.P. testing over the last year with outstanding progression in science. When comparing N.A.P. student outcomes against measured academic potential there is a positive gap in English, mathematics and science, suggesting students are exceeding potential.

Impact Of Leadership

meets expectations.

- The school's action plan includes all N.A. imperatives and the recommendations from the benchmark reports. Monitoring of student outcomes and regular review ensure the N.A.P. data validates internal data and informs modifications to teaching, learning and curriculum. Most teachers use data in their planning to meet students' individual learning needs.

Impact Of Learning

meets expectations.

- Different interpretations of critical thinking exist within the school. Some aspects of critical thinking are developing better than others i.e. interpreting and analysis. Reasoning, problem solving and decision-making are regular features of students' learning. Research skills are not taught. The scientific method is not yet sufficiently embedded to further support students' critical thinking and research skills.

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

For Development:

- Ensure that the scientific method is embedded across all phases to enable students to routinely make predictions, evaluate data, generate testable hypotheses and draw reasoned conclusions.

Reading Across the Curriculum

- Students' achievement in reading shows improvement in most areas of the curriculum. Although there are some effective strategies in place, the quality of provision is inconsistent.
- Confidence in reading is improving, mainly because of effective teaching in the KG and weekly reading sessions in the library. However, there is insufficient support for weak readers in lessons.
- The library aims to promote a lifelong love of reading, and the library staff encourage students to read a wide range of material.
- Curriculum planning shows a clear commitment to promoting reading as a lifelong skill. However, the development of reading skills is inconsistent in practice.

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

For Development:

- Develop a strong, effective and collaborative leadership group from different curriculum areas of the school. This team should aim to achieve a unified approach to developing reading across the curriculum.

UAE Social Studies

- The UAE social studies curriculum is designed to develop knowledge, understanding and key skills. Although there are weekly lessons, teachers do not always provide opportunities to enhance students' skills through cross-curricular links.
- When given the opportunity, students demonstrate the ability to connect areas of learning and explore things for themselves. They get few opportunities to use technology to support their learning.
- As evident in lessons and their work, the majority of students attain levels that are in line with the UAE social studies curriculum standards.
- The majority of students make the expected progress in relation to their individual starting points and curriculum expectations.

The school's implementation of the UAE social studies programme is Approaching Expectations.

Innovation

- Many students display the capacity to be creative and reflective. However, opportunities for them to apply these skills in lessons are inconsistent, as is their use of technology.
- Through a wide range of activities students demonstrate their sense of social responsibility. This contributes much to the school's family atmosphere.
- In a few lessons, particularly in the KG, teachers provide opportunities for innovative learning. In the other phases, over-direction by teachers restricts opportunities for students to learn independently.
- Innovation is being promoted in many subjects. However, the development of innovation as a cross-curricular theme is at an early stage.
- School leaders show a clear commitment to innovation. The development of cross-curricular and cross-phase clusters of teachers is an innovative approach to improving teaching and learning.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Attainment, as evident in lessons and students' work, is below that indicated by the school's internal assessments. Students' progress has improved as they have been able to develop their ability to relate Islamic concepts to everyday life.
- Students' skills in recitation and their ability to deduce and infer Islamic concepts from Qur'anic verses and Hadeeth are particularly strong. However, their memorisation of the Holy Qur'an and Hadeeth is less developed. Their ability to explain meanings from the Holy Qur'an is a strong feature of their learning.
- The well-planned curriculum and its close alignment with Arabic are having a positive impact on students' progress. The full impact on students' attainment levels has yet to be seen because lessons are not always planned to take account of students' different starting points.

For Development:

- Implement well-differentiated lessons based on different students' starting points.

Arabic as an Additional Language

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

- Internal assessments indicate higher attainment than that evident in lessons and students' work. Students in the secondary phase are making slightly better progress than those in the other phases because they have more opportunities to practise the language.
- Across the school, students' listening and speaking are improving most quickly. Most students can use a range of words in simple sentences. Their progress in reading and writing lags behind their progress in the other skills.
- Students learn in groups based on years of study of Arabic, rather than on chronological age. This is beginning to have a positive impact on attainment and progress. However, assessments do not provide a sufficiently accurate picture of students' attainment levels.

For Development:

- Improve students' reading and writing skills, and ensure that assessments of attainment are more accurate.

English

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

- As a result of the good progress students are making, their attainment is improving. This is most evident in the KG and the secondary phases. Results on external tests and examinations confirm that the majority of students attain above the expected curriculum standards.
- When given the opportunity, students in all phases demonstrate the capacity to think critically. In the most effective lessons, they make rapid progress because careful planning guides their learning in a systematic way. However, lesson plans are not always put into practice.
- In lessons and in their recent work, the majority of students demonstrate strong speaking skills. In the upper phases, they can use structured reasoning in class discussions. In general, students do not get enough opportunities to learn independently.

For Development:

- Ensure that lessons are taught as planned and that students are given more opportunities for independent learning.

Mathematics

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

- The teaching of mathematics in everyday contexts support students' good progress and attainment. In all phases, girls demonstrate higher achievement levels than boys because they take more care to ensure that their mathematical calculations are accurate.
- Children make a good start in the KG, where they develop their numeracy skills through practical activities. Students' mathematical skills develop progressively as they move through the school. Older students are increasingly able to apply their mathematical knowledge in the solution of complex problems.
- A greater emphasis on mental mathematics and key mathematical vocabulary, gives students confidence in explaining their work. Students derive their own formulae, which encourages them to think critically and mathematically. Their research skills are underdeveloped.

For Development:

- Ensure critical thinking, problem-solving and research skills are fully embedded at all grade levels.

Science

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

- Lesson observations and students' work show that, in general, levels of understanding and knowledge are above expectations. However, students' scientific skills of observing, predicting and measuring are not well developed because teachers do not plan sufficiently challenging activities to develop these skills.
- Children in the KG engage in a variety of activities that enable them to observe and record. In the other phases, students make good progress in increasing their knowledge of scientific facts. However, their ability to conduct investigations is less secure.
- The emphasis on active learning in the KG and Grade 1 is increasing children's ability to talk and write about what they have learned and discovered. Students in the other phases often lack the skills to explain their scientific reasoning fully.

For Development:

- Ensure that there is a clear focus on the systematic development of the skills of scientific research and enquiry across all grades.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Good

- In all the phases, students are enthusiastic learners and willing to work hard. They are capable of taking responsibility for their own learning. They work well collaboratively, listen to their peers and reflect on their peers' ideas.
- Children in the KG work well in pairs and small groups. They make connections between their knowledge and their understanding of the world around them. These skills develop through the phases, and older students can relate their learning to real life issues.
- Examples of the development of students' critical thinking and problem solving skills are evident in few lessons. However, the application of these skills is an underdeveloped feature of learning. Students do not get enough opportunities to use technology in the classroom.

For Development:

- Increase opportunities for students to develop and apply critical thinking skills using technology to support their learning.

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

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

- Across all four phases, students display positive and responsible attitudes and values. They behave very well, and almost all show self-control and respond positively to others. They demonstrate secure understanding of what constitutes a safe and healthy lifestyle and are sensitive to the needs of others.
- Students' respectful and considerate behaviour makes a significant contribution to the school's calm and purposeful learning atmosphere. Attendance is very good, and the majority of students are punctual in arriving to school and to lessons.
- The school's well-being programme and promotion of healthy lifestyles underpin the high standards of personal development. Students' understanding of the value of maintaining an active lifestyle is re-enforced by their participation in a range of sporting and other physical activities.

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

- Across all phases, students demonstrate secure knowledge of Islamic values and how they influence life in the UAE. Students in the upper grades show depth in their understanding of those values and can relate them to different aspects of life.
- Students' strengths include their appreciation of the culture of the UAE, understanding of the history of the region and respect for the heritage of the country. Students understand the importance of diversity and show appreciation of their own culture and other cultures. However, the range of activities to strengthen students' understanding of other cultures is still narrow.
- The wide range of assemblies, activities and celebrations has had a positive impact on students' awareness of Islamic values and awareness of other cultures.

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

- Students are very mature and understand their responsibilities as members of the school community. Some take on key roles and are involved in volunteering and charitable activities. Older students act as positive role models for the younger ones.
- Most students have a positive work ethic. When given the opportunity, they show initiative and make independent decisions, although these are limited.
- Although their innovation and enterprise skills are being nurtured, students do not have enough opportunities to develop these skills consistently in all subjects. Students are proud of their school and are involved in activities to improve its environment. They participate in a variety of schemes that promote sustainability and conservation

For Development:

- Provide more opportunities for students to develop and apply their innovation and enterprise skills in lessons and other school activities.

3. Teaching and assessment

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

- Most teachers use their subject knowledge well to plan purposeful lessons. The best plans make use of assessment information in setting work that is matched to students' achievement levels. However, these plans are not always translated into practice.
- The very good relationships are the basis of the effective class management evident in almost all lessons. The impact of training to develop teachers' questioning skills is most often evident in the upper grades, where questioning is used to probe students' understanding and reasoning.
- The development of critical thinking and innovation is at an early stage. Teachers do not provide enough opportunities for students to engage in independent research and investigations or to use technology to support their learning.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- With a few exceptions, internal assessments align well with the curriculum standards. Extensive internal and external assessment information allows the accurate identification of curriculum gaps and the effective tracking of students' attainment and progress.
- Assessment information is analysed to identify strengths and weaknesses in students' performance. However, teachers do not make enough use of this information in lesson planning to match work to students' learning needs. Not all teachers fully understand the implications of external test data.
- There is an inconsistency in the marking of students' work and in the quality and usefulness of written feedback. The school has started to introduce assessment rubrics. However, these vary in their usefulness to students because some are too complex to use.

For Development:

- Ensure that teachers make full use of the available assessment information to meet students' individual learning needs more effectively.
- Improve the quality, clarity and application of assessment rubrics to ensure that they are age-appropriate and easy to use.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↑	Good	Good	Good

- The curriculum provides an appropriate balance of subjects and meets the CBSE and Ministry of Education (MoE) requirements. It is planned to provide systematic progression and smooth transition between phases. In science, however, skills are not mapped progressively, and specific levels of scientific skills are rarely included.
- Breadth in learning and choice are particularly strong in the KG. Cross-curricular links are less developed in the other phases. Provision is enhanced by a range of after-school activities.
- The curriculum is reviewed at intervals to identify where modifications are needed to improve students' learning experiences. An ongoing part of the review process is monitoring progress towards achieving the National Agenda targets.
- Moral education is taught in English as a stand-alone subject in all grades. .

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good ↑	Good ↑	Good

- As a result of recent modifications, the curriculum is better matched to students' differing needs, particularly in the primary and middle phases. There is, however, inconsistency in the extent to which work in lessons is matched to students' differing attainment levels.
- Through activities such as the 'Aemal' project, students are provided with some opportunities to develop enterprise skills and become more socially aware. The school promotes sustainability and environmental awareness by encouraging students to engage in role-plays and hydroponic planting.
- Students' understanding of the culture and values of Dubai is enhanced by the UAE social studies, school assemblies and the weekly Emirati club. Students enthusiastically take part in a variety of celebrations, such as the UAE Flag Day.
- The KG2 curriculum includes one 40-minute Arabic lesson a week.

For Development:

- Ensure that the curriculum is planned to provide opportunities for the development of skills in science.
- Ensure that the curriculum is adapted appropriately to match the different needs of students.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has very effective systems for safeguarding students, which are clear and understood by all. All staff members are provided with appropriate training. The school takes all necessary steps to protect students from any form of abuse.
- The school premises and specialist facilities provide an excellent learning environment. Students are effectively supervised at all times. This ensures their safety both within school and when on school transport.
- Healthy living is systematically promoted in school life. Medical staff advise on safe and healthy living. Health records and medications are stored safely. Where necessary, teachers are confidentially informed about students' special health considerations.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Staff have positive relationships with all students. The school operates in a calm atmosphere, characterised by mutual respect and co-operation. The code of behaviour is known, understood and followed by the whole school community.
- The school systems for the promotion and monitoring of attendance and punctuality are very effective. The identification of students of determination is accurate, but only few students with gifts and talent are currently identified.
- Since the previous inspection, the quality of care and support has improved. However, in a few lessons, there is inconsistency in the support provided for students of determination and for students with gifts and talents. Academic and career guidance is being planned for senior students.

For Development:

- Ensure that the academic needs of individual students are met consistently in all lessons.
- Improve procedures for the identification of, and support for, students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good 

- Governors and school leaders are fully committed to ensuring well-resourced, well-led provision for students of determination. It is well supported by the principal, inclusion champion and governor.
- Systems for the identification of students are effective. The inclusion team uses a range of assessments, including reports from external specialists, to identify individual barriers to learning. Since the last inspection, the school has begun to identify students with gifts and talents.
- Partnerships with parents are very positive. Weekly reports on progress are sent to parents, and formal meetings are held monthly. All parents interviewed are very pleased with the personal advice they receive and the good quality of support provided for their children.
- Individual education plans have been simplified and focus well on each student's prime need. Clear steps are identified towards measurable goals. In a few lessons, planning does not make sufficient reference to these steps, resulting in work that is not always matched to students' needs.
- Most students are well supported by teachers, learning support assistants and the inclusion team. As a result, they make good progress towards their personal goals. Individual support in the learning laboratory is of a consistently high standard.

For Development:

- Ensure all teachers consistently take account of individual needs when planning lessons.

6. Leadership and management

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

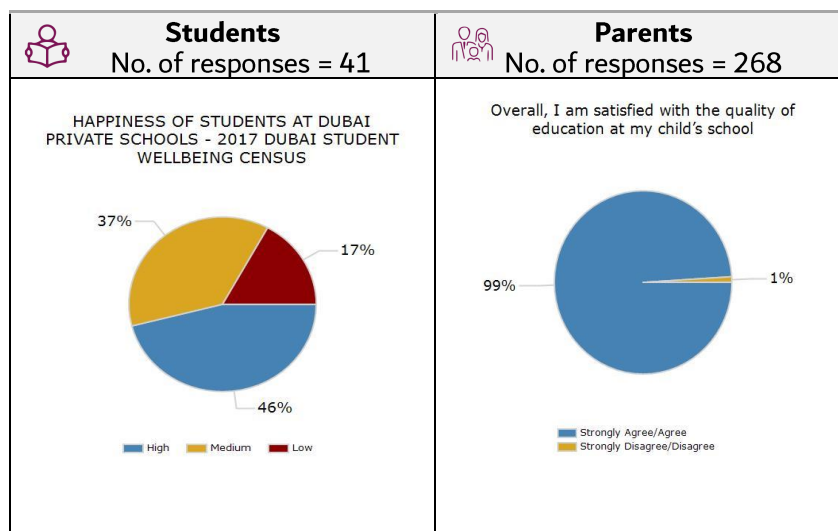
- The principal, with the full support of the vice-principal and staff, provides a clear vision for the future direction of the school. Together, they ensure that students' well-being and academic achievement are at the heart of this inclusive school. The wide distribution of leadership roles enables all staff to make a meaningful contribution to the drive for school improvement.
- Guided by the school improvement plan, concerted action is being taken to tackle the recommendations made in the last report. While the plan is focused on relevant development priorities, these do not always specify measurable targets or individuals with responsibility for ensuring they are achieved. In the monitoring of teaching, an increased emphasis on students' learning is helping improve their progress.
- Parents are very supportive of the school. Their views are valued and influence school decisions. The school responds quickly to any parental concerns. Through weekly updates, regular reports and student-led conferences, parents are kept well informed about their children's progress. The school is regularly involved with local charities and has established effective links with local school.
- In addition to governors, the management board includes representation from all stakeholders. They are able to influence many aspects of the school because they regularly seek the views of parents and students. Through regular visits, governors have a secure understanding of the school's performance. They ensure that, where necessary, additional resources are made available to improve the quality of education the school provides.
- The school is well organised and operates very efficiently on a day-to-day basis. The premises, specialist rooms and resources support the delivery of the curriculum. Staff are suitably qualified for their areas of responsibility and benefit from continuing professional training. The use of technology in lessons is mostly restricted to presentations by teachers. Resources for music are limited.

For Development:

- Ensure that priorities identified in the school improvement plan specify measurable targets and individuals with responsibility for ensuring they are achieved.

The Views of parents and students

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



 Students	Analyses of the well-being survey show that students have similar or higher levels of well-being when compared to those of other students in Dubai, except for Grade 7 students who have lower positive responses. The highest responses are for academic self-concept, emotional engagement with teachers and intimacy between peers, which reflect inspection findings. The least positive responses are about students' worries, anxiety and perseverance.
 Parents	Similar to inspection findings, survey responses indicate that parents are very positive about the school and their involvement, the level of safety and respect for their children, and their children's friendships. Most parents believe well-being and academic success are both equally important. In the survey, parents are less positive about their children having a close relationship with a teacher.

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