

INSPECTION REPORT

2022-2023



AL ARQM PRIVATE SCHOOL

MoE CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha
	Opening year of School	1990
	Website	www.alarqam.ae
	Telephone	043400888
	Principal	Abdel Elah ALI Ibrahim Abu Rayya
	Principal - Date appointed	8/20/2021
	Language of Instruction	Arabic
	Inspection Dates	06 to 10 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to18
	Grades or year groups	Pre-K to Grade 12
	Number of students on roll	950
	Number of Emirati students	132
	Number of students of determination	32
	Largest nationality group of students	Arab

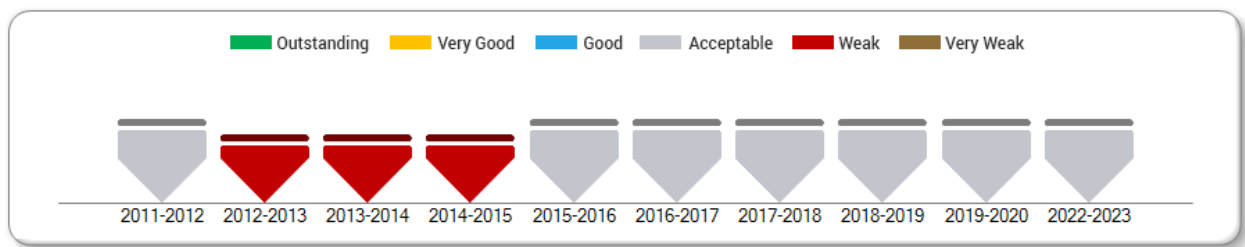
TEACHERS

	Number of teachers	75
	Largest nationality group of teachers	Egypt
	Number of teaching assistants	8
	Teacher-student ratio	1:22
	Number of guidance counsellors	3
	Teacher turnover	10%

CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	MoE
	Accreditation	MoE

School Journey for AL ARQM PRIVATE SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- In the Kindergarten (KG) the attainment and progress are good in Islamic education, Arabic and mathematics. However, in English their progress has declined to acceptable. Students' progress is strong in Islamic education in Cycle 1 and Cycle 3. In English and mathematics, students' attainment and progress have declined to be acceptable in Cycle 3. In Arabic as a first language, students' achievements are acceptable. Girls generally achieve better than the boys.
- Students have positive attitudes towards school, particularly in the KG and the girls' section. Girls respond positively to critical comments from their teachers. Students support non-Arabic speaking students in their classes. They understand how Islamic values impact on their lives and appreciate the Emirati traditions, and heritage. Students welcome opportunities to be involved in the local community, but their participation as volunteers is irregular.

PROVISION FOR LEARNERS

- Teachers' interactions with students are mostly positive. The level of challenge and support that teachers provide usually meets different students' learning needs. The school's analysis of assessment data may be inaccurate or out of line with the UAE's expectations. In the KG and Cycle 3 classrooms, teachers use their knowledge of students' strengths and weaknesses to support them better than in the other cycles.
- The curriculum is based on the Ministry of Education (MoE) guidelines and meets its requirements. It develops students' knowledge more than their skills. The curriculum development procedures may fail to take the international assessment results into account. In the KG the curriculum is modified to meet the needs of most children. However, in the other cycles few modifications are made to meet the needs of students of determination, the gifted and non-Arabic speaking students.
- The school implements appropriate procedures for the safeguarding of students, including child protection. All staff members are trained to ensure that children are safe from all forms of abuse. There is a strong focus on the well-being of the staff, students, and parents. The identification of students of determination and students who are gifted has improved. Social workers support students in all cycles. University and careers guidance counsel helps students make choices about their futures.

LEADERSHIP AND MANAGEMENT

- The Principal and leadership team are committed to the UAE's national priorities, including the well-being of the school community. However, a lack of distribution of responsibilities, limited capacity in the boys' section and the ineffectiveness of some subject leaders result in overall weak leadership. Leaders have been unsuccessful at sustaining improvements through self-evaluation and planning. Governors ask school leaders appropriate questions, but do not evaluate the leadership team's work accurately.

The Best Features of The School:

- The good progress by students in Islamic education in the KG, Cycle 1, and Cycle 3
- The good progress by children learning Arabic and mathematics in the KG
- Students' personal development and their understanding of Islamic values and Emirati culture
- Parents' overall satisfaction with the school, particularly the parents of students of determination

Key Recommendations

- Improve the governing body's expertise to monitor self-evaluations, improvement plans and the overall performance of the leadership team.
- Make certain that all teachers assess learning consistently, and use the resulting information to plan lessons that build upon what students have previously learned.
- Compare students' achievements against the external, national, and international expectations and use the information for self-evaluations and improvement plans.
- Review and adapt the curriculum to meet the needs of students of determination, the gifted students, and non-Arabic speakers.
- Improve senior and middle leadership in the Boys' Section by gaining expertise in teaching, learning, assessments, and the curriculum.

Overall School Performance

Acceptable

1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Acceptable	Good
 Arabic as a First Language	Attainment	Good ↑	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
	Progress	Acceptable ↓	Acceptable	Acceptable	Acceptable ↓
 Mathematics	Attainment	Good ↑	Acceptable	Acceptable	Acceptable ↓
	Progress	Good	Acceptable	Acceptable	Acceptable ↓
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Learning skills		KG	Cycle 1	Cycle 2	Cycle 3
		Acceptable ↓	Acceptable	Acceptable	Acceptable

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable ↓

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable ↓	Acceptable	Acceptable	Acceptable
Assessment	Acceptable ↓	Weak ↓	Weak ↓	Acceptable

4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Weak ↓	Weak ↓	Weak ↓

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

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

6. Leadership and management

The effectiveness of leadership			Weak	
School self-evaluation and improvement planning			Weak ↓	
Parents and the community			Acceptable	
Governance			Weak	
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 assessments	meets expectations	meets expectations

- International assessment data show some improvements in students' overall scores in the PISA test of 2018, and the TIMSS tests in 2019. In 2022, the National Agenda Parameter tests (NAP) indicated students' progress in mathematics, science, Arabic and English was weak.

	Whole school
Leadership: data analysis and curricular adaptation	is below expectations

- The leadership team supports the vision of the National Agenda. Their action plan describes steps for interventions and measuring their outcomes. The use of assessment information to inform lesson plans and thus teaching is underdeveloped. Consequently, there are limited effects on students' learning.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is below expectations	is below expectations

- The school assesses students' reading literacy using the New Group Reading Test (NGRT) software. However, students reading literacy skills are not improving. The promotion of inquiry, research, investigation, and critical thinking by students is underdeveloped.

Overall, the school's progress toward achieving its UAE National Agenda targets is approaching expectations.

For Development:

- Increase the opportunities for critical thinking and investigations in mathematics and science.
- Interpret students' results from the internal and external assessments by using their scores on the cognitive ability tests.

Wellbeing

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

- The school has developed its own well-being training programme. Governors are enthusiastic about it. Questionnaires and surveys from teachers, parents and students are used to understand their needs. Better use of reliable data is an important point for development. Recent investment in new facilities and staff has increased the school's capacity to improve wellbeing provision and outcomes. Detailed policies on inclusion, well-being, anti-bullying, and safeguarding provide guidance and support to the development of wellbeing-based culture and practice.
- Teachers have established good relationships and students seek help when needed. They like helping others. There are limited opportunities for teachers to benefit from increased specialist training, especially regarding the planning for task differentiation. The school is a caring environment, but teacher awareness of student need requires further support. There is a Student Council and Happiness Ambassadors from each grade. The governing body has parent representatives and well-being is a priority for them.
- New training programmes assist with the understanding of diabetes, resilience, anti-bullying, healthy eating, and how to communicate effectively. Recently developed resources including, an art room, sports facilities and a sensory room provide increased opportunities for engagement and wellbeing development. Enhancement of the daily curriculum and increased extra-curricular activities, including creative and active opportunities, are important priorities. Students are valued and teachers care about their wellbeing. Generally, they are engaged in their learning and are respectful and cooperative. At times, underdeveloped opportunities for productive collaboration hinders wellbeing development.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education through an integrated approach using the Salama series in Grades 1 to 4. From Grade 5 to 12 the Arabic language Moral, Social and Cultural Education (MSC) framework is used. Lessons are taught for 40 minutes each week and delivered by subject specialists from Grade 4 upward.
- The school provides the expected curriculum for social studies, relying on the MoE textbooks. Students sometimes work in groups during lessons to share ideas and learn from each other. Appropriate support and higher challenge for students are rare. Students are encouraged to undertake their own research and present it to their peers during lessons or assemblies. A range of assessment strategies are used, and academic progress is reported to students, parents, and teachers.
- The school's MSC curriculum reflects national expectations and provides opportunities for students to understand the UAE's values, such as tolerance and generosity. Students apply them in their everyday lives and across other subjects. There are some opportunities for collaborative work, but students' critical thinking and problem-solving skills remain underdeveloped. The school analyses test results and students' progress is tracked across all grades.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In the KG, children's knowledge of the major Islamic concepts is relatively stronger than in other phases. The students' understanding of Islam in Cycle 3 is marginally stronger than in the other phases. In Cycle 2, the girls are making slightly better progress than the boys.
- Students have appropriate knowledge of Hadeeth and the pillars of Islam. Their recitation skills and application of Islamic law are less strong. Their progress in Holy Qur'an memorization, Islamic etiquettes and Seerah is rapid, but some are slow when linking the various Islamic elements.
- The school is providing extra lessons across all cycles to enhance the students' Holy Qur'an memorization and recitation skills. These lessons have started to enhance their skills.

For Development:

- Students should link the different elements of Islam and support their answers with evidence from Holy Qur'anic verses, noble hadeeths, and Seerah.

Arabic as a First Language

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

- Children's attainment and progress in the KG are above the curriculum standards and stronger than elsewhere in the school. Girls' progress is slightly faster than the boys, especially in Cycle 3. The more able students are making slower progress compared to other groups of students.
- Students have relatively strong listening and responding skills. They can read aloud adequately, but this is limited to familiar topics. In contrast, their reading comprehension and speaking skills using the Modern Standard Arabic are less well developed. Their extended and creative writing skills are insecure.
- Teachers require their students to use online resources to engage them in a range of Arabic learning activities. However, these resources rarely match students' interests and have limited effects on developing the students' linguistic skills.

For Development:

- Improve students' speaking skills when using Standard Arabic.
- Improve the boys' reading comprehension by modifying the curriculum and raising teachers' expectations.
- Enhance students' writing skills by providing more opportunities to draft and redraft their work.

English

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable ↓
Progress	Acceptable ↓	Acceptable	Acceptable	Acceptable ↓

- Internal test results indicate that students' attainment and progress are above the expected levels, but external test results and their work during lessons are different. Students' speaking and listening skills are well developed and are strong across the school.
- Children in the KG-2 blend letter sounds together and read common words. Students' abilities to read words and sentences fluently develop slowly across the school. Their understanding of what they read is limited. Their English writing skills across the school are underdeveloped.
- Mathematics and science lessons are now taught in English, supporting the development of students' subject specific vocabulary. Weekly reading sessions now provide opportunities for students to write book reviews, but these are yet to develop their reading and writing skills.

For Development:

- Improve students' reading fluency and comprehension.
- Ensure more rapid development of students' writing skills across all grades.

Mathematics

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

- Across all phases, most students' acquisition of knowledge is better than their development of skills. In KG-2 children can count and add numbers to twenty securely. In the upper cycles, a majority of the high-ability students demonstrate strong reasoning skills.
- Students' calculation skills are improving in Cycles 1 and 2. However, the link between calculations and the application of those skills is insecure. Cycle 3 students develop their algebraic understanding and skills more than those in geometry.
- Across the school, students recall basic mathematical knowledge and solve simple one-step problems. The wider range of mathematical skills is yet to be fully developed. Problem-solving, critical thinking, reasoning, and the application of mathematical skills in different contexts require further development.

For Development:

- Raise the levels of challenge to different groups of students to improve their mathematical achievements.
- Ensure that all students improve their problem-solving, enquiry, reasoning, and application skills.

Science

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

- The school's internal assessment data indicate that most students reach the expected levels of attainment. The internal data demonstrates that students in the KG and Cycle 1 make marginally better progress than those in Cycles 2 and 3. The external assessment information indicates lower levels of both attainment and progress.
- Students have limited opportunities to develop their investigative skills, because most lessons are theoretical without access to practical lab resources. In the practical lessons and demonstrations, students only observe the scientific method. Therefore, they are unable to make predictions before taking measurements or draw conclusions from their own data.
- Students use workbooks to structure and reinforce new knowledge in lessons. In Cycles 2 and 3 students use interactive online 'workbooks' to check their understanding. Students have limited opportunities to develop conceptual understanding or to take full responsibility for learning through peer and self-assessments.

For Development:

- Develop students' investigative skills so they apply the scientific method in a range of situations.
- Offer students frequent practical tasks that engage them and build their conceptual understanding of science.
- Provide different and enriched learning experiences, including laboratory simulations and links to the real world, followed by self-assessments of learning.

Learning Skills

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable ↓	Acceptable	Acceptable	Acceptable

- Most students have positive attitudes toward learning, although they occasionally need reminding to stay on task, particularly in the Boys' Section. Students can communicate their learning adequately. The children in the KG enthusiastically relate their learning to the real world.
- Students usually have enough time to form and share ideas together in lessons. The opportunities for students to work together in groups are inconsistent across the school. The quality of their interactions in groups is often superficial rather than productive.
- Cross-curricular links are reinforced in social studies and moral education lessons, but are less frequent in other lessons. Students can now access a learning platform to support research activities. However, critical thinking and problem-solving skills remain underdeveloped. These are slightly better in Islamic education lessons.

For Development:

- Increase the opportunities for students to work collaboratively, apply their learning across different subjects and develop critical thinking and problem-solving skills.
- Promote reading literacy across all subjects.


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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good

- Students have positive attitudes toward their school, particularly in the KG and the Girls' Section. Girls respond positively to their teachers' criticisms and demonstrate better behaviour than the boys.
- Students are supportive and respectful towards each other and their teachers, particularly by their support of non-Arabic speaking students in their classrooms. Bullying is rare, creating a safe and orderly environment for learning.
- Most students demonstrate basic understanding of healthy living; a few make unhealthy choices in their diets. Most students happily engage in physical education classes. The overall rate of attendance is high, but students' arrivals at the start of the school day requires improvement, particularly in the Boys' Section.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good

- In Cycle 3 students' understanding and appreciation of Islamic values are strong. They appreciate the relevance and effects of these values on everyday life in the UAE. Students' awareness of worldwide cultures and their own cultures in Cycle 3 is also relatively stronger than in other phases in the school.
- Students value the importance of Islamic values on their lives and appreciate the Emirati traditions and heritage. They speak with pride about their own cultures and their features. However, their awareness of other cultures within the school, and worldwide, is less well developed.
- Morning assemblies are scheduled to deepen students' awareness of Emirati and Arab cultures. However, their impact on the students' understanding of these issues is inconsistent across the school.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Acceptable	Acceptable	Acceptable 

- Students understand their responsibilities in the school community. They welcome opportunities to be involved in the local community, but their participation as volunteers is irregular. Students empathise with the needs of others who are less fortunate and take action accordingly.
- Students demonstrate a positive work ethic. They respond to the opportunities provided, but lack initiative, often relying on teachers when making decisions. The Student Council now offers more opportunities for them to participate daily, such as during assemblies.
- Students understand the importance of environmental sustainability and care about their immediate surroundings. They use recycling bins efficiently. They participate in a limited range of activities that support conservation in the school and the local community.

For Development:

- Enhance students' understanding of worldwide cultures and ensure that their knowledge of Emirati culture and heritage is more consistent across the school.
- Require students to make contributions to the local community through volunteering.
- Ensure that students arrive on time at the start of the school day, particularly the boys.

3. Teaching and assessment

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

- Teachers' understanding of how students learn varies across the school. It is strongest in mathematics lessons. Teachers' interactions with students are mostly positive. They provide welcoming environments for students to work in, especially in the Girls' Section.
- The level of challenge and support that teachers provide, inconsistently meets the learning needs of students. This is because teaching is restricted to textbooks; consequently, the tasks are too easy for some and for others, too difficult.
- A recently introduced teaching method is to ask questions at varying levels of difficulty. However, only some teachers ask their students to explain or justify their answers. Teachers occasionally ask questions to assess their students' learning.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable ↓	Weak ↓	Weak ↓	Acceptable

- The school's analysis of assessment data is often inaccurate or misaligned with the UAE MoE's expectations. In the KG and Cycle 3, teachers' knowledge of students' strengths and weaknesses supports them better than in the other cycles.
- Teachers often use assessment data ineffectively or inconsistently to plan lessons and activities. As a result, they fail to meet some students' needs, including those of determination, the gifted and non-Arabic speakers. Assessments of students' learning skills is underdeveloped, notably in Arabic, science, and mathematics.
- The quality of marking and written feedback to students varies across the school, and fails to inform students of their next steps toward success. There is limited self and peer assessments by students in lessons.

For Development:

- Provide students with appropriate levels of challenge and promote their development of higher-order thinking skills.
- Question students skillfully to assess students' understanding and encourage students to think deeply.
- Assess learning rigorously and accurately, and make effective use of the resulting information to plan learning tasks that meet students' needs.

4. Curriculum

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

- The curriculum is based on the UAE MoE guidelines and meets its requirements. It is focused on developing students' knowledge rather than developing their skills. The KG curriculum is based on the MoE Early Years Standards. Cross-curricular links in Islamic education are better developed than in the other subjects.
- The curriculum caters for students' basic ability levels but does not fully consider their different interests and needs. The school's curriculum development process should take into account the international assessment results across all subjects.
- School leaders have taken a few steps to enhance students' critical thinking and investigative skills. However, the curriculum has yet to enhance these skills in all subjects.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Weak ↓	Weak ↓	Weak ↓

- In the KG, the curriculum is modified to meet the needs of most children. However, in the other phases the few modifications made result in students' needs being unmet. This is the case for students of determination, the gifted and talented, and non-Arabic speakers.
- Students have only limited opportunities for enterprise, innovation, creativity, or social contributions. These are incorporated with the daily curriculum or through enrichment programmes before, during and after the school.
- The curriculum enables students to develop understanding and appreciation of the UAE's culture and heritage, particularly in Islamic education and UAE social studies.


For Development:

- Increase curricular choices and enrichment opportunities to meet students' needs, interests, and potential.
- Adapt the curriculum to meet the needs of all students and ensure that adaptations enhance learning by all students.
- Offer all students opportunities for enterprise, innovation, creativity, and social contributions.

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

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

- The school has adequate procedures for the safeguarding of students, including child protection. All staff members are trained to ensure the safety of all students. The school is effective in keeping students safe from all forms of abuse, including bullying and cyberbullying.
- The school's premises and facilities provide adequate environments that meet the needs of all. Safety checks in the school and on buses are frequent and thorough, with the students' safety a priority. Detailed records of incidents and accidents are logged. Subsequent actions and results are archived.
- The qualified medical staff keeps detailed records of incidents and subsequent actions, and these are stored in a secure place. Physical fitness, healthy eating, and healthy lifestyles are promoted through the curriculum.

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

- Teachers and students have caring, respectful, relationships across all phases, especially in the KG. They enjoy the safe learning environment. There is uneven ground around the school buildings. Students have opportunities to be Happiness Ambassadors to support each other.
- There is a strong focus on the well-being of teachers, students, and parents. The identification of students of determination and students who are gifted has improved. Some teachers modify, challenge, or personalise their lessons to support students.
- The school has built stronger relationships with parents, in particular those whose children are students of determination. There is now better communication; individual educational plans (IEPs) are adapted for home learning. Social workers support students in all phases. University and careers guidance are provided to students.

For Development:

- Level the uneven ground around the school buildings.
- Ensure that all students have differentiated work and challenging tasks for individualised learning.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusion leader has been in post for eighteen months. There are detailed documents, an Inclusive Education Plan and improved IEPs. The Inclusion Governor helps the school to focus on the needs of most students of determination.
- The identification of students is improved but yet to be robust, especially with the increasing numbers of students. There are twenty additional students who have had referrals from mainstream teachers, informally diagnosed as having some type of barrier to their learning.
- Parents appreciate how their children have been welcomed and supported. They are listened to and understood. They are involved in monitoring their children's IEPs. They have regular communication with the school. They seek help and are provided with training opportunities to continue their children's special education at home.
- In the withdrawal sessions, specialist teachers engage students in meaningful learning. In mainstream classes this is less evident. Students are sometimes overlooked because their teachers' expectations of them are low. Some learning support assistants (LSAs) offer meaningful support, but a few allow students to merely copy, colour in, or even disengage.
- Students' academic progress and social outcomes vary. In the better lessons students are engaged and presented with appropriately differentiated work. In other lessons there is limited use of the IEPs. As a result, progress is slow or, on occasion, stalled. Peer and self-assessments of learning are infrequent.

For Development:

- Ensure that the IEP strategies are implemented in all classrooms.
- Train teachers so they are competent and confident at planning differentiated learning tasks for students.
- Assess the needs of students of determination accurately and use the data effectively to improve outcomes.

6. Leadership and management

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

- Senior leaders are committed to the UAE's national priorities, including wellbeing. There is adequate communication with teachers at different levels. There is a lack of distributive leadership. The leadership in the Boys' section has limited capacity to innovate and improve. There is inconsistency in the effectiveness of some subject leaders. They are often unable to model the best practices in teaching, learning, assessment, and curriculum. Leaders have been unsuccessful at sustaining improvements.
- The school has systematic self-evaluation procedures involving different teams. However, they arrive at inaccurate judgements when using the external and internal assessment data. The school's improvement plans fail to address the important priorities. There is insufficient focus on improving students' skills and outcomes. The monitoring of teaching and learning in most areas is ineffective, failing to improve students' progress in lessons and over time.
- School leaders invite parents to be partners in their children's school life and a minority are engaged. Parents of students of determination take active roles in planning their children's next steps. Parents' opinions and particularly the Parents' Council are yet to shape the school's improvement priorities. The school uses different communication channels with parents to inform them about their children's progress. The written reports lack details about the required next steps for students to improve. The school makes occasional contributions to local and national partners.
- Members of the governing body have a range of experiences but lack relevant and specific educational experience. They are unable to hold senior leaders to account. Governors considers stakeholders' views and have only limited knowledge about the school. They monitor the school's actions and ask questions but are unable to verify the answers. They ensure the availability of sufficient staffing and resources, but are yet to secure highly competent leaders, especially for the Boys' Section.
- Most aspects of the school's daily routines are managed adequately by the leadership team. The timetable needs more precision. The proportion of teachers with certification is approximately one third of the total. They benefit from generic internal professional development work. The school has improved the sporting facilities and classroom furniture recently. However, other specialist facilities provide students with less than the best learning experiences.

For Development:

- Enhance the capacity of the senior leadership team by:
 - appointing a good leader for the Boys' Section;
 - training all subject leaders to know best practices in teaching, learning, assessment, and curricula;
 - appointing and retaining high-quality leaders.
- Make sure the self-evaluation process is rigorous and based on accurate assessment.
- Widen governors' membership to include expertise with school leadership.

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