

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

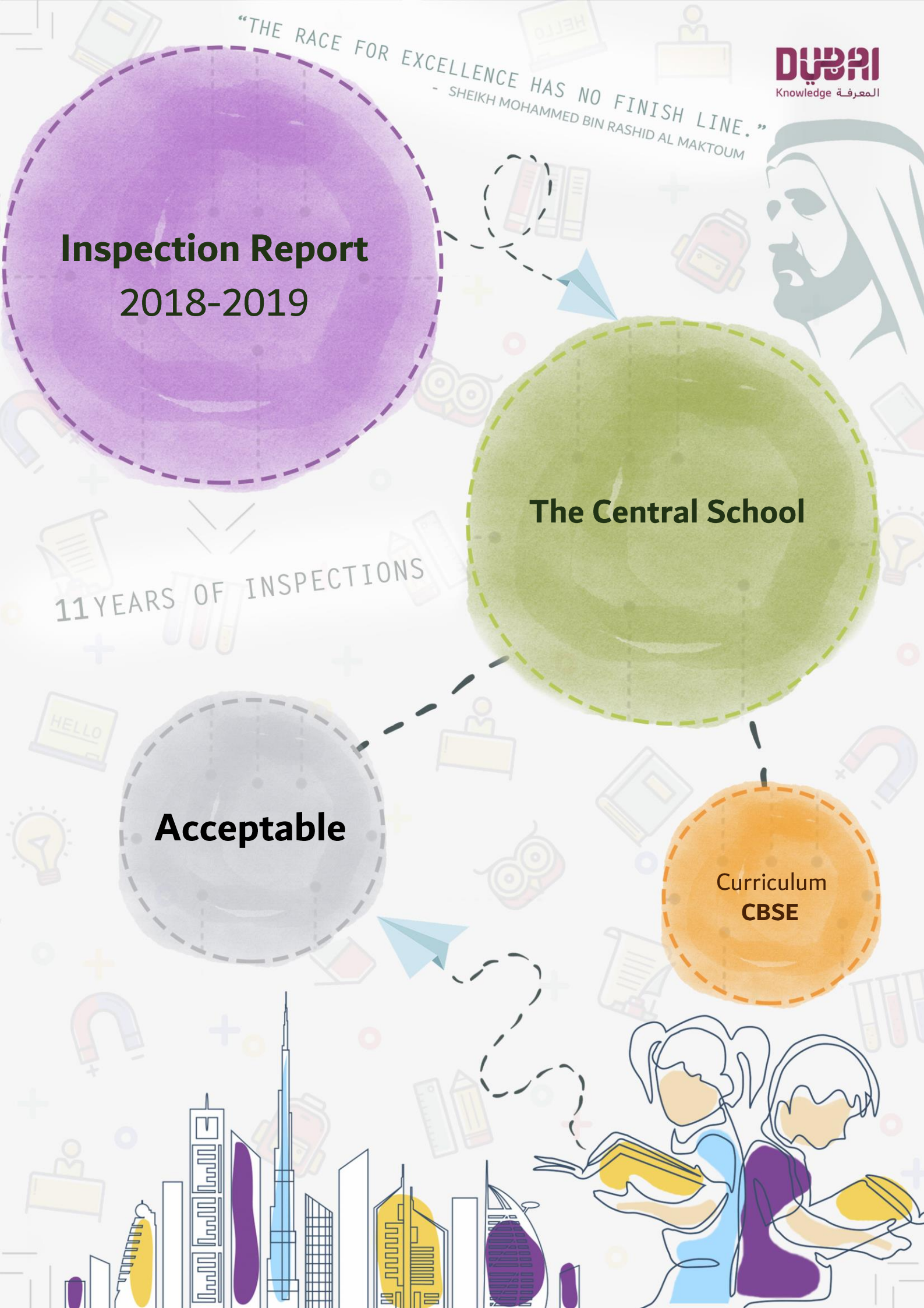
Inspection Report 2018-2019

The Central School

11 YEARS OF INSPECTIONS

Acceptable

Curriculum
CBSE



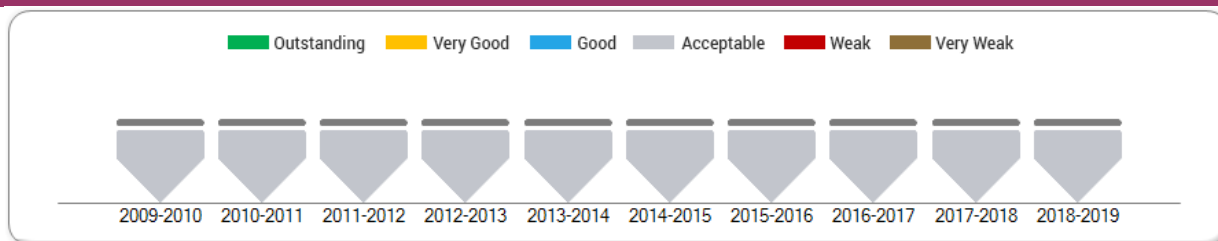
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School Information

General Information	Location	Al Nahda
	Opening year of School	1981
	Website	www.centraldxb.com
	Telephone	042674433
	Principal	Ms. Mala Mehra
	Principal - Date appointed	9/10/2017
	Language of Instruction	English
	Inspection Dates:	08 to 11 October 2018
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	Kindergarten1-Grade 12
	Number of students on roll	3021
	Number of Emirati students	0
	Number of students of determination	483
	Largest nationality group of students	Indian
Teachers	Number of teachers	172
	Largest nationality group of teachers	Indian
	Number of teaching assistants	18
	Teacher-student ratio	1:18
	Number of guidance counsellors	4
	Teacher turnover	21%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	CBSE
	National Agenda Benchmark Tests	ASSET

School Journey for The Central School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- All aspects of students' progress and attainment are either acceptable or good. The better aspects include Islamic Education in the middle and secondary phases, English in the kindergarten and secondary phases, and science and learning skills in the secondary phase. Attainment in mathematics in the secondary phase has declined to acceptable, as have learning skills and progress in science in Kindergarten (KG).
- Students have very well developed personal and social skills. Social responsibility, understanding of Islamic values and good attitudes and behaviour are developed at age-appropriate levels in the Kindergarten. Students build their skills on this foundation through to secondary school, where some outstanding attributes are seen. A very positive feature is the way in which the school empowers girls to be confident and self-assured.

Provision for learners

- The quality of teachers' assessments of students' academic strengths and development needs have improved and are at an acceptable level. Teachers are making progress in using assessment results to meet the learning needs of different groups of students. The overall quality of teaching is still only acceptable in most phases of the school, with the exception of Secondary, which remains good.
- The curriculum is adapted to an acceptable level to meet students' learning needs. Improvements are being made although the needs of students who have gifts or talents are not fully met. The design of the curriculum in Secondary is good, with a range of courses available for students. Integrated progression with acquisition of knowledge is stronger than progression of subject and general learning skills.
- Staff design and implement effective procedures for ensuring that all in the school are safe. Staff members promote the importance of healthy lifestyles well. The identification of special educational needs and support for students of determination has improved. These are at an acceptable level. Care, guidance and support are given good attention, particularly in the kindergarten and secondary phases.

Leadership and management

- The principal has made a good start to leading the school. With senior and middle leaders, she has managed to improve teamwork, assessment and school self-evaluation. Leaders recognise that a key focus must now be ensuring consistency of outcomes, especially between girls and boys. Governors, after supporting the principal to settle into her new position, are developing their responsibilities with leaders. Partnerships are growing. Facilities and resources are adequate overall.

What the School does Best:

- Teachers promote academic achievement effectively in several subjects and phases across the school.
- The school nurtures students' personal and social development very well, particularly in the secondary phase. The understanding of Islamic values and Emirati culture is well developed across the school.
- The school is successful in promoting healthy lifestyles and in ensuring students are safe and well supported.

Key Recommendations:

- Achieve more consistent progress and high success across phases and subjects, and between boys' and girls' classes, by:
 - ensuring that teachers make best use of data and information to match tasks and activities more effectively to the learning needs of all groups of students, providing appropriate challenge and support at all times
 - promoting the use of technology, independent learning and high-order thinking skills, more consistently.
- Improve attainment in mathematics among boys in the secondary phase to widen career and higher education options for them.
- Adapt the curriculum, and review progression in skills where necessary and appropriate, to meet the learning needs of all groups of students.
- Build on recent improvements in leadership and self-evaluation to identify inconsistencies in the quality of provision, particularly between girls' and boys' classes, and provide the necessary support and training to help teachers to improve their lessons.

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	Acceptable ↓
	Progress	Good	Acceptable	Acceptable	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable	Acceptable	Good
	Progress	Acceptable ↓	Acceptable	Acceptable	Good
		KG	Primary	Middle	Secondary
Learning skills		Acceptable ↓	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	Acceptable ↓	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

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	Good ↑	Acceptable	Acceptable	Good ↑

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter [NAP], which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

Schools Progression In International Assessments

meets expectations.

- International assessment data show significant improvement in the students' overall scores in TIMSS and PISA in 2015. However, these scores are not supported by other external assessments. The school is now working hard to ensure that appropriate curriculum changes, which improve student accessibility to the external tests, are fully incorporated in the curriculum for students in all subjects.

Impact Of Leadership

is approaching expectations.

- The Principal and leadership team fully support the vision and goals of the National Agenda (NA). The NA action plan clearly describes the actions to be taken to achieve the plan's objectives and identifies the success criteria by which outcomes will be judged. The school has begun to use available data to modify the curriculum to align with the requirements of the PISA and TIMSS tests. However, the school is at the early stages of using all available data to ensure the best use of assessment information to improve the quality of teaching and learning.

Impact Of Learning

is below expectations.

- Whilst the school is keen to promote development of enquiry and higher order thinking skills for students, progress in realising this objective has been slow as teachers do not yet always fully appreciate the needs of different groups of students. Critical thinking development is strongest in English and science. However, the opportunities for students to use learning technology for research purposes in lessons are limited. The school has begun to use assessment data to identify students who need support with language and comprehension, as part of its guided reading programme.

Overall, the school's progression to achieve the UAE National Agenda targets, is Approaching Expectations.

For Development:

- Modify the curriculum appropriately to meet the needs of students taking TIMSS, PISA and PIRLS tests and for students who have gifts and talents.
- Take appropriate action to improve students' language, reading and comprehension skills.
- Analyse the differences in attainment between boys and girls and implement strategies to narrow gaps.
- Improve opportunities for students to develop high-quality research, analysis and critical thinking skills using technology where appropriate.

Reading Across the Curriculum

- Achievement in reading across the curriculum is slowly improving. New approaches to teaching, focusing on reading and discussion in English and science, are helping students to develop their vocabulary and writing.
- Confidence in reading is improving. Younger students are able to use and explain strategies when encountering unfamiliar text. The accuracy of older students' interpretative skills is inconsistent.
- The implementation of the school's library programme, including access to online reading resources, is beginning to engage, develop and support life-long reading.
- Leaders recognise the importance of developing a whole school approach to reading but initiatives to promote this are not yet embedded.

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

For Development:

- Develop and implement a systematic, whole-school plan to drive improvements in reading across the curriculum.
- Improve students' awareness and use of online resources to support reading and research.

UAE Social Studies

- The school has made sufficient adaptations in the UAE social studies curriculum, providing adequate resources to support its integration.
- Students are able to work independently and collaboratively, making connections between areas of learning. Some students are beginning to use technology to do basic research.
- In lessons and recent work, a majority of students attain levels above the curriculum standards of the UAE social studies programme.
- In lessons and recent work, a majority of students make better than expected progress in relation to their individual starting points and the UAE social studies curriculum standards.

The school's implementation of the UAE Social Studies Programme is Approaching Expectations.

Innovation

- Students have fewer opportunities in lessons to be innovative in acquiring learning skills than they do in multi-disciplinary project activities.
- Students are enthusiastic about their involvement in a variety of charity, ecological and entrepreneurial activities, many of which allow them to be innovative and to show social responsibility.
- Opportunities for innovative teaching and learning are stronger in extra-curricular work and projects than in lessons. Teachers do not use technology fully to support the development of students' skills.
- The curriculum includes opportunities for students to acquire innovation skills. However, the progression of these skills is not fully designed or implemented comprehensively.
- Leaders are developing their understanding of how to innovate and improve the school. They are increasingly supporting teachers and students to do so.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- As reflected in their knowledge, skills and recent work, the majority of students in primary and middle are attaining levels that are above curriculum standards. Girls are making better progress than boys.

For Development:

- Improve students' skills in making connections between what they are learning and relating it to other parts of the curriculum and to their lives.

Arabic as an Additional Language

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

- The school's internal data indicates that a majority of students demonstrate knowledge, understanding, and skills above curriculum standards. This is not reflected in lessons and in students' classwork. Across the school, students' progress is in line with curriculum standards and individual starting points.

For Development:

- Improve students' skills in extended speaking, by providing more opportunities to practise their skills.
- In middle and secondary phases, focus on developing the quality of extended and creative writing.

English

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

- In the Kindergarten and Secondary, the majority of students achieve above curriculum standards, as a consequence of purposeful teaching. In other phases, most are secure and confident in applying their language skills. Overall, girls' attainment is better than that of boys.
- Reading initiatives are starting to have a positive impact across the school, evidenced in written work, assessment records and confidence in speaking. However, skills in extended and creative writing, and with application of language, are less well developed.
- The improvement of students' literacy and verbal skills have been areas of focus across the school with teachers developing these through reading and discussion. As a result, students are now making more rapid progress with reading comprehension and speaking.

For Development:

- Develop students' skills in extended and creative writing.
- Enhance students' accuracy in spelling, punctuation and grammar.

Mathematics

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

- Attainment is broadly uniform across the school. Most students attain in line with expected standards and make expected progress from Primary to Secondary. A majority in KG make better than expected progress because of purposeful teaching and learning.
- A significant minority of boys in the senior school are insecure in their understanding and use of key mathematical concepts. In KG and Primary, basic number facts are stronger than measurement. In the middle and secondary phases, students cope well with problems related to angles and fractions but are less secure in work related to trigonometry.
- In general, boys attain less well than girls. Recent developments in teaching and learning in mathematics have yet to impact on students' achievement.

For Development:

- Focus on improving boys' understanding and application of mathematical concepts.
- Develop skills and understanding of younger students in measurement, and the ability of older students to perform calculations in trigonometry.

Science

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

- Higher attainment and progress in the secondary phase are due to the increased opportunities that older students have to develop a wider range of high-quality scientific skills. Girls' attainment is better than that of boys in all phases, including in external examinations.
- Students have well-developed knowledge of concepts such as alternative energy sources and environmental issues. Thinking and investigative skills are less well developed.
- Teachers are beginning to use external data to plan science lessons to meet learning needs effectively. However, further development is required to ensure that students develop scientific skills, such as research, prediction and hypothesis testing.

For Development:

- Raise the performance of boys in external examinations.
- Promote scientific thinking and investigative skills across all phases.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Acceptable ↓	Acceptable	Acceptable	Good

- Students in the secondary phase have well developed learning skills. In other phases, students are improving them to an acceptable level. Acquisition of learning skills in Primary is sometimes constrained by poor classroom management and low teacher expectation.
- In the secondary girls' classes, students display mature attitudes towards learning, taking personal responsibility to analyse their strengths and weaknesses when working towards improvements. This is less well-developed in the boys' section. When given the opportunity, all students are able to discuss concepts effectively and collaborate well in groups.
- The school has been focusing on developing critical thinking and problem-solving skills, but the students' skills have not improved significantly. Independent learning and application of technology is developing.

For Development:

- Promote students' skills in independent learning and purposeful use of learning technologies.
- Encourage skills in group discussion and collaboration.

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. Most students and kindergarten children demonstrate positive attitudes. They behave well at an age-appropriate level. Primary phase students are more easily distracted, and a minority are immature in their behaviour. Older students are consistently self-disciplined, and their behaviour is exemplary.
- Student relationships are very positive. Students readily help each other and are considerate to adults. They are aware of the importance of healthy lifestyles. The majority make healthy food choices and participate in regular physical activity.
- Students' attendance during the week of the inspection was lower than figures quoted by the school for last year, which were at a very good level. Events in Kerala may have affected attendance at the beginning of the current school session. Punctuality is good.

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

- Students have a strong appreciation and understanding of Islamic values, particularly in the secondary phase. They appreciate the values of modesty, honesty, respect and tolerance and are able to talk about these in detail.
- Students are respectful of Emirati heritage and culture and are active participants in a number of school celebrations, such as National Day and Martyr Day. A good range of knowledge about Emirati traditions, food, and popular activities is evident in the school.
- In most phases of the school, students have a clear appreciation and respect for their own culture and other world cultures. In the primary and middle phases, some students do not have sufficient awareness of other global cultures, particularly Arab cultures.

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

- Kindergarten children show positive, age-appropriate social responsibility, for example, by caring for others and helping to keep their classrooms tidy. Older students willingly take initiatives in a wide range of projects. Students in the primary phase respond positively to teachers' suggestions.
- Staff successfully encourage students to be active in environmental issues. Most students have first-hand involvement. A strength of the girls' section is the way in which girls involve themselves in projects such as, Street Plays, which build their confidence and self-esteem.
- Teachers have been successful in identifying activities that are meaningful and attractive to students within each phase, and in encouraging them to take initiative. For example, the organic farming project helps students to develop ecological awareness and entrepreneurial skills.

For Development:

- Widen the involvement of primary phase students in the area of social responsibility and innovation.
- Improve consistency of behaviour and attitudes in the primary phase.

3. Teaching and assessment

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

- Teachers have secure subject knowledge. They plan lessons with consideration to the different abilities of students, although implementation is inconsistent. Teaching is stronger in the secondary phase due to the greater emphasis placed on developing students' knowledge and depth of understanding.
- Interactions between teachers and students are generally positive. Too few teachers in the primary and middle phases use questioning techniques to challenge students to think for themselves.
- The school has been working to improve its use of assessment information to impact on teaching. Teachers are using data to plan lessons to meet different learning needs, though further work is needed with implementation. Too much teaching is teacher-led, at the expense of developing students' independent learning and higher-order thinking skills.

	KG	Primary	Middle	Secondary
Assessment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The school is beginning to use reliable benchmark data to identify students' potential more accurately. Internal assessments are more valid, reliable and aligned to international standards.
- The quality of information to facilitate the planning of lessons to meet a wider range of learning needs is improving and beginning to make a positive impact in the classroom. However, the quality of written feedback to students on their work is too variable and requires considerable improvement.
- The school is starting to use external assessment information in all phases and subjects to bring about a variety of enhancements to the development of the curriculum. There are signs of improvement, but further work is needed.

For Development:

- Develop the use of internal and external assessment data to improve target setting, curriculum modification and lesson planning.
- Improve written feedback to students on what they need to do to improve.
- Develop students' higher-order thinking and learning skills further.

4. Curriculum

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

- Overall, the curriculum provides a range of learning opportunities. Design and implementation is stronger in Secondary, providing choices for students to follow. The Early Years Foundation Stage [EYFS] curriculum is followed in the KG but its implementation has yet to provide the appropriate early learning opportunities for children.
- Systematic review of curriculum has resulted in more meaningful connections and cross-curricular links between subjects. The school has mapped the skills progression for all key subjects, but implementation of the planned development of subject-specific and general learning skills is not fully effective.
- The school has been working to improve the planning of the curriculum. The improved plans have not been fully implemented. Steps to consolidate technology-based learning requires a more robust strategy for impact in lessons.
- Moral education is offered to Grades 1-9 and meets all statutory requirements. The time allocation is sufficient to deliver the programme effectively. Progress is measured through formal and informal assessments.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Good

- Adaptation of the curriculum to meet the learning needs of different groups of students is implemented better in Secondary than in the other phases of the school. The use of curricular choices and projects in this phase provides a platform for developing and expressing creativity and innovation.
- 'Super study' classes in the school offer opportunities for students to address gaps in their knowledge and skills. However, the needs of students of determination or those who have gifts or talents are not fully met by curriculum adaptation.
- Curriculum links are successful in supporting the understanding and appreciation of Emirati culture. Thematic displays, field visits and hands-on learning activities result in a well-developed understanding of UAE values and culture in the school.
- Arabic, as an additional language is not taught in the KG.

For Development:

- Enhance the planning and implementation for progression in subject-specific and general learning skills.
- Improve curriculum adaptation to meet the learning needs of 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 provision for health and safety, including arrangements for child protection and safeguarding, is effective throughout the school. All staff, students and parents are well informed about different forms of abuse. A strong anti-bullying programme, including cyber bullying, helps to keep students safe.
- The school premises and facilities provide a safe, hygienic and secure environment. Safety and maintenance checks are frequent and record-keeping is thorough. Safety procedures for school transport are carefully followed.
- Excellent medical services are available for students. Record-keeping is meticulous and storage of medicines is appropriate. The school doctor promotes healthy eating and active lifestyles through assemblies and personalised advice for students and their families. The range of canteen food does not help the students to make healthy choices in their diets.

	KG	Primary	Middle	Secondary
Care and support	Good ↑	Acceptable	Acceptable	Good ↑

- Care and support are not of a consistent quality across the school. Nevertheless, the school follows a consistent approach to behaviour management and, as a result, students are mostly courteous and self-disciplined.
- Identification of special educational needs and support for students of determination are just adequate, particularly in the primary and middle phases.
- The provision of counselling and career guidance are strong features in the secondary phase. Mindfulness training for younger students is a positive aspect, as is the purposeful development of girls' confidence and self-esteem. Policies and procedures addressing punctuality and attendance, are secure.
- The school has made significant improvements in the area of identification, assessment and support of students with special educational needs. Further work is need on this and in meeting the different needs of boys and girls, and students who have gifts and talents.

For Development:

- Widen the range of healthy options in the canteen.
- Identify learning needs of students more successfully and the improve support for all different groups of students.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable ↑
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- Governors and leaders are more committed to providing the direction and support in welcoming students of determination within the school.
- Identification of the needs of students of determination has improved, creating the potential for better intervention and support. Individual education plans are written, although strategies and targets are not precise enough to inform teaching and learning.
- Partnerships with parents are strong. Parents are welcomed into the school and involved in developing with their children's progress. Parents recognise and appreciate the improvements in this area.
- Curriculum modification is only acceptable. Direct support is provided through support teachers in classrooms, and by specialists in one-to-one work on a withdrawal basis.
- Improvements in identification and support are starting to bring about improvements in outcomes, but further work is needed. Recent developments, combined with staff turnover, have left a number of class teachers feeling uncertain of their roles when dealing with students of determination.

For Development:

- Provide training for all class teachers in how to support the range of special educational needs in the school.
- Focus on accelerating the progress of students of determination.

6. Leadership and management

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

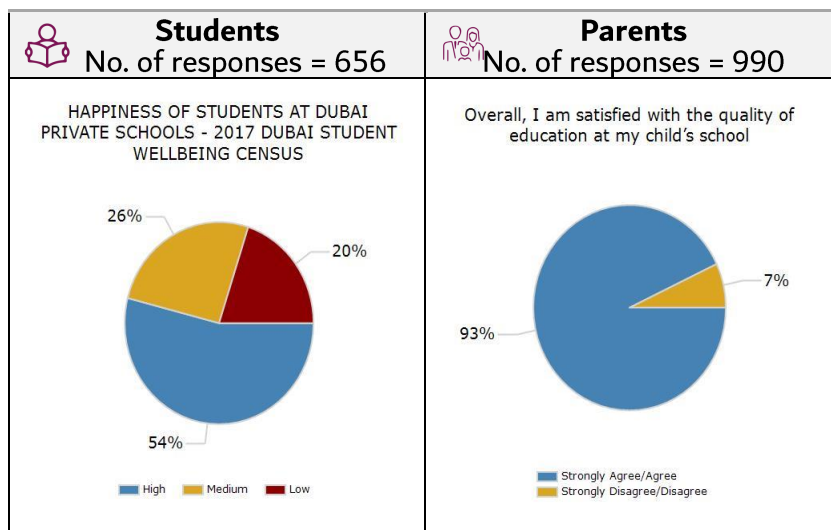
- The new principal has made a good start in her first year in post. With senior leaders, she has developed teamwork among staff and has helped teachers to secure improvements in assessment, school self-evaluation and provision for students of determination. The capacity of senior leaders to improve and innovate is getting better. However, the quality of teaching has not improved significantly, leading to achievement which remains at acceptable or good levels.
- Staff employ a wide range of approaches in gathering information and data on the school's work and in evaluating its quality. Leaders monitor the quality of lessons, although their judgements do not always focus on the link between teaching and student achievement. School improvement plans are presented with content and structure but success criteria is not always fully quantified. There has been some progress in addressing recommendations from the previous inspection report.
- The school actively engages with parents to participate in a range of activities, with an acceptable level of success. Leaders are open to parents' suggestions for school improvement. Parents are well informed of the school's activities and receive regular feedback about their children's performance through reports and meetings with teachers. Collaboration with other schools and involvement with social organisations support the development of the school.
- The governing body has representation from owners, officers who work across the school group, and a parent. Governors take account of the views of all stakeholders and monitor the work of the school regularly. They are aware of the broad details of the development needs of the school and have exercised some accountability during the new principal's role within the school.
- The premises are adequate in size and appearance for teaching and learning. For persons with mobility difficulties, access into and within the school is limited. Resources for the further development of learning technology resources are not plentiful. The school is adequately staffed, although it has a small number of unqualified teachers in the KG. Professional development is provided for teachers, including some related to the promotion of problem-solving and higher-level thinking skills.

For Development:

- In observation of lessons, focus more on the links between quality of teaching and impact it has on students' progress.
- Build on the improved school self-evaluation processes to identify inconsistencies in teaching and address them by differentiated and targeted training and support.
- Address shortages in the supply of learning technology and access arrangements to and within the school.

The Views of parents, and senior 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	The responses of students to the survey are generally positive, although a quarter did not confirm they were happy to be at this school. A large majority feel a sense of belonging and think that there is mutual respect between teachers and students. Grade 9 boys are less positive about this. Most students feel safe from bullying and other hazards at school. Boys feel less safe than girls. High proportions of students say they engage in organised sports or arts activities.
 Parents	Parents' responses are positive. Almost all are satisfied with the quality of education and think that their children are safe in school. A high proportion think that the school provides good value for money, and school leaders listen to them and act on their views. However, a large majority feel that they are not regularly involved in school activities and few think that bullying is an ongoing issue in the school.

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