

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

ACCEPTABLE



المعرفة
Knowledge

INSPECTION REPORT

2017-2018

The
Central School

Celebrating
10 years of
inspections

THE CENTRAL SCHOOL

INDIAN (CBSE) CURRICULUM

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School information

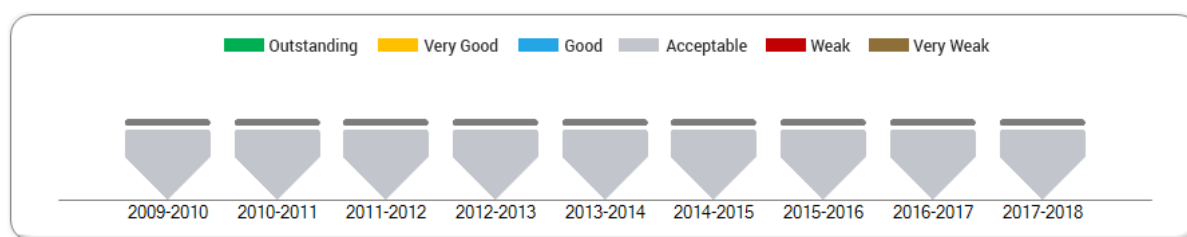
General information	
Location	Al Nahda
Type of school	Private
Opening year of school	1981
Website	www.centraldxb.com
Telephone	04-267-4433
Address	P.O Box 90697, Al Nahda 2, Dubai UAE
Principal	Mrs. Mala Mehra
Principal - Date appointed	10/9/2017
Language of instruction	English
Inspection dates	16 to 19 October 2017

Teachers / Support staff	
Number of teachers	178
Largest nationality group of teachers	Indian
Number of teaching assistants	17
Teacher-student ratio	1:17
Number of guidance counsellors	4
Teacher turnover	11%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	3080
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	120
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE / CBSE
External tests and examinations	IBT, CAT4
Accreditation	CBSE
National Agenda benchmark tests	ASSET, IBT

School Journey for The Central School



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

Summary of inspection findings 2017-2018

The Central School was inspected by DSIB from 16 to 19 October 2017. 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.

Leadership and management

Discontinuity in leadership has slowed improvement in the school's performance. The school's self-evaluation is inaccurate. Parents are very supportive and want to be involved in the life of the school. Governors have taken action to ensure that they have accurate information on the school's performance. Resources are adequate, but the range needed to develop critical thinking skills and innovation is limited

Students' achievement

Students' attainment and progress in almost all phases and subjects remain similar to last year. However, there is improvement in attainment and progress in English in the Kindergarten, in English and mathematics in the secondary phase and in Arabic in the middle and secondary phases. However, there is a decline in progress and attainment in Islamic education in the primary phase.

Students' personal and social development, and their innovation skills

Students' personal and social development is a strength in all phases of the school. Most have a strong work ethic, behave well and participate in a range of activities that benefit the school community. They have a strong understanding of Islamic values and the culture of the UAE. A small number of students engage in projects that enable them to be innovative.

Teaching and assessment

Teaching and assessment are similar to the previous year. Although stronger in the Kindergarten and the secondary phase, teaching is largely teacher and content focused and does not do enough to develop students' independent learning, creative thinking and problem solving skills. Assessment information is unreliable and does not provide a secure base for teaching or measuring students' progress.

Curriculum

The curriculum has improved and is now good in all phases. UAE social studies is well integrated and students are being provided with more opportunities to be innovative. Curriculum adaptation is acceptable. The curriculum is not adapted well enough to meet the needs of all groups of students, particularly those with SEND and the gifted and talented.

The protection, care, guidance and support of students

The school is committed to the well-being of all students and procedures for child protection and safeguarding students are secure. The Kindergarten provides a safe and caring environment for young children. Procedures for identifying and supporting students with SEND and the gifted and talented have yet to be fully developed. Students' punctuality and rates of attendance are good.

What the school does best

- Students' attainment and progress are good in Islamic Education in the middle and secondary phases, and in English, mathematics and science in the secondary phase.
- The personal and social development of students is outstanding in the secondary phase and very good in the Kindergarten and primary phases.
- Students' understanding of Islamic values and their relevance to life in Dubai is outstanding in the secondary phase and very good in the other phases.

Key recommendations

- Raise students' attainment and progress in all subjects and phases by ensuring that:
 - all teachers fully understand how to develop critical thinking, problem solving and independent learning skills, and to use advanced technology to support teaching and learning
 - full use is made of reliable assessment information to plan work that meets the needs of students of all ability levels and that lessons are taught as planned
 - effective support is provided for students with special educational needs and disabilities (SEND) and those with particular gifts and talents, in order that they can maximise their potentials.
- Improve the school's self-evaluation procedures by ensuring that:
 - internal assessments are reliable and validated by international benchmark data
 - all judgements of the school's performance are accurate and so form a secure base for improvement planning
 - all improvement plans specify objectives that are realistic, measureable and achievable within specified time scales.
- Improve the effectiveness of leadership at all levels, by ensuring that:
 - roles and responsibilities are clearly defined and fully understood, and that middle leaders are given more responsibility for driving improvement
 - all leaders are able to identify high quality teaching and use this to guide their evaluations of the effects of teaching upon students' learning
 - rigorous monitoring confirms the consistent implementation of all school policies and plans.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic education	Attainment	Not applicable	Acceptable ↓	Good	Good
	Progress	Not applicable	Acceptable ↓	Good	Good
 Arabic as a first language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
 English	Attainment	Good ↑	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Acceptable	Good ↑
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Good ↑
	Progress	Good	Acceptable	Acceptable	Good ↑
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Acceptable	Good

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

	KG	Primary	Middle	Secondary
Personal development	Very good ↑	Good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding
Social responsibility and innovation skills	Very good	Good	Very good	Very good

3. Teaching and assessment

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

4. Curriculum

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

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	Acceptable	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

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, 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 success of the school in meeting the National Agenda Parameter targets:

- Students' attainment on the National Agenda Parameter (N.A.P.) IBT tests is below expectations in English, mathematics and science
- The school meets the registration requirements for the National Agenda Parameter in 2017-2018.
- The school's leaders are committed to the National Agenda, but do not fully appreciate the potential of N.A.P. benchmarking data for informing high quality planning, teaching and learning.
- The school does not analyse benchmark test data effectively and plan accordingly. As a result, there is insufficient reliable data to accurately set individual and whole school academic targets.
- The school has made a number of curriculum changes based upon limited reliable data. These changes are most effective in science, but vary across the other subjects.
- Teachers are not making use of the available test data to guide their teaching. As a consequence, their teaching does not meet the needs of all groups of students.
- Students lack knowledge and understanding of their performance on the NA tests. Resources for developing their research skills are very limited.

Overall, the school's provision for achieving National Agenda targets is below expectations.

Moral Education

- Moral education is taught in Grades 1 to 5 as a discrete subject. In Grades 6 to 9 it is integrated with social studies and other subjects.
- In the discrete lessons, teachers follow the scope and sequence of units. Where moral education is integrated in other subjects, the coordinators monitor the coverage of concepts.
- There is inconsistency in the extent to which students are encouraged to debate and consider different points of view, consequences and repercussions.
- Assessment relies more on the acquisition of knowledge rather than students' capacity to explore moral dilemmas and contentious issues.

The school's implementation of the UAE Moral Education Programme is developing.

Social Studies

- Students follow the UAE Social Studies curriculum through the medium of English. The school uses an integrated approach and makes links with the CBSE curriculum.
- Teachers use the Ministry books and supplement them with appropriate additional resources. These are well matched to students' interests and ages.
- Older students complete research projects for homework. In the primary phase, students work collaboratively in groups but are dependent on their teachers when carrying out research.
- Written assessments are not always well matched to students' ability to read English. This prevents them from showing their knowledge and skills accurately.

The school's implementation of UAE social studies is developing.

Innovation in Education

- School leaders are committed to providing opportunities for innovation in the curriculum. However, only in a few lessons are these opportunities translated into practice.
- While a few students participate in innovative projects, such as the development of computer applications, the development of most students' innovative skills is in the early stages.
- The use of technology in lesson is largely restricted to presentations by teachers. Students have few opportunities to use technology for research or to support their learning.
- Opportunities for the development of critical thinking and problem solving are inconsistent. The development of higher order thinking is not a common feature of most lessons.
- Most students, particularly older students, demonstrate a strong capacity to take social responsibility. However, the development of skills of creativity and entrepreneurialism are inconsistent across phases.

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

Main inspection report

1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable ↓	Good	Good
	Progress	Not applicable	Acceptable ↓	Good	Good

- Students make good progress in the middle and secondary phases and their knowledge and understanding are above the curriculum standards. However, their progress is less rapid in the primary phase and as a consequence, students' understanding of Islamic concepts is less secure.
- In all phases students demonstrate strong understanding of Islamic values. In the middle and secondary phases, students have good knowledge of the pillars of Islam. In the primary phase, however, students' understanding of the five pillars is not always accurate.
- Good progress and attainment in the middle and secondary phases have been maintained. Students are able to explain the ideas conveyed in the verses and contexts. In the primary phase, however, inaccuracies in students' knowledge and understanding are not being identified and corrected.

For development

- Correctly recite the Holy Qur'an and improve the understanding of Islamic concepts.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable ↑

- The achievements of students in the middle and secondary phases has improved. Consequently, their attainment in all phases is now broadly in line with the curriculum's expectations. Most students are able to follow their teachers' instructions in Arabic and respond with increasing accuracy.
- In lessons and in their recent work, most students demonstrate reasonable reading skills, although not always with comprehension. Their writing skills lag behind the development of the three other skills.
- Teachers' assessments of student's progress and attainment are generally accurate. As a result, students know what they have to do in order to improve. This has helped to raise their attainment.

For development

- Improve students' comprehension and writing skills.

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

- Students begin in Kindergarten with limited English skills and make good progress in speaking and listening. In the primary and middle phases, most students make acceptable progress in their speaking, listening and writing skills. More focused teaching in the secondary phase leads to good attainment and progress overall.
- Students across the school are confident speakers. Their grammar and comprehension skills are developing well, through daily support sessions. In the primary and middle phases, students' extended writing skills are less well developed, as is their creative writing.
- The school has introduced a reading development programme that promotes daily reading for inference. Although in the early stages of implementation, it is beginning to result some improvements in reading comprehension in the middle and secondary phases.

For development

- Provide more opportunities for students to engage in extended creative writing

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

- External assessments show weak mathematical skills in the primary and middle phases. Students make better progress in problem solving as their arithmetic skills improve. External assessments show stronger results in the secondary phase, where more challenging work improves students' thinking skills.
- Internal assessments are not consistent with external benchmark data in the primary and middle phases. While students apply themselves well in lessons and take care in presenting their work, teachers' assessments do not give guidance on how to improve.
- While increased opportunities for problem solving have helped to raise achievement in the secondary phase, independent research has yet to be fully embedded. The use of technology to support learning and the development of higher order problem solving skills are not consistently seen across all phases.

For development

- Expect students to find probable solutions to problems using inductive reasoning and then defend their conclusions.

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

- Students' progress, attainment development are better in the secondary than in the other phases. Recent changes to teaching strategies in the primary and middle phases are beginning to improve students' progress, although the improvements are yet to be seen in their attainment.
- Opportunities to develop critical thinking and investigative skills are slowly developing in the primary and middle phases. Assessments of learning are not reliable enough to set achievable goals for students.
- Most students are keen learners who work well together in lessons and enjoy positive relationships with their teachers.

For development

- Provide students with the scientific knowledge and learning skills they will need to succeed beyond school.

	KG	Primary	Middle	Secondary
Learning Skills	Good	Acceptable	Acceptable	Good

- Most students have very positive attitudes and when given the opportunities are keen to take responsibility for their learning. Students in the secondary phase are able to work well collaboratively. They listen carefully and reflect upon the ideas of their peers.
- Children in the Kindergarten work well in pairs and small groups, and make connections between areas of learning. However, in other phases, few meaningful links are made between subjects and areas of learning.
- Examples of the development of critical thinking and problem solving skills are seen in a few lessons. However, the development of these skills are infrequent features of learning. Students do not have enough opportunities to use technology in their classrooms.

For development

- Enable students to think critically, use learning technologies appropriately and carry out independent research tasks in all subjects.

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

	KG	Primary	Middle	Secondary
Personal development	Very good ↑	Good	Very good	Outstanding

- Personal development is a strength of the school. Students are very well behaved and respectful to their teachers. The 'buddy system' in the Kindergarten promotes the development of supportive relationships. A system of rewarding positive behaviour is reinforced across the school.
- Students move around the school without distraction. Their good behaviour ensures a smooth transition between the day and afternoon shifts. Most students follow the classroom rules framed by the students' council. Street plays, a popular art form, are used to highlight contemporary issues.
- There are few instances of bullying and students generally work well together to resolve differences. Students understand the value of healthy eating and maintaining active lifestyles. This is reinforced through special assemblies and other curricular activities.

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

- Across all phases, students demonstrate high awareness and understanding of Islamic values. They are able to relate Islamic culture to life in the UAE. Positive relationships between Muslim and non-Muslim students ensure that tolerance and mutual respect prevail across the school.
- Most students, especially in the upper grades, have well-developed appreciation and respect for the values of UAE life. Celebrations to mark notable events, such as the UAE National Day, are organised effectively by senior students.
- Students are proud of their own cultures and have awareness of others. However, students' understanding of the common elements among different world cultures is less well developed.

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

- Students' sense of responsibility is reinforced through, for example, the Student Council, a 'buddy system,' student led assemblies and waste management. Partnerships with the community are developing. Representatives from the Dubai Police have made valuable contributions to students understanding of social well-being.
- Initiatives such as the 'Farm Animal Bank' in the Kindergarten introduce children to the concepts of saving and thrift. The school emerged the winner at the Middle East Global Innovation Summit for designing 'CUR App,' an application for patients with Alzheimer's disease.
- Through initiatives such as the Eco Club, students are aware of the efforts of the UAE with regard to environmental sustainability. The celebration of events such as World Earth Day and Environment Day reinforce students' understanding of the need for environmental protection.

For development

- Develop enterprise and innovation skills amongst students in all phases.

3. Teaching and assessment

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

- Teaching is good in the Kindergarten, where most teachers understand how young children learn through play-based activities. It is stronger in the secondary phase, where lessons are more purposeful and students have more opportunities to learn from one another and independently.
- Across the primary and middle phases, too few teachers use questions to deepen students' understanding or challenge them to think for themselves. There are limited opportunities for students to develop higher order thinking skills or reflect upon their learning.
- Teachers do not use assessment information effectively when planning lessons. Insufficient emphasis is placed upon meeting the needs of all learners. In the secondary phase, where there is more good teaching, appropriately challenging work helps raise students' attainment and rates of progress.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Weak	Weak	Weak

- The assessment of learning is more effective in the Kindergarten, where detailed record keeping ensures that teachers have secure understanding of the children's strengths and weaknesses. Teachers also record children's progress over time in 'Learning Journeys,' which are well received by their parents.
- The school has recently introduced a whole school assessment system to provide detailed information about students' attainment and progress. The system has had insufficient time to become embedded. Consequently, there are still concerns about the reliability of the internal attainment data.
- Reliability questions related to the use of external benchmark tests to measure learning outcomes are still not resolved. Consequently, teachers do not have the information they need to plan work that matches the needs of all students.

For development

- Ensure that internal assessments align with external benchmark test data, and that teachers make use of this information to plan work that is matched to the learning needs of all groups of students.

4. Curriculum

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

- The curriculum provides a balance of subjects and meets the CBSE's requirements. The Kindergarten curriculum successfully integrates elements of the UK's Early Years curriculum. In other phases, the emphasis is on the acquisition of knowledge rather than the development of skills.
- Curriculum planning ensures continuity in learning in the Kindergarten and a smooth transition into Grade 1. However, there are inconsistencies in the sequencing of topics in some subjects, for example, investigations in science lessons and problem solving in mathematics lessons.
- Procedures for the periodic review of the curriculum are not focused enough on how modifications affect students' learning. There is limited monitoring to ensure that outcomes of curriculum reviews are seen in the taught curriculum and that the needs of all students are met.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- The curriculum is not adapted sufficiently to meet the needs of all groups of students. Work is occasionally differentiated by the setting of different tasks for high, middle and lower attaining students. However, the work is rarely appropriately challenging for students of differing ability levels.
- Opportunities for innovation, enterprise, creativity and social contribution are limited. Through projects and assemblies students develop social awareness, but integration of this across the curriculum is less evident. Students' interests are stimulated through inter-school competitions and field trips.
- The promotion of enterprise and social skills, although improving, is inconsistent. Students' understanding of the culture and values of Dubai is enhanced by UAE social studies. They enthusiastically take part in a variety of celebrations, such as the UAE's Flag Day.

For development

- Review and develop the curriculum to ensure it is appropriate and accessible to all groups of students.

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

- The school has effective procedures for the safeguarding of students. Child protection procedures are made clear to all staff members, parents and students. All staff members receive training in child protection and steps are taken to protect students from bullying and cyber bullying.
- Students are supervised at all times within the school and on school transport. Medical personnel advise students on healthy living. Health records and medications are stored safely. When necessary, teachers are confidentially informed about students' special health considerations.
- Detailed records of emergency evacuation drills and repairs to the premises are maintained. More thorough, deep cleaning of the older building is planned to improve students' comfort in the learning and social areas of the school.

	KG	Primary	Middle	Secondary
Care and support	Acceptable	Acceptable	Acceptable	Acceptable

- Relationships between adults and students are generally positive, with little difference between the four phases. Effective policies and procedures are in place for supporting students' well-being. Senior students are positive role models and contribute well to the monitoring of their fellow students' behaviour.
- The school's procedures for supporting students' attendance and punctuality are adequate. Parents are very supportive and most ensure that their children are in regular attendance and punctual at the start of the morning and afternoon schools.
- Procedures for the identification and assessment of students with SEND and the gifted and talented, are ineffective. In only a few lessons is adequate support provided for these students. Appropriate academic and career guidance is provided for senior students.

For development

- Strengthen procedures for the identification of students with SEND and the gifted and talented, and ensure that they are provided with adequate support in lessons.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Weak

- New policies and procedures for supporting students with SEND have yet to be embedded. As a result, many students do not make the progress they are capable of.
- Because of weaknesses in the procedures for identifying students with SEND and the gifted and talented, many have not been accurately identified. While more rigorous screening techniques have been introduced, they have yet to influence teaching and learning.
- While there is regular communication between parents and the school, parents are not provided with enough information on their children's progress and learning needs. Consequently, they are not able to support their children's learning at home.
- While there are a few examples of successful modifications to teaching to meet students' needs, these are not widespread. Lesson plans may indicate that work is differentiated to meet students' needs, but such plans are rarely translated into practice.
- Teachers' assessments of the strengths and weaknesses of students with SEND are often inaccurate. As a result, the school does not have the information needed to measure students' progress accurately or to plan their next steps in learning.

For development

- Ensure that there is greater accuracy in the identification and assessment of students with SEND and the gifted and talented, and that full use is made of this information to match learning activities and support to students' needs.

6. Leadership and management

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

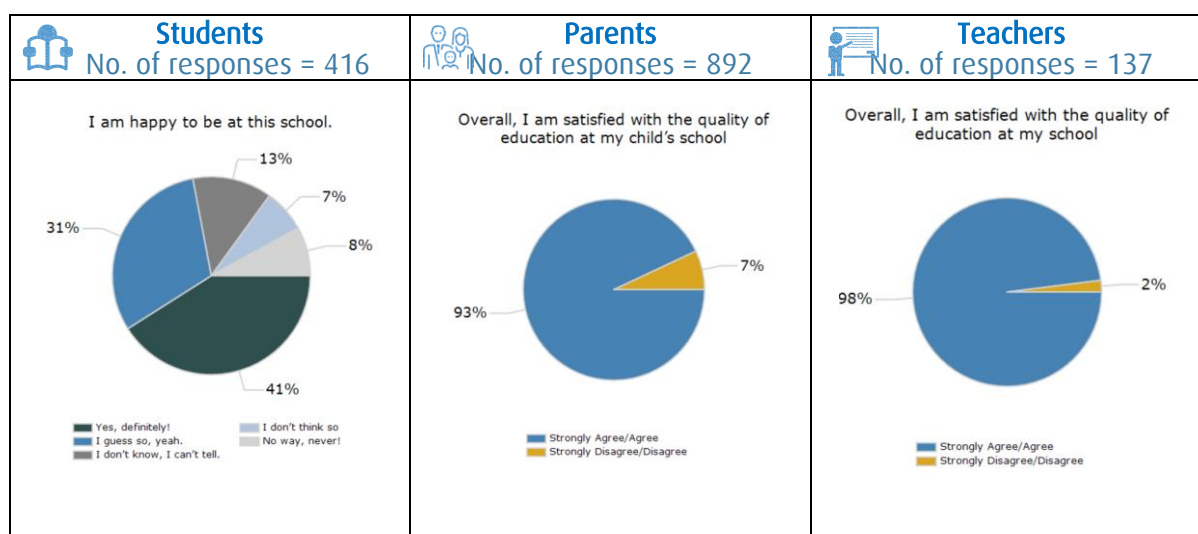
- Discontinuity in school leadership has slowed improvement in the school's performance since the previous inspection. The very recently appointed principal is focused upon raising students' achievement by improving teaching and learning. However, not all middle leaders are able to identify and accurately evaluate effective teaching and learning, and some are unclear about their responsibilities in this respect.
- The school's self-evaluation document is inaccurate and leaders do not have a realistic view of its strengths and areas of weakness. Many development plans lack the details needed to focus efforts for improvement. Because inconsistencies in teaching and the use of assessment information are not being identified, the school's evaluations of students' progress and outcomes are not always accurate.
- Parents are very supportive and want to be involved in the life of the school. Those spoken to were confident that their views would be taken into account in shaping school priorities. Because of weaknesses in the school's assessment procedures, parents do not have the information needed to be able to support their children's learning at home.
- The Governing Board includes representatives of the main stakeholders, through whom the views of parents and students are taken into account in policy making and planning. Governors have taken action to improve leadership and performance. Additional resources have been provided to improve the school's performance.
- Leaders have effective systems for managing the daily life of the school. These ensure smooth transitions between the morning and afternoon schools. The premises are adequate for implementing the curriculum, with a sufficient supply of specialist rooms. The use of technology in lessons is mostly restricted to presentations by the teachers. Students have few opportunities to use technology to support their learning.

For development

- Improve the effectiveness of leadership by ensuring that roles and responsibilities are clearly defined.
- Identify high quality teaching and learning and use this information to guide further evaluations of teaching and learning.

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.



 Students	Most students who responded to their survey think that they develop a good awareness of the importance of Islamic values in Dubai, engage in a variety of interesting activities and have someone at school to help them. Concerns were expressed about the quality of teaching, the development of technology skills, extra-curricular sporting activities and the availability of healthy eating options at lunch times.
 Parents	Most parents who responded to their survey think that their children are kept safe at school and on school transport, that they develop a good awareness of the importance of Islamic values in Dubai and that they receive informative reports. Concerns were expressed about the quality of teaching, the development of technology skills, extra-curricular activities and academic and career guidance. The inspection found inconsistency in the quality of teaching and the use of technology, and that the range of extra-curricular activities is limited.
 Teachers	Almost all teachers who responded to their survey indicated satisfaction with all aspects of the school's work.

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