



المعرفة
Knowledge



CREDENCE HIGH SCHOOL L.L.C

INDIAN CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

CONTENTS



SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21

SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Quoz, Dubai
	Opening year of school	2014
	Website	www.credencehighschool.com
	Telephone	97143212144
	Principal	DEEPIKA THAPAR SINGH
	Principal - date appointed	3/19/2016
	Language of instruction	English
	Inspection dates	25 to 29 September 2023



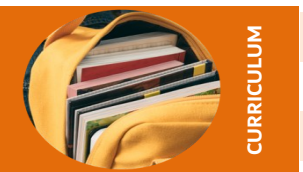
STUDENTS

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	Pre KG -Grade 12
	Number of students on roll	2056
	Number of Emirati students	0
	Number of students of determination	117
	Largest nationality group of students	Indian



TEACHERS

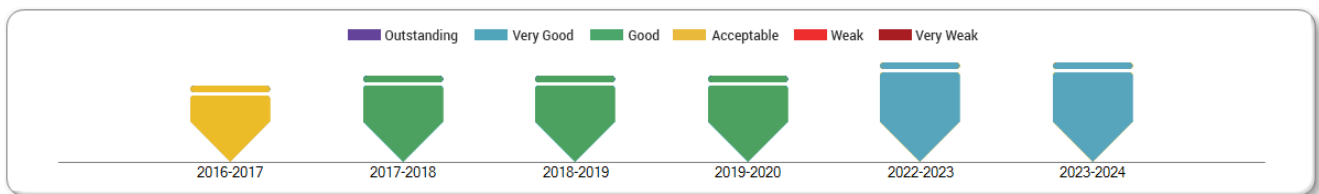
	Number of teachers	140
	Largest nationality group of teachers	INDIA
	Number of teaching assistants	30
	Number of guidance counsellors	2



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

School Journey for CREDESCENCE HIGH SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Attainment of students in all phases in English, mathematics and science is very good. Attainment is mostly good in Islamic Education. Students make very good progress in Secondary. Although standards of progress in Arabic for students in the primary and middle phases are now good, attainment across all phases, and progress in Secondary, is only acceptable.
- Students display great maturity. They support their fellow students, maintain a safe environment and adhere to school rules. They generally embrace a healthy lifestyle and participate in sports. They possess a strong understanding of Islamic and Emirati values and contribute to national celebrations. Multicultural awareness is evident. Charity and community involvement foster civic responsibility. Students show positive attitudes, perseverance and leadership, including in environmental sustainability.

Provision For learners

- A majority of lessons are at least very good, but inconsistently so in Primary. Where teaching is most effective, it engages students actively and creatively. Not all teachers manage class discussions skilfully enough to promote critical thinking. Teachers do not always set appropriate learning objectives to ensure that all groups make at least good progress.
- Curricular additions and improvements have been made across phases. In Secondary, choices have been extended and include Arabic as an additional language. The curriculum maintains a strong balance and continuity. It is regularly reviewed with the involvement of parents and students. It is enriched through international benchmarking. Various events and activities, such as integrated projects, Earth Day, and UAE-focused initiatives enhance the curriculum, and foster awareness and enterprise skills.
- School leaders ensure that the community is safe, with a focus on wellbeing, safeguarding and the security of buildings. School transport, parking and drop-off procedures are very well organised. Leaders place a priority on the promotion of healthy lifestyle choices. Comprehensive medical supervision ensures students' wellbeing. Any incidents are efficiently handled. Attendance and punctuality are excellent. The school is highly inclusive.

Leadership and management

- The principal is an outstanding leader. She builds highly effective teams to foster academic excellence and wellbeing in a rapidly growing school. Self-evaluation is systematic and informed by analysis of data. It results in appropriately prioritised improvement plans. Parental engagement is highly successful, with exceptional communication and reporting. The governing board is highly accessible and responsive to needs. On a daily routine basis, the school is very well managed to support highly effective teaching and learning.

Highlights of the school:

- Exemplary personal and social development, and students' very strong learning skills.
- Highly effective school leadership, management and governance, and the excellent curriculum, facilities and resources.
- High achievement in most subjects, and excellent systems for the tracking and sharing of assessment data.
- The safeguarding and wellbeing of the whole school community.
- Very strong relationships with parents and the inclusivity of the school.

Key recommendations:

- Improve the consistency of teaching, notably in the primary phase.
- Improve standards of attainment in Arabic, with a determined focus on the development of speaking skills.
- Provide more opportunities for students in the primary phase to engage in activities relating to innovation and social enterprise.





OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

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

	KG	Primary	Middle	Secondary
Learning skills	Very good	Very good ↑	Very good	Very good

02 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	Outstanding ↑	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding ↑	Very good	Outstanding ↑	Outstanding

03 Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Very good ↑	Very good
Assessment	Very good	Very good ↑	Very good	Very good

04 Curriculum

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

05 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	Outstanding ↑	Very good	Very good	Very good

06 Leadership and management

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

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

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- With an average score of 587, the school exceeded its targets in the Progress in International Reading Literacy Study (PIRLS) 2021. In English, mathematics and science, students have sustained an outstanding performance in external benchmarking assessments over the previous two years.

C. Leadership: International and Emirati Achievement	Very good	
	Whole school	Emirati cohort
D. Reading: Improving reading literacy	Very good	Not applicable

- The school rigorously analyses data sources to identify learning gaps and to adapt the curriculum. Leaders at all levels understand the significance of decisions, which are informed by the analysis of data, intended to enhance students' performance. Teachers are well informed with information about their students' progress, facilitating grouping and targeted support. The National Agenda action plan (including reading) is comprehensive and very well implemented.
- The school has implemented a range of comprehensive programmes aimed at enhancing reading literacy skills, catering to various grade levels and specific needs. The result has been considerable improvement in students' performance in external reading assessments.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Encourage teachers in all subjects to incorporate strategies that focus on reading comprehension and inferencing.
- Implement a cross-curricular approach to incorporate critical thinking skills into all subjects and encourage teachers to design lessons that challenge students to analyse, evaluate and synthesise information.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level.

- The school successfully implements a comprehensive wellbeing policy that underlines its commitment to caring for every member of the school community. This commitment is evident in all aspects of the school's work. Led by the principal, the wellbeing committee assures the policy's importance. Members meticulously collect, assess and analyse wellbeing data, which inform the allocation of resources and staffing priorities. Wellbeing themes are integrated into the curriculum, particularly in Primary, and are reinforced daily by dedicated wellbeing champions.
- Students express a high level of happiness and wellbeing. Their opinions are taken seriously. A significant strength lies in the very positive relationships between students and members of staff. Surveys and meetings consistently reveal highly satisfied and valued students. Opportunities for students, members of staff and parents to interact enrich wellbeing and support mental health.
- Wellbeing is embedded in the curriculum, with meticulous planning, review and modification. The safety of students is paramount. Lessons, assemblies and curriculum content emphasise self-care and peer support. Opportunities are being expanded for all students to develop confidence and leadership skills. Students make healthy choices, indicating their ability to care for themselves and illustrating the school's strong focus on wellbeing.

For Development:

- Evaluate the impact of the expanded wellbeing activities for those students and members of staff who have recently joined the school.
- Explore opportunities to extend wellbeing activities

UAE Social Studies and Moral Education

- The school adheres to the curriculum for Moral Education and UAE Social Studies recommended by the Ministry of Education (MoE). Moral Education is integrated into various subjects, while UAE social studies is thoughtfully combined with Indian social studies. To enhance this integration, the curriculum incorporates extended learning activities and integrated projects.
- Teachers are diligent in their lesson planning. They skilfully teach lessons to foster deeper understanding. These lessons frequently incorporate activities that promote critical thinking, encourage students to embrace challenges, and establish meaningful connections with their personal experiences.

Arabic in Early Years

- This is the first year that Arabic is offered in the early years. In Kindergarten (KG), all children attend one period of 40 minutes each week. The teacher has no formal qualification or experience. There is no clear curriculum. Lessons are planned on a termly basis. Nevertheless, there is evidence of progress. Assessment strategies in Arabic are similar to those in other subjects. A teaching assistant records observations of children's learning which are later discussed with the teacher to adapt future lessons.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good ↑	Good
Progress	Not applicable	Good	Good	Very good ↑

- The majority of primary and middle school students consistently demonstrate improvements in aspects of Islamic Education, resulting in increased attainment levels in the middle phase. The progress of students in the secondary phase has improved.
- Students exhibit well-developed skills in recitation, 11 ypothesizin and application of Tajweed rules. The understanding of divine revelations is improving, particularly among older students. Students' grasp of Seerah and Islamic values and etiquettes is less secure.
- Students' capacity to work collaboratively and independently is expanding their understanding of the subject. This, and the emphasis on recitation, contributes to improved progress in Secondary. These students, in particular, demonstrate the ability to substantiate their viewpoints and apply their learning to everyday situations.

For Development:

- Expand students' skills of using references from the Holy Qur'an and Hadith to support their views across all phases.
- Improve attainment by planning lessons that provide more balanced coverage of all aspects of Islamic Education.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The majority of students in the primary and middle phases demonstrate improved language skills when assessed from their initial starting points. This improvement is particularly evident among students who are new to learning Arabic. Students in Secondary consistently achieve results in line with expectations.
- Students exhibit strong proficiency in listening to familiar topics and have well-developed reading comprehension abilities. They can read and respond orally and in writing, particularly on familiar subjects. However, their ability to engage in everyday conversations is limited. Independent writing skills are still developing.
- The reading programme and the emphasis on reading during lessons have led to noticeable improvement in students' reading skills, comprehension and the acquisition of new language. Nevertheless, the application of this acquired language in speaking and in independent writing contexts remains restricted.

For Development:

- Provide more opportunities for students to develop their speaking and independent writing skills.
- Plan stimulating lessons for students to apply the spoken language in situations that reflect their interests and experiences.

ENGLISH

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

- Students' attainment is consistently strong in all phases. There are major improvements in attainment in KG and Primary. Internal test results in other phases align closely with the outcomes of international benchmark tests. Girls make better progress than boys in Primary.
- Speaking and reading are strong in Middle and Secondary, where students are articulate and confident in reading. Students in Primary do not have sufficient time or opportunities to participate in class discussions. Listening skills are not well enough developed, especially in lower Primary.
- The school places a strong emphasis on the reading literacy programme. This focus is yielding positive results, particularly in the upper primary, middle and secondary phases.

For Development:

- Improve the progress of boys in Primary.
- Improve listening skills in the lower Primary classes.
- Give more time for students in the primary phase to develop their speaking skills.

MATHEMATICS

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- External examination results reveal very strong attainment levels in the primary and middle phases. The CBSE examination results reflect excellent attainment in Grade 10 but show a decline in performance in Grade 12. Throughout, the progress of both boys and girls is generally equal.
- Children in KG exhibit well-developed numeracy skills. In Primary, students successfully demonstrate their skills in operations with fractions, alongside proficiency in mental mathematics. Students in Middle and Secondary show a firm grasp of mathematical skills across all domains.
- Teachers place a significant emphasis on the practical application of mathematics in everyday situations, enabling students to gain a deeper understanding of the pivotal role played by mathematics in the modern world. However, they sometimes have difficulties in making links with other subjects.

For Development:

- Support students in discovering cross-curricular links as they learn new mathematical concepts.
- Improve attainment levels in CBSE examination for students in Grade 12.

SCIENCE

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Very good

- Attainment is consistently strong across all phases. Attainment outcomes in Secondary are not as strong, primarily as a result of late admissions in a rapidly growing, highly inclusive school.
- Older students are confident when making predictions, conducting research and engaging in reasoned discussions. In KG, the emergence of a scientific approach in lessons assists progress. The incorporation of ability-based extended tasks provides students with opportunities to reach their full potential.
- Teachers and students make a balanced use of resources and technology in their lessons. Opportunities for interactive learning are sometimes limited, as are links with other subjects. The integration of critical thinking and problem-solving skills enhances lessons.

For Development:

- Encourage students to incorporate information from other subjects when hypothesizing, analysing and reasoning.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Very good	Very good ↑	Very good	Very good

- Learning skills are consistently strong in all phases. Students show maturity and confidence in their approach to learning. They take responsibility for their own learning. Independent and higher-order learning skills are not fully developed.
- In the best lessons, students display high levels of engagement and enthusiasm, and positive attitudes. They readily embrace challenges. They respond positively to feedback, fostering a culture of continuous improvement.
- Students demonstrate a good capacity for interaction and collaboration when working towards common goals. They enjoy learning. Given the opportunity, they readily share their knowledge and experiences with their fellow students. They do not have enough opportunities to connect all areas of learning.

For Development:

- Ensure that enquiry, research, critical thinking and problem-solving are common features in all lessons.
- Ensure that students make sensible and useful connections between areas of learning.



02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Outstanding ↑	Outstanding	Outstanding	Outstanding

- Students consistently show maturity. They are courteous to other students, adults and visitors. In KG, children help in class and take on leadership roles. In the upper phases, students actively support and encourage others to reach their potential within a nurturing and safe environment.
- Most students enjoy attending school. They see it as a safe, supportive and welcoming environment. They are consistently well-behaved. They adhere to school rules both inside and outside the classroom. However, there are occasional lapses in self-discipline in Primary.
- Students mostly make informed choices in their dietary habits. They regularly participate in sporting activities. Attendance levels consistently reach at least 98%. Students are mostly punctual to lessons.

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

- Students display an excellent understanding of Islamic values. They show respect when fellow students recite the Holy Qur'an during morning assemblies. Their eagerness to apply Islamic values is evident through their contributions to local charities and their support for staff during Ramadan.
- Throughout the school, students take great pride in being a part of Emirati society. They participate eagerly in national celebrations. They contribute to the vibrant cultural displays across the school.
- The majority of students demonstrate a profound awareness of and pride in their own cultural backgrounds. They express appreciation for other cultures through various celebrations. World Culture Day is a notable example.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding ↑	Very good	Outstanding ↑	Outstanding

- A high level of engagement in charity and community projects demonstrates students' strong sense of civic responsibility and empathy. Positive attitudes, perseverance and a determined drive to succeed contribute to students' dependability and resilience.
- Students actively lead and engage in community projects. In the primary phase, they participate in events and activities rather than initiate them.
- Students show a passion for environmental issues and a commitment to promoting sustainability in the school, community and the broader world. They have a sense of responsibility in caring for the school environment. They show well-developed skills in innovation and social enterprise.

For Development:

- Encourage students in Primary to develop and execute their ideas for a range of school projects that promote social responsibility and sustainability.

03 TEACHING AND ASSESSMENT

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Very good ↑	Very good

- Although the large majority of lessons are very effective, the quality of teaching varies considerably, both between and within subjects. Teaching in most key subjects in KG, Middle and Secondary is consistently stronger than that in Primary.
- In the best lessons, through differentiated planning and the creative use of resources, teachers effectively engage students in appropriately challenging learning activities . Teaching in Arabic is not as strong as that in other subjects.
- Although there is some excellent practice, teachers’ questioning typically tends not to stimulate critical thinking. The incorporation of enquiry, research, problem-solving and critical thinking into lessons is not frequent enough.

	KG	Primary	Middle	Secondary
Assessment	Very good	Very good ↑	Very good	Very good

- The school's internal assessment systems are comprehensive and consistent. They give valuable insights into students' progress in all subjects and phases. In KG, diagnostic assessments are used to evaluate children's progress in the areas of learning, including their physical development.
- Internal tests and assessments are meticulously designed to evaluate students’ knowledge, understanding, application and higher-order thinking skills. The procedures are rigorous and used systematically to identify areas for improvement.
- The analysis and use of assessment data have played a pivotal role in enhancing students' performance in external benchmarking tests and international assessments. These analyses do not yet consistently generate learning activities that cater for students’ differing needs.

For Development:

- Ensure that Arabic lessons are more effectively planned and taught.
- Provide greater consistency in teaching across all phases, but particularly in Primary.
- Ensure that teachers make effective use of assessment data to personalise learning.

04 CURRICULUM

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

- Curriculum enhancements have been introduced across the school. They encompass academic subjects, sports and the arts. There is an expanded range of curricular options in the secondary grades, including the introduction of CBSE Arabic for non-native speakers.
- The curriculum is appropriately balanced and provides continuity in learning. Regular and robust review processes actively involve parents. The curriculum is enriched through the incorporation of topics from international benchmarking assessments.
- Leaders are placing a strong emphasis on the fostering of critical thinking and research skills. The impact has yet to be seen.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good	Very good	Very good	Very good

- The school generally caters well for the curricular needs of its students. However, while strategies for inclusive education and emergent language learning are incorporated into lesson plans, not all teachers implement such strategies effectively. Cross-curricular links are not strongly developed.
- The school offers a wide range of events, such as integrated projects and exhibitions, including Earth Day activities. These events enrich the curriculum and provide valuable opportunities to raise environmental awareness and foster students' entrepreneurial abilities.
- The Emirati club and its activities, displays and assemblies aligned with national goals contribute to an increased appreciation of Emirati culture and foster commitment to the objectives of the UAE.

For Development:

- Integrate cross-curricular links in lessons to help students to acquire a more rounded understanding of concepts.
- Ensure that all teachers provide opportunities for inclusive education, and that they support language development.



05 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 highly effective policies and procedures for safety and security. Safeguarding students and child protection, and the security of the buildings, are priorities. Supervision of school transport during arrival and dismissal, and arrangements for parents to deliver and collect their children, are exceptionally well organised.
- The school places a strong emphasis on the promotion of healthy living. Students have a clear understanding of the significance of making healthy food choices and of the benefits of regular exercise.
- Qualified medical staff play a vital role in supervising and monitoring students' individual health needs. Comprehensive, up-to-date confidential records are maintained. Incidents are handled effectively, following established procedures.

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

- Dedicated members of staff consistently demonstrate exceptional care which is appreciated by both students and parents. They foster strong relationships in every classroom. The school continues to grow rapidly with new students arriving throughout the year.
- Students of determination are identified at an early stage. Support is given immediately, particularly in KG. Admission is based on a desire to offer all students the opportunity to join the school community.
- Teachers make effective use of students' individual education plans (IEPs). Students with gifts and talents benefit from a range of additional subjects and activities, including artificial intelligence and fine art. The career guidance counsellor enhances students' experiences, including the provision of external programmes such as internships.

For Development:

- In this rapidly growing school, ensure that new students continue to receive the same high-quality provision.
- Extend the opportunities for students to access external curriculum pathways.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	<p>Very good</p>
<ul style="list-style-type: none"> • The school provides high-quality inclusive education, which is led by a dedicated inclusion team, a governor and an inclusion champion. They organise a highly effective team which has strengthened teachers’ effective use of IEPs. The addition of new staff members has increased the support available. • An effective inclusive education improvement plan is in place. Early intervention supports the school’s success. Teachers use the KHDA categories to ensure that all students receive appropriate interventions following accurate assessment of their needs. As a result, progress has improved in almost all areas of learning. • The partnership between parents and the inclusion department is exceptionally good. The high quality of communication leads parents to be able to adapt activities at home in order to match the work being set at school. Few students access dedicated, specialist pathways. • Detailed IEPs are produced for classroom teachers to enhance their teaching. The strategies indicated in these IEPs, and the adaptations to suit students’ needs, are now consistently applied. Learning support assistants (LSAs), and a large number of new staff, receive regular training. • Students’ academic progress and emotional development are very positive due to accurate assessments. They are recorded in weekly reports and personal progress trackers which are shared with parents. They enable leaders to check progress and to make necessary changes. They lead to personalised plans. 	
<p>For Development:</p> <ul style="list-style-type: none"> • Review the academic and social development and progress of new students of determination as a discrete group in order to evaluate the impact of initiation procedures. • Scrutinise the impact of current professional development for new teachers and LSAs in order to ensure a consistent approach throughout the school. 	



06 LEADERSHIP AND MANAGEMENT

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

- The principal is a very effective leader who successfully implements an inclusive community-focused vision for the school. She builds high-quality teams to ensure the achievement of high academic standards across most phases of the school. Leaders successfully promote excellence in wellbeing in the whole school community. They sustain high standards overall, amidst the challenges of what is still a rapidly growing school. However, they do not provide consistent support for leaders of the Arabic department or for teachers in the primary phase.
- Leaders' approach to school self-evaluation is systematic. It engages almost all stakeholders in the process. It is mostly accurate and makes effective use of well-managed internal and external information. Leaders identify priorities and translate them into comprehensive improvement plans. They monitor teaching very well and focus on sharing identified best practice. In the written self-evaluation, however, the reasons why a particular judgement has been awarded are not always sufficiently clear.
- Parents are successfully engaged in a partnership to support their children's learning and development. Leaders listen to parents. They act on their ideas and their concerns. Parents contribute in a meaningful way to school improvement planning. The quality of communication between school and home is of extremely high quality. The approach to reporting children's progress to their parents is exemplary. Links to the wider community enrich provision.
- Governance includes the owner and directors. They are highly accessible and work very closely with the principal and other senior leaders. Parents, members of staff and students are either represented at biannual meetings or have channels through which they can present their ideas and raise concerns. Governors bring high value to the school through their dedication, their clarity of purpose and their provision of adequate staffing, facilities and resources.
- This extremely well-presented school is both highly organised and very well managed. Leaders and members of staff are mostly fully qualified and well deployed. They benefit from regular professional training opportunities. The premises are excellent and continuously improved. New and adapted facilities are provided each year to accommodate an expanding curriculum and rising roll. Specialist areas are well maintained and extremely well resourced. They promote very effective teaching and learning.

For Development:

- Support Arabic leaders and primary phase teachers to improve the consistency of teaching.
- In the written self-evaluation, explain the reasoning for judgements.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae