

GOOD





























2019-2020

CBSE CURRICULUM

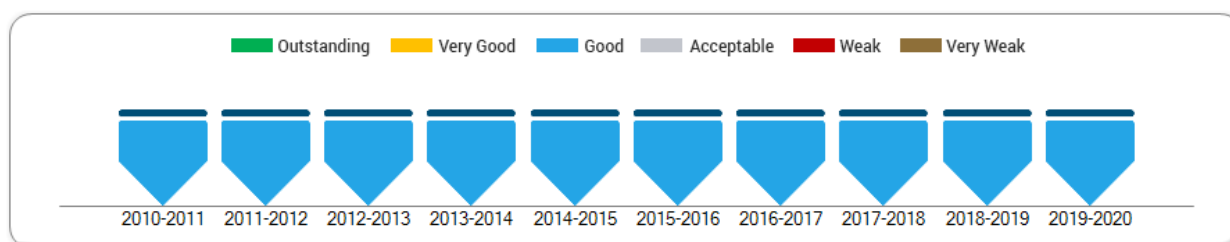
Contents

Contents.....	2
School Information	3
Summary of Inspection Findings 2019-2020	4
Overall School Performance.....	6
National Priorities	8
National Agenda Parameter	8
Moral Education.....	9
Reading Across the Curriculum	9
Innovation.....	9
Main Inspection Report	10
The Views of Parents and Senior Students.....	20

School Information

General Information	 Location	Al Warqaa 1
	 Opening year of School	2008
	 Website	www.primusschool.sch.ae
	 Telephone	+971042800691
	 Principal	Arundhati Rawat
	 Principal - Date appointed	10/27/2013
	 Language of Instruction	English
	 Inspection Dates	07 to 10 October 2019
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	KG 1 - Grade 12
	 Number of students on roll	1414
	 Number of Emirati students	0
	 Number of students of determination	63
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	108
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	3
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	5
	 Teacher turnover	19%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE, ASSET, CAT4, NGRT
	 Accreditation	N/A
	 National Agenda Benchmark Tests	ASSET, CAT4

School Journey for PRIMUS PRIVATE SCHOOL LLC



Summary of Inspection Findings 2019-2020

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

Student outcomes

- Students' achievements in the key subjects in Kindergarten (KG) and the primary phase are at least good. In English, the students' attainment in the upper two phases and their progress in Secondary are very good. Secondary students' attainment in science is also very good. Students' achievements in Islamic education, and their progress in mathematics in the secondary phase are just acceptable. Student achievement elsewhere is good.
- Students' personal development is excellent. They behave very well across all phases and have a very strong work ethic. Their understanding of the importance of Islamic values on the Dubai life is very good in the KG and secondary, while it is good in the primary and middle phases. Apart from the children in the KG, students have very good knowledge of environmental issues and social responsibilities. However, their innovation skills are less developed.

Provision for learners

- Across the school the quality of teaching for effective learning is good. This is an improvement in the KG which is a result of applying the learning centres approach within classes. The use of assessment is good across all phases with an improvement in the KG again this year. However, teaching is not fully meeting the needs of different groups of students, especially students of determination.
- The curriculum provides a good variety of subjects and activities. It has improved this year to very good in the KG where it focuses more on developing children's skills. It remains good in the other phases. It offers some enterprise opportunities for students, but these are not used effectively. The curriculum modification to meet the needs of students of determination is developing slowly.
- The school's arrangements for health and safety, including safeguarding, remain outstanding. The school provides very strong supervision and personal and academic guidance for students. It is helping the older students make their decisions about their next steps in learning. The relationship between the students and the school staff is very secure as the school provides a caring and supportive environment for them.

Leadership and management

- The school principal and senior leaders are committed to the national priorities and the school's improvement. The partnership with the parents, and the links with the school community, are very strong. The governing board is effectively involved with the school developments and holds its leaders accountable for the students' achievement. The school runs very smoothly, and its facilities and resources are enhancing the teaching and learning environment.

The best features of the school:

- The provision for the health and safety of students
- The students' personal and social development
- The improvements in provision and outcomes in the KG
- The positive relationships among students, teachers and the parent community.








Key recommendations:

- Improve the provision for students of determination by:
 - developing the systems for identification across all phases, beginning with the children in the KG
 - enhancing teachers' practical skills for personalising and implementing lessons to meet individual students' needs.
- Accelerate students' progress, particularly in the middle and secondary phases, by:
 - providing consistent opportunities for independent learning
 - raising the level of challenge in lessons, particularly for the higher attainers.
- Leaders at all levels, and especially heads of departments, should support teachers to make effective use of assessment data to plan activities that build on what students already know and can do.
- Improve the consistency of teaching by sharing the best practices already present in the school.

Overall School Performance

Good

1. Students' Achievement



		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 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	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable ↓
 English	Attainment	Very good	Very good ↑	Very good ↑	Very good
	Progress	Very good	Good ↓	Good	Very good
 Mathematics	Attainment	Good	Very good	Good	Good
	Progress	Good	Good ↓	Acceptable ↓	Acceptable ↓
 Science	Attainment	Good ↑	Very good	Good	Very good
	Progress	↑ Good	Good ↓	Good ↓	Good ↓
 UAE Social Studies	Attainment	Acceptable			

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Very good


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

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

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very 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:

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2019-2020.

School's progression in international assessments

meets expectations (N.A.P.).

- The school participates in PIRLS, TIMSS and since 2018, in PISA. The school's score for PIRLS in 2016 has improved significantly when compared with the results in 2011. The school did not meet its TIMSS targets in 2015. Progression in N.A.P. benchmark assessment is strongest in mathematics and science. The comparative analysis of N.A.P. outcomes and students' potential, as measured by CAT4 testing, shows that most students do better than expected in English, mathematics and science.

Impact of leadership

meets expectations.

- The leadership team supports the vision and goals of the National Agenda. The action plan identifies the necessary interventions and the processes for monitoring and measuring outcomes. However, the school does not use the analysed assessment data to inform modification of teaching to meet the learning needs of all individual students.

Impact on learning

is approaching expectations.

- Critical thinking, independent enquiry and research skills are emerging features in most subjects in the school. The opportunities for problem-solving in mathematics are developing. The use of technology and other available resources to enhance learning is limited.

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

For Development:

- Provide appropriate support to the teachers on how to use the assessment data to modify the teaching strategies to meet the needs of all learners.
- Increase opportunities during lessons and beyond for the development of critical thinking, independent inquiry and research skills.

Moral education

- The school curriculum does not address fully the key concepts of the moral education programme (MEP), and the provision and progression across the phases are underdeveloped.
- Teachers' insecure knowledge of the nature of moral education contributes to teaching that is too variable and does not always ensure that learning is personalised, engaging and challenging for students.
- Students are keen to participate, but learning is hindered by limited opportunities for them to reflect on learning, discuss issues and make personal real-life connections.
- Approaches to assessment are underdeveloped and do not reflect the progression of skills, knowledge, reasoning and real-life applications.

The school's implementation of moral education is below expectations.

For Development:

- Develop a coherent curriculum document that shows provision and progression across the school.
- Implement assessment processes that are aligned to the academic and personal learning outcomes.

Reading across the curriculum

- Whole-school, standardised assessments show that the majority of students exceed age-expected levels in reading accuracy and comprehension. There are no significant gender differences.
- Across the curriculum in every phase, a consistent approach to teaching familiarises students with new vocabulary. Some students need more effective support to develop their comprehension skills.
- The school promotes reading as a learning skill. This is exemplified by students' independent work published in newspapers, book form and fun comic projects that supplement the library resources.
- The school's policy is to ensure that all students read effectively by Grade 2. They have regular visiting authors, book fairs and improved choice in the library.

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

For Development:

- Raise the competencies and reading skills of the students who have been identified as underperforming readers.

Innovation

- Students demonstrate innovative skills through after-school clubs and Science, Technology, Engineering and Mathematics (STEM) projects. However, innovation is not an embedded skill across most phases and subjects.
- Students sometimes take the initiative and, with guidance, are able to present creative projects, especially in the secondary phase during activity clubs.
- The promotion of critical thinking and innovation skills is inconsistent across the school. Only a minority of teachers attempt to promote innovation in their lessons.
- The school has not adapted the curriculum to develop students' innovation skills systematically. Some older students are able to develop their leadership skills through acting as mentors to primary classes.
- School leaders are committed to innovation. They are starting to implement a few ideas and activities. However, this is at an early stage of integration and effectiveness.

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

For Development:

- Develop a whole-school understanding of innovation and its impact on the life of the school.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' achievement remains similar to the previous year. While progress in the primary phase is improving, it is still not rapid enough. Secondary students make slower progress when compared to their starting points. Internal assessment data does not reflect students' current level of achievement.
- Students demonstrate well-developed knowledge and understanding of divine revelations and Islamic manners and etiquette. However, their performance in other areas of the subject is only acceptable, in particular in Secondary. Students make connections to real-life situations but do not always support their answers with evidence.
- Primary students are improving their memorisation and recitation skills of the Holy Qur'an by attending the Qur'an club. Students in the middle phase are beginning to make more connections between areas of the subject.

For Development:

- Plan for a balance among all six concepts of Islamic education and provide opportunities for students to work independently.
- Improve internal assessments by linking them to the Ministry of Education (MoE) standards.

Arabic as an Additional Language

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

- The school's internal data is reflecting high levels of attainment and progress, whereas lesson observations and work scrutiny demonstrate that students' attainment is good in Primary and in line with curriculum expectations in other phases. The rate of progress made by students is good in the primary and middle phases and acceptable in Secondary.
- Students' listening skills are a strength, while their speaking skills are limited to short conversations because of the lack of opportunities to practice. Their reading of familiar texts is appropriate, but their writing skills are developing slowly due to low expectations and lack of challenge.
- Listening and responding skills are improving, especially in the primary phase. However, across the school, improvements in speaking and independent writing are inconsistent due to the low expectations set by teachers.

For Development:

- Improve students' speaking and writing skills by developing teaching strategies that meet students' individual needs and raise teachers' expectations.
- Enhance students' independent speaking and writing skills through consistent teaching practices and more effective assessment processes.

English

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good ↑	Very good ↑	Very good
Progress	Very good	Good ↓	Good	Very good

- Students in the primary and middle grades make less rapid progress than those in the KG and the secondary grades. Their results on international tests have improved since last year. Overall, students achieve above their predicted CAT4 scores.
- Students' oral, comprehension and writing skills are strong across all grades, including the KG. A few students demonstrate outstanding writing and oratory skills. The more able students require greater challenge to achieve their full potential.
- Students' reading choices and written work are usually less than what is required for maximum attainment and progress, especially in the primary and middle phases.

For Development:

- Ensure students read more full-length novels and write longer original prose.

Mathematics

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

- Attainment on external benchmarking are strongest in the primary phase. Progress in lessons varies across the phases and largely depends on the level of challenge provided. It is stronger in the KG and less secure in the middle phase.
- Skills of mental calculations and numeracy are well developed in the primary, middle and secondary phases. Application of mathematics to real world situations is a developing feature in the school. It is stronger in the KG than in the other phases.
- The development of critical thinking and problem-solving skills is an emerging feature in the primary, middle and secondary phases. It is much stronger in the KG. Too few opportunities are provided for investigations, discussions and applied mathematics during lessons.

For Development:

- Challenge students with tasks that develop their critical thinking and investigative skills.
- Develop students' skills in problem-solving by regularly offering such tasks in class and for homework.

Science

	KG	Primary	Middle	Secondary
Attainment	Good ↑	Very good	Good	Very good
Progress	Good ↑	Good ↓	Good ↓	Good ↓

- Students achieve at least very good levels of attainment in their international examinations and benchmark tests. These standards are not always evident in their lessons and workbooks, particularly in the middle phase.
- Students have secure knowledge and understanding of scientific concepts. Students' skills in the scientific method are consistently developed throughout the school. Students' ability to communicate their scientific reasoning and their skills in planning and conducting their own experiments are not fully developed.
- There are significant improvements in the attainment and progress of children in the KG. The implementation of a systematic inquiry and investigation process and the use of learning centres support children's ability to communicate their learning and to engage in independent learning and inquiry.

For Development:

- Develop students' skills in scientific reasoning through discussion and written work.
- Develop students' skills in planning and conducting their own experiments.

UAE Social Studies

All phases

Attainment

Acceptable

- The school's internal assessment data indicate that students across the school are attaining the expected curriculum outcomes. Students' recent work in secondary indicates that their attainment is slightly better than expected. However, in the primary and middle phases, students' outcomes are less strong.
- In the middle school, students can explain the leadership features of the founder of the UAE and its history. Secondary students are able to explain the impact of UAE geography on the region. Most younger students can talk about social life in the UAE.
- The recent alignment between curriculum and assessment is starting to have a positive impact on students' outcomes. However, this is not consistently used to modify approaches to teaching and learning.

For Development:

- Modify the curriculum and enhance teaching strategies to meet the needs of different groups of students by providing the appropriate levels of challenge.
- Ensure that assessments are aligned to the curriculum standards in each grade level.

Learning Skills

KG

Primary

Middle

Secondary

Learning skills

Good

Good

Good

Very good

- Across the school, students are enthusiastic, engaged and self-motivated. Secondary students demonstrate stronger learning skills. They can work independently, and their thinking skills are developing. These skills are less evident in the middle phase.
- In most subjects, students take responsibility for their own learning and collaborate well with their peers when given the opportunity to do so. Students' use of learning technology to extend their learning is less evident across most grades. Although students make connections to real-life situations, this is not a consistent feature across all subjects.
- As a result of the improved curriculum in the KG, there is a noticeable development in children's learning skills, in particular, their investigative and independent learning skills. However, their critical thinking skills are still less developed.

For Development:

- Develop students' critical thinking skills, problem-solving and use of technology.
- Extend students' research skills to all phases.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students have exceptionally positive, mature and responsible attitudes towards their work and school. Behaviour is exemplary, and students demonstrate high levels of self-discipline. They interact effectively with their peers and with adults.
- Students have excellent relationships and rapport with staff and respond well to critical feedback. They are caring towards one another and have reported that they feel supported, valued and safe.
- Students are aware of the benefits of a healthy lifestyle and have a strong understanding of the value and importance of healthy eating. They are keen to attend school and are punctual in arriving to school and to their classes. Attendance is very good across the school.

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

- Children in the KG have a strong understanding of Islamic values. Students in other phases have a clear understanding of how Islamic values influence contemporary society. They demonstrate friendship, fairness and respect.
- Secondary students demonstrate an understanding of, and respect for, the traditions and culture of the UAE. They can talk about local food and traditions and about sporting activities such as camel racing, horse racing and falconry. They know about the role of H.H. Sheikh Zayed in the history of the UAE.
- Students demonstrate good understanding of their own cultures and show appreciation for a range of other world cultures. Students of other nationalities, languages and religions are respected. Although students are familiar with some other cultures, their knowledge and understanding of these are limited, particularly in the primary and middle phases.


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

- Students' awareness of their responsibilities towards the community and environment is very strong across the school phases with the exception of the KG, where it is inconsistent and is not demonstrated as effectively as it could be.
- Students have a very strong work ethic and many are actively involved in community projects within the UAE and abroad. They are very well aware of the recent environmental issues and challenges and participate enthusiastically in school projects to support them.
- New initiatives, such as the 'Green Gang', are helping to spread awareness of environmental issues to the rest of the school. Senior students are leading the way in managing community projects with increasing independence.

For Development:

- Provide students with more opportunities to learn about other cultures.
- Enhance students' understanding and implementation of innovation across all phases of the school.

3. Teaching and assessment

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

- The majority of primary teachers plan engaging activities, and students often learn through discovery. This approach is less evident in the middle phase, where lessons are sometimes too teacher-directed, and expectations are not always high enough. The majority of the best teaching practice is in English.
- The quality of lesson planning is variable. Nearly all teachers plan tasks for three levels of ability, but only a few make effective use of assessment information to plan personalised learning which builds on what students already know and can do.
- The school is successfully addressing the key recommendation of improving the quality of teaching in the KG. Teachers are skilled in planning a range of teacher-led and child-centred activities which enable children to make at least good progress in all areas of learning.

	KG	Primary	Middle	Secondary
Assessment	Good 	Good	Good	Good

- Internal assessment processes are largely consistent across the phases and subjects and are aligned to the existing curriculum standards. They provide valid and reliable measures of students' academic progress. However, assessment processes are less secure in Islamic education.
- The school participates in a range of external national and international benchmarking. The use of constructive assessment in lessons varies across subjects and phases. The quality of written feedback provided to students requires further improvement so they are clear about how to improve their work further.
- Improvements in assessment processes in the KG enable better tracking of children's attainment and progress, which has a positive impact on their academic and personal development. In the other phases, the use of available assessment information to ensure individualised support remains an emerging feature.

For Development:

- Strengthen teachers' understanding and use of the analysis of assessment data so that they can plan to meet the learning needs of all groups of students.
- Monitor more closely the consistency and use of data analysis across the phases and subjects.

4. Curriculum

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

- The curriculum has a clear rationale and is compliant with the requirements of UAE and the Central Board of Secondary Education (CBSE). The KG curriculum is stronger than in the other phases of the school as it includes elements of international curricula and learning outcomes that are more appropriate for the age group.
- The focus on active, integrated learning through child-centred, play-based learning activities and cross-curricular links in the KG and lower primary phase is very effective. In the other phases, cross-curricular links are less developed, especially in mathematics and science.

The review of the school's curriculum is ongoing and successful in making the necessary changes to reflect students' learning.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Good

- The promotion of Emirati culture is well-established through special days and trips. The Year of Tolerance is a focus for various projects across the curriculum. Lessons in Arabic as an additional language make a strong contribution to students' understanding of UAE society and values.
- Innovation skills are developing through some activity sessions in the primary phase and through opportunities for older students to organise events. However, the quality of the provision is inconsistent.
- There are some improvements in the curriculum to meet the needs of students of determination, but the quality of support is variable. The options for personalised learning and alternative career pathways are not systematically planned and implemented. The curriculum is not always sufficiently adapted to promote challenge for students with gifts and talents.
- Arabic as an additional language is taught for one lesson a week in the KG.

For Development:

- Offer more curricular choices for secondary students to enable them to pursue diverse careers.
- Adapt the curriculum so that students with gifts and talents reach their potential and plan personalised learning for those students of determination who find work challenging.

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 rigorous policies and procedures for child protection and safeguarding. All policies are periodically updated. Effective processes are in place to ensure the safety and well-being of students and staff, including the protection of students from any form of abuse. All staff receive regular training on safeguarding and child protection.
- The school provides a safe, hygienic and secure environment for students and staff. The supervision of students is exceptionally effective at all times. The school conducts regular safety checks, and actions are taken promptly to repair any deficiencies.
- The school is effective in promoting healthy lifestyles such as the awareness of healthy eating and the provision of regular sporting activities. The school has updated all the necessary procedures to ensure that only authorised visitors can enter the premises.

	KG	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good	Very good

- Effective management systems promote high attendance and the importance of punctuality to all students. Behaviour management expectations are clearly defined, understood by students and shared with parents. Teachers and students work together in an atmosphere of mutual respect.
- The school is proactive in providing students with appropriate advice on their career and higher education pathways. Counsellors support students' emotional and intellectual well-being throughout the school. Some students have dedicated time to address their personal concerns, which boosts their self-esteem and performance.
- The school is inclusive providing students with a nurturing environment. Some teachers are confident in identifying students who need support or challenge to fulfil their potential. Specialist staff are developing more robust procedures to identify students with additional learning needs.

For Development:

- Improve the systems for identifying students of determination, and those who have exceptional ability, by making more effective use of all available assessment information.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusion team and governor have the capacity to lead more strategically, implement more effective support and ensure their action plan prioritises all aspects of the Dubai Inclusive Education Policy Framework. The admission policy reflects their ambitions to be recognised as a fully inclusive school.
- Identification is not robust and does not make the best use of all assessment information available. Staff lack the knowledge of the full range of barriers to learning, and, therefore, referrals are not always based on an accurate understanding of need. Individual education plans (IEPs) are not sharply focused on strategies to support teachers' interventions.
- Most parents appreciate the regular, personal communication with school staff. Many are partners in the process of planning and adjusting the academic, personal and social developments for their children. Few parents resist recommendations that are supportive and in their children's best interest, preferring their children to learn without additional support.
- Teachers plan and adapt the curriculum content more successfully in the secondary phase. In the primary phase, the curriculum is not sufficiently personalised to individual needs. In the KG, this is a strength. Learning support assistants are beginning to help to modify lesson content appropriately. Individual students also receive good quality support from additional teachers.
- Despite regular assessments, the school does not make the best use of its data to ensure progress is measured from secure starting points for students of determination. Consequently, targets and expectations are not sufficiently challenging, and most students make only acceptable progress. Insufficient attention is given to closing achievement gaps between identified students and their peers.

For Development:

- Ensure that the inclusive education action plan prioritises a few targets and is robustly implemented and evaluated.
- Improve the system for identification using the new categories and train all staff on how to use them.
- Make sure that IEPs are focused on each student's difficulty and encourage heads of department to assist teachers in planning for implementation.

6. Leadership and management

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

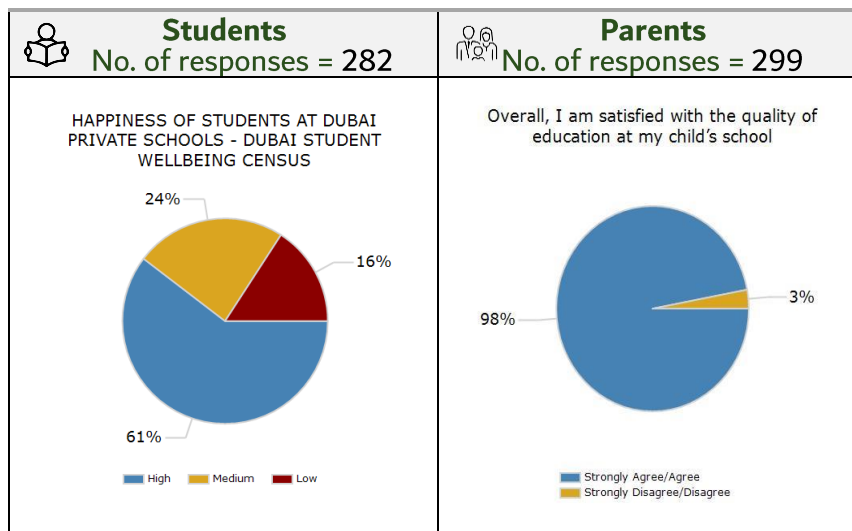
- The principal delegates leadership responsibilities effectively and holds leaders accountable for students' achievements. The principal and senior leaders are committed to the school's development. They set clear direction for improvement, and morale is strong across the school. Most leaders demonstrate an appropriate understanding of the best practice of teaching strategies. However, middle leaders' impact on improving the progress of different groups of students within lessons is variable.
- The school has a systematic self-evaluation process that includes the use of the internal and external data and lesson observations. Leaders at all levels monitor the quality of teaching and learning to identify the strengths and areas for development based on students' outcomes. School leaders have a realistic understanding of the school's areas for development. The school's improvement plan is detailed, and the school has made clear progress in addressing most of the recommendations from the previous inspection.
- Parents are involved in the life of the school in a variety of ways that enrich students' experiences. Communication is regular, and parents are satisfied that they have all the information they need. Reporting on students' progress is done verbally and in writing, frequently enough to enable all stakeholders to know how students are performing. Partnerships with the local, national and international communities, such as through charitable work, broaden students' horizons, especially in the secondary phase.
- The governing board has representation from almost all stakeholders and regularly seeks and considers their views. Consequently, it has deep knowledge of the school and is keen to improve provision and student outcomes. The governing board monitors the school's actions systematically and holds the principal and senior leadership team accountable for student outcomes. Governors are committed to the UAE national priorities and ensures all the statutory requirements are met.
- The school is effectively managed on a daily basis. Staffing is appropriate for a CBSE school, and almost all teachers are certified in their subjects. There is an effective programme for teacher development that has led to improved teaching this year. The facilities of the school are sufficient for purpose, but some classrooms are less than stimulating environments for learning. In Arabic and mathematics in the three higher phases, the resources for learning are at times inadequate.



For Development:

- Hold the middle leaders, particularly heads of departments, accountable with teachers for the progress of students of determination in lessons.
- Refine and prioritise the school improvement plan targets.
- Ensure that report cards for students in Grades 1 to 12 are more comprehensive and include the next steps in learning.

The Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> Almost all students in Grades 6 to 12 responded to the survey. They report high levels of satisfaction. Most speak highly of the sense of belonging and friendship at the school. Their overall levels of happiness are above the Dubai averages. The majority are optimistic about their future.
 Parents	<ul style="list-style-type: none"> About one quarter of parents responded to the survey. Almost all agree that they are satisfied with the quality of education their children receive. They indicate that the school's leaders listen to them and take action when necessary. They agree that their children are safe at the school and that teachers help them to develop learning skills. Parents confirm that they are well informed by 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