

INSPECTION REPORT

2022-2023



HIMAYAH SCHOOL FOR EDUCATION GIRLS - AL KARAMA

MoE CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Karama
	Opening year of School	2018
	Website	www.dubaipolice.gov.ae
	Telephone	97143482255
	Principal	Safiya Abdulrahman Mohammad Almansoori
	Principal - Date appointed	21/3/2022
	Language of Instruction	Arabic
	Inspection Dates	06 to 10 March 2023

STUDENTS

	Gender of students	Girls
	Age range	6 to 17
	Grades or year groups	Grade 1 to Grade 12
	Number of students on roll	1059
	Number of Emirati students	2
	Number of students of determination	14
	Largest nationality group of students	Arabic

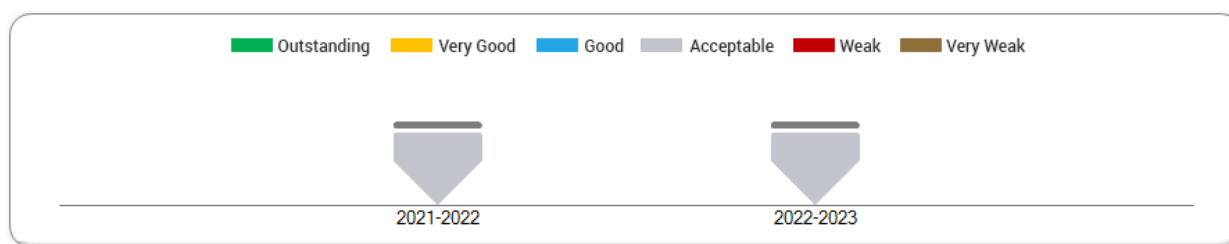
TEACHERS

	Number of teachers	57
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	0
	Teacher-student ratio	1:19
	Number of guidance counsellors	2
	Teacher turnover	25%

CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	None
	Accreditation	None

School Journey for HIMAYAH SCHOOL FOR EDUCATION GIRLS - AL KARAMA



Summary of Inspection Findings 2022-2023

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

- Students achieve well in Islamic Education. Senior students of Arabic demonstrate strong progress in lessons and over time. In the other cycles, students' attainment in Arabic is acceptable. Students' progress in Cycle 1 in English continues to be a strength when compared to other cycles. In mathematics and science, most students achieve in line with the curriculum expectations.
- Students are very positive and happy at school. They behave extremely well and are very respectful to staff, visitors and their fellow students. They have excellent Islamic values and a deep understanding of Emirati and world cultures. They donate to victims of earthquakes and support the students of determination. They work on recycling and on other ecological initiatives, such as planting flowers.

PROVISION FOR LEARNERS

- Most teachers have a secure subject knowledge, but they do not always accommodate their students' differing learning needs. Teaching is strongest in Islamic Education, Arabic in Cycle 3 and English in Cycle 1. Assessment data are yet to be used effectively. Teachers provide few opportunities to challenge students. Their marking does not regularly assist students' learning. There is still a significant gap between the external and internal assessments.
- The school curriculum is well planned and follows the MoE curriculum. It meets the learning needs of most. Students are offered a range of activities, associations and community events. They participate in entrepreneurial competitions, field trips and humanitarian efforts. Links to UAE culture are a strong feature across all cycles. Interesting and relevant programmes lead to the extension of students' knowledge and understanding.
- The school's safeguarding procedures are adequate. Leaders conduct regular checks to ensure students' safety, including when they are on school transport. Relationships are mutually respectful and warm. The few students of determination and those with gifts and talents are adequately catered for in lessons and in their personal development. The school does not work in partnership with any agency to support accurate identification.

LEADERSHIP AND MANAGEMENT

- Senior leaders, including the principal, are keen to improve the quality of education in line with the UAE national agenda. The school's self-evaluation process makes more use of internal than external data. Therefore, judgements are not based on accurate self-evaluation. Governors consider stakeholders' views and actively support inclusion and wellbeing. All aspects of the day-to-day management of the school are well organised.

The best features of the school:

- Strong provision in Islamic Education.
- Students' personal and social development, and their excellent awareness of Islamic values and Emirati culture.
- Parents' satisfaction with the work of the school.

Key recommendations:

- Ensure systematic and accurate self-evaluation and improvement planning in line with the UAE School Inspection Framework.
- Ensure that all students achieve well by developing the quality of teaching.
- Develop valid and reliable internal assessment information to be used in the planning and delivery of lessons to meet the needs of all groups of students, including students of determination.
- Increase the senior and middle leaders' knowledge, capacity and expertise to innovate, and to improve students' outcomes.

Overall School Performance

Acceptable

1. Students' Achievement

		Cycle 1	Cycle 2	Cycle 3
<p>Islamic Education</p>	Attainment	Good	Good ↑	Good ↑
	Progress	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good ↑
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
<p>English</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
<p>Mathematics</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
<p>Science</p>	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable

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

	Cycle 1	Cycle 2	Cycle 3
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑
Social responsibility and innovation skills	Very good	Very good	Very good

3. Teaching and assessment

	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable ↑	Acceptable ↑	Acceptable ↑

4. Curriculum

	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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.

	Whole school	Emirati cohort
Progress in international assessment	is below expectations.	Not applicable.

- The school has not participated in any international examination, except for PIRLS in November 2022, but it is scheduled to take part in TIMSS 2023. In 2022, the school participated in external benchmarking for the first time. Data indicate weak attainment in English and mathematics, and overall acceptable attainment in science.

	Whole school
Leadership: data analysis and curricular adaptation	is approaching expectations.

- Leaders have conducted a detailed item analysis of international benchmark tests (IBT) and incorporated IBT-type questions in lessons. The impact of promoting the analysis and use of data to improve students' outcomes has yet to be measured. Curriculum modifications have also been made by realigning content in different subjects, mainly mathematics and physics.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations.	Not Applicable

- The school has yet to implement a reading literacy assessment, in line with requirements. Critical thinking, problem-solving and inquiry-based learning are not sufficiently embedded in teaching strategies across the school. Students' limited use of information technology in lessons restricts the development of independent learning and research skills.

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

For Development:

- Improve attainment levels in the IBT assessments.
- Ensure that all leaders develop a systematic approach to the gathering, analysis and sharing of data.
- Ensure that students have opportunities to develop the skills of critical thinking, reasoning and enquiry.

Wellbeing

The quality of wellbeing provision and outcome is at a high level.

- The school's widely-shared vision for the wellbeing of all emphasises safety, health and happiness. Governors and leaders actively promote this vision. They plan and implement a wide range of wellbeing activities outside lessons. The school gathers information on stakeholders' health and seeks their opinions on wellbeing. Clubs, activities, and teams empower students to develop empathy, help for others and innovation. Students put these qualities and values into action, contributing to the school's positive environment.
- Relationships between members of staff and students are respectful and caring. Leaders know about and take action to address any instances of poor wellbeing of individuals and groups. Governors and leaders look after staff in a range of ways, including appropriate adjustments to timetables and provision of benefits in kind. The school seeks stakeholders' views on a range of matters, including learning and teaching.
- Extra-curricular activities contribute effectively to wellbeing by enabling students to follow their interests, aptitudes and talents. The wellbeing achieved through advancing learning skills and inspiring teaching is not consistently promoted in classrooms. The school encourages healthy lifestyles and choices. However, the variety of physical activities, and of healthy food on school menus, is not extensive enough. Students' positive attitudes to learning, and teachers' support, contribute to the capacity for improvement.

UAE social studies and Moral Education

- The social studies framework is based on the Salama series until Grade 4. From Grade 5, the school follows the MoE social studies curriculum. Teachers follow the framework closely.
- Classroom activities leave little opportunity to develop students' learning skills, critical thinking, problem-solving and innovation. Meaningful discussions are rare. Cross-curricular links are sometimes evident. Internal assessment procedures do not inform teachers' planning for differentiation.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good ↑	Good ↑
Progress	Good	Good	Good

- In all cycles, students' attainment is above curriculum standards. Students in Cycles 2 and 3 are making secure connections between Islam and their everyday lives. Their memorisation of the Holy Qur'an is strong. However, recitation skills are underdeveloped.
- Students in Cycle 1 have a strong knowledge of Seerah and the fundamentals of Islamic faith. Those in Cycle 2 show a good grasp of Islamic values and manners, while in Cycle 3 they have a deeper understanding of Islamic faith and identity, and can debate contemporary issues.
- Students' capacity to support their opinions with evidence from Seerah and the Divine Revelation has improved. Teachers provide adequate opportunities for critical thinking and problem-solving.

For Development:

- Ensure the development of students' recitation skills according to Tajweed rules.

Arabic as a First Language

	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ↑

- Most students attain levels of understanding and linguistic skills in line with MoE curriculum standards. The application of the rules of grammar and speaking skills are adequate. Extended writing is less developed across all cycles.
- Students in Cycles 1 and 2 make expected progress in lessons and in recent work. Attainment in listening and reading comprehension is stronger than in writing. In Cycle 3, students make good progress in all four linguistic skills, especially in reading comprehension and speaking.
- The levels of challenge and opportunities for critical thinking and problem-solving are inadequately developed, particularly in the first two cycles.

For Development:

- Improve students' extended writing skills.
- Provide more opportunities for the development of critical thinking and problem-solving.

English

	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- From low starting points in Cycle 1, students make steady progress in developing their communication and early reading and writing skills. In Cycles 2 and 3, students' acquisition of vocabulary and literacy skills are progressively extended.
- Students demonstrate strengths in listening and speaking. They become increasingly confident in speaking as their vocabulary grows. Most older students can express their thinking clearly. Reading comprehension is still developing as most students exhibit a superficial understanding of ideas in the texts which they study.
- Since the previous inspection, a focus on students' writing skills has resulted in some gains. However, students in all cycles have too few opportunities to acquire planning, revising and editing skills, and do not cover a wide range of writing styles.

For Development:

- Ensure that all students plan, draft and edit a range of different writing.
- Develop students' higher-order reading skills such as prediction, inference, paraphrasing and summarising.

Mathematics

	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- There is a discrepancy between the results of external benchmarking tests and MoE examination results. While MoE examination results are strong in all cycles, the results in external benchmarking tests are very low. In lessons, most students attain in line with expectations.
- The analysis of IBT examinations indicates a need to improve students' mathematical skills. In Cycle 1, in the better lessons, the use of numeracy strategies helps students to gain a better understand of mathematical concepts. However, this is not consistently applied in all lessons.
- In Cycles 2 and 3, students show some strengths in the application of formulae and the use of standard algorithms. Problem-solving and reasoning skills are limited.

For Development:

- Improve the attainment of all students in external examinations.
- Provide more opportunities for students to practice problem-solving and reasoning skills, through collaborative projects and everyday scenarios.

Science

	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Most students have knowledge and understanding of scientific topics in general science, biology, chemistry and physics that are within expectations. They collaborate in lessons which enable them to draw conclusions. They communicate their ideas well.
- Students carry out pre-designed virtual experiments and record readings. However, they do not have the opportunity to design experiments themselves, or to develop and test hypotheses. Their investigative, enquiry and independent learning skills are still emerging.
- Students apply science to environmental and everyday issues to enhance their learning. The integration of technology is extending students' basic research skills. However, they are not benefiting fully from technology to produce work that reflects their understanding.

For Development:

- Provide more opportunities for students in all cycles to conduct well-planned independent learning activities and research.
- Improve students' use of all the steps of the scientific method during investigative work.

Learning Skills

	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable

- Most students are attentive and eager to learn. This is more evident in Cycle 1 and Cycle 3 than in Cycle 2, where students do not have enough opportunities to learn independently or to work to levels that are above curriculum expectations.
- Students are happy to discuss their learning. They have a developing insight into their knowledge as they progress through the school. Opportunities for them to discover things on their own are often hindered by teachers' adherence to textbooks.
- Students have limited opportunities to develop their critical thinking, problem-solving and investigative skills. The school is beginning to address these aspects of learning.

For Development:

- Provide more opportunities for students to develop their critical thinking, problem-solving and investigative skills in all phases.

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

	Cycle 1	Cycle 2	Cycle 3
Personal development	Very good	Very good	Very good

- Students across the school have very positive and responsible attitudes towards learning. They feel very safe and happy at school, and demonstrate high levels of self-discipline and motivation.
- Students behave extremely well and are very respectful to members of staff, visitors and their fellow students. Their behaviour and application help them in classrooms, especially when they are working in groups and independently. They listen to and respect others' points of view. They are sensitive to the needs of others, including students of determination.
- Students are aware of how to lead safe and healthy lives. Most follow the school's advice regarding healthy life choices and personal wellbeing. Punctuality to school and lessons has improved since the previous inspection. Attendance is variable.

	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students have a solid understanding of the impact of Islamic values such as hospitality, respect and generosity, and the significant role which they play in shaping UAE society. They integrate these values in their daily life and conduct at school.
- Students have a deep appreciation and respect for the heritage and cultural traditions of the UAE. They show in the daily assemblies a high sense of national identity and pride.
- Students are aware of their own cultures, as well as other world cultures. They recognise and appreciate the similarities and differences that exist. They embrace diversity, as shown in their joint activities with a Japanese delegation to the school.

	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Very good	Very good	Very good

- Students willingly take on responsibilities within and beyond the school through various charitable works. They include donations to earthquake victims and local community clean-up projects. Within school, students show consideration and empathy towards others.
- Students' work ethic is very strong. The safety representatives act as role models and take their responsibilities very seriously. Students design and manage their own projects, such as an electronic platform to access learning materials in Cycle 3. They participate regularly in innovation projects.
- All students take responsibility for keeping the school environment clean and tidy. Sustainability clubs take the lead and work on recycling and other ecological initiatives, for instance, in planting flowers around the school.




For Development:

- Encourage students to extend their social responsibility and innovation skills.

3. Teaching and assessment

	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Most teachers have a secure subject knowledge, but do not always meet students' different needs. They do not use assessment data effectively to inform planning or to provide differentiated activities in class.
- When teachers adhere closely to textbooks, the level of challenge drops. Students become passive learners as a result of the lack of probing questioning and tasks that encourage independent learning. There are few behaviour issues, but not all students are fully engaged in class.
- In the best teaching, such as in Islamic Education, Arabic in Cycle 3 and English in Cycle 1, teachers provide a range of activities to encourage independence, critical thinking and problem-solving. However, this is not widespread or consistent.

	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable 	Acceptable 	Acceptable 

- For most subjects with external assessments, there is a significant gap between the external and internal results. These discrepancies suggest that teachers' expectations and the level of challenge in internal assessments are not high enough.
- Leaders have made some improvements to assessment, having included some external tests. Teachers have a number of sources of data with which to analyse and compare students' progress.
- There are also some improvements in classrooms, such as pre-assessment, plenary sessions and continuous assessments. However, the feedback given on students' work is basic. It contains a few complimentary notes and solutions rather than informative next steps to help students to improve.

For Development:

- Improve teachers' questioning skills, raise their expectations and employ effective student-centered teaching strategies to deepen learning.
- Plan and administer rigorous assessments that align with MoE curriculum standards.
- Ensure that there is consistent, informative feedback to support students' next steps in learning and progress.

4. Curriculum

	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The school follows the principles of the MoE curriculum which has a clear rationale and appropriate progression. In Cycle 3, the school does not provide curricular choices that are based on students' aspirations.
- The curriculum is aligned with the school's vision and mission, and adequately planned to develop knowledge and skills. In some subjects, teachers emphasise the acquisition of knowledge more than skills. The school provides extra support for gifted students in Arabic and information technology
- Teaching time is in compliance with MoE requirements. The curriculum review and development process are systematised. Teachers plan cross-curricular links adequately. However, implementation is irregular in some subjects.

	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum is planned adequately to meet the learning needs of most students. There is some recognition of different abilities and learning needs, particularly of students of determination and non-Arabs.
- The curriculum offers most students a range of activities, associations and community events to ensure that they are actively and productively involved in enhancement, innovation and enterprise. Students participate in entrepreneurial competitions, field trips and humanitarian efforts.
- Links to the UAE culture are strong in all subjects and across all cycles. Interesting and relevant programmes lead to the extension of students' knowledge, understanding and appreciation of Emirati culture and society.

For Development:

- Ensure effective modification of the curriculum to meet the needs of all students, especially the students of determination.
- Provide a wider range of opportunities in the curriculum for enterprise, innovation, creativity and social contribution.

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

	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable

- The school's procedures for safeguarding are adequate. Members of staff, and particularly students, are aware of safeguarding and of whom they can consult. Internet safety is covered in some social studies lessons. Students are aware of the dangers, and of how to keep themselves safe.
- The school is a secure place, with regular checks to ensure students' safety. Both buildings are in reasonable repair. Renovations are ongoing in Cycle 3, and students are unable to access this area.
- Medical records are thorough. Students' choices for a healthy lifestyle are restricted by a lack of healthy options in the canteen. The sports activities, physical education equipment and resources are limited, particularly in Cycle 3.

	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable	Acceptable	Acceptable

- Relationships between students and teachers are mutually respectful and caring. Adults' and students' exemplary behaviour are evident in all phases. Thorough procedures support good attendance. The school alerts parents quickly to any absence.
- The school has identified only a very few students of determination, or those with gifts and talents. Teachers do not always know how best to support students of determination. Gifted and talented students are better supported.
- Personal and social development programmes provide appropriate guidance to students in all phases. Older students benefit from relevant advice and guidance on next steps in their education. Students in Cycle 1 consider future careers, and those in Cycle 2 receive good advice on the choice of courses in Cycle 3.

For Development:

- Ensure the availability of healthier food options and sports equipment.
- Improve teachers' skills and confidence in supporting all students effectively in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The head of inclusion works closely with the school's academic director to direct the work of the inclusion department. The school has an inclusive admissions policy. Appropriate priorities in the development plan inform slowly improving provision.
- The school does not use enough screening or diagnostic assessment to identify barriers to learning or gifts and talents. Because of this, students with barriers to learning, or who may have gifts or talents, are not identified early enough or comprehensively enough.
- Parents are satisfied with the school's provision. They feel well supported and informed. They approve of the compilation of their children's individual education plans (IEPs). They find the school's advice and guidance helpful in supporting learning at home.
- In lessons, most teachers provide adequately differentiated support. They are not sufficiently aware of the curriculum modifications, lesson amendments and teaching strategies that best meet students' needs. The school does not have learning support assistants.
- Most students make acceptable progress in relation to their academic learning and personal development. IEPs set appropriate targets, but do not measure the small steps of short-term progress, especially in tracking the development of students' independence.

For Development:

- Ensure the prompt, comprehensive and accurate identification of all students with barriers to learning, or who may have gifts and talents.
- Compile IEPs that state clearly the main learning needs and set measurable long, medium and short-term goals.

6. Leadership and management

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

- The principal and other senior leaders are keen to improve the quality of education in line with the national agenda. They are aware of the importance of inclusion and the wellbeing of all. Communication across the school is professional. Most leaders can model good practices in teaching, learning, assessment and the curriculum. Leaders are inconsistent in addressing potential barriers to improvement. Their capacity to innovate and improve is insecure.
- The school's self-evaluation process makes more use of internal than external data. Leaders are therefore unable to reach accurate judgements. They monitor the quality of teaching and learning but do not focus enough on students' progress in lessons and over time. The improvement plan has detailed action points but does not identify accurately priorities to improve outcomes. There has been progress in addressing some of the recommendations in the previous inspection report, but weaknesses remain.
- Most parents are pleased with the school. They participate in planned school activities. The school uses different media to communicate with parents, who have open access to school leaders if they have any concerns. The school provides regular reports on students' attainment and progress, but does not address personal and social development. There are only weak links with local, national and international communities.
- Members of the governing body are representatives of the different departments in the Dubai Police Headquarters. They have varied experiences but not in education. They consider stakeholders' views and actively support inclusion and wellbeing. They monitor the school's actions and review progress. They ensure sufficient staffing and training programmes. They have not developed their capacity to act as critical friends, particularly in self-evaluation and improvement planning.
- All aspects of the day-to-day management of the school are well organised. The school's procedures and routines are appropriate, including the daily morning assemblies. Almost all teachers are qualified and benefit from regular professional training. The premises are generally appropriate, but there are some overcrowded classes. Resources are adequate in the main, but there are some deficiencies, especially in equipment for physical education.

For Development:

- Develop the capacity for school improvement.
- Improve the monitoring of teaching and learning so that it is focused on students' progress in lessons and over time.
- Improve the resources and facilities and minimise the overcrowded classrooms to create an environment that supports effective teaching and learning.

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 QA.Schools@khda.gov.ae