

GOOD



2019-2020

INSPECTION REPORT

MOE CURRICULUM

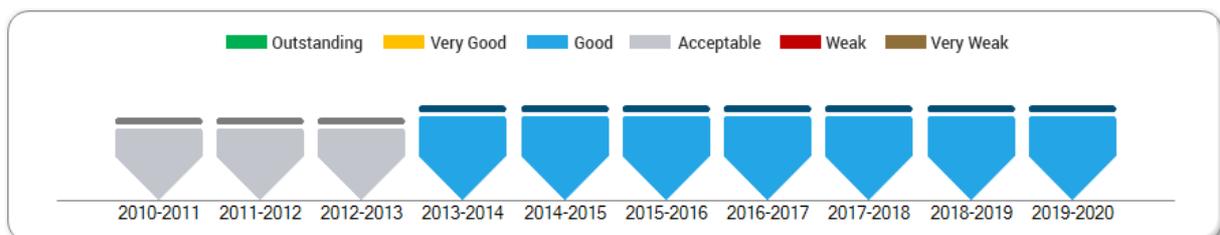
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School Information

General Information	 Location	Dubai Academic City
	 Opening year of School	1912
	 Website	www.rid.ae
	 Telephone	97143688532
	 Principal	Ahmed Mohammad Noor Al Muhairy
	 Principal - Date appointed	11/4/2017
	 Language of Instruction	Arabic
	 Inspection Dates	11 to 13 November 2019
Students	 Gender of students	Boys
	 Age range	11-18
	 Grades or year groups	Grade 5-Grade 12
	 Number of students on roll	178
	 Number of Emirati students	178
	 Number of students of determination	6
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	24
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	0
	 Teacher-student ratio	7
	 Number of guidance counsellors	2
	 Teacher turnover	0%
Curriculum	 Educational Permit/ License	MoE
	 Main Curriculum	MoE
	 External Tests and Examinations	MoE
	 Accreditation	NA
	 National Agenda Benchmark Tests	NA

School Journey for SHEIKH RASHID BIN SAEED ISLAMIC INSTITUTE



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> • Students' attainment in Islamic education is better than in other subjects partly because more time has been given to the subject. Teachers' low levels of expectations and weaker curricular links have a negative effect on students' attainment in English, mathematics and science. However, progress and attainment in these subjects remain good in both phases. • Students enjoy mutually respectful relationships with teachers, who know them well. The school's work to support students' personal development is highly effective. Students are valued and are encouraged to make wise and healthy choices. Those in Cycle 3 are especially aware of the need for careful choices in their everyday life.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> • The use of technology in some subjects encourages the development of the skills of research and analysis. However, technology is not integrated enough to develop creativity or innovative skills. The use of assessment information to influence teachers' planning is an area that is still underdeveloped. Teaching in Islamic education is stronger and more effective than in the other subjects. • The school has improved the provision of extra-curricular activities. However, participation in these activities is limited because students are not encouraged or motivated to take part. The curriculum is well aligned to the Ministry of Education (MoE) expectations. Not all students are appropriately challenged, particularly in English, mathematics and science. • Teachers know their students well. They give well-judged support when students have concerns about personal or academic matters. Information and advice relating to academic and career issues are readily available. Attention to the social and academic needs of students who are new to the school is less strong in Cycle 2.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> • Leaders are committed to improving the school and to raising teachers' expectations. They have not fully implemented National Agenda requirements. They have a variable understanding of best practices in teaching and assessment. The roles of middle leaders have been clarified and strengthened. Leaders are improving provision for students of determination and are keen to enhance learning outcomes for these students.

The best features of the school:

- The continued high student performance in Islamic education and Arabic
- Students' personal responsibility, well exemplified by their comprehensive understanding of Islamic values
- The improvement in the identification of students of determination and in the provision of inclusive education.

Key recommendations:

- Improve teaching and students' achievement by implementing the National Agenda external assessment requirements, by analysing internal assessment data to monitor students' progress and by adapting teaching and the curriculum to meet all students' needs.
- Raise teachers' expectations of what all students can achieve in English, mathematics and science.
- Consolidate the partnership between governors and school leaders in terms of ongoing monitoring to ensure improved performance and to enable governors to hold leaders to account.

Overall School Performance

Good

1. Students' achievement

		Cycle 2	Cycle 3
 <p>Islamic Education</p>	Attainment	Very good	Very good
	Progress	Very good	Very good
 <p>Arabic as a First Language</p>	Attainment	Good	Very good
	Progress	Good	Good
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 <p>English</p>	Attainment	Good	Good
	Progress	Good	Good
 <p>Mathematics</p>	Attainment	Good	Good
	Progress	Good	Good
 <p>Science</p>	Attainment	Good	Good
	Progress	Good	Good
 <p>UAE Social Studies</p>	Attainment	Acceptable	
		Cycle 2	Cycle 3
Learning skills		Good	Good

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

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

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good
Assessment	Acceptable ↓	Acceptable ↓

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Good

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

	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Good	Very good ↑

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), 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 does not fully meet the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments

is below expectations.

- The school has previously exceeded targets in a number of important international assessments, but not in all. Students' attainment in Arabic, mathematics and science has previously been benchmarked against international expectations in only a small number of grades. More recently, the school has not made this comparison. Information about students' potential is limited.

Impact of leadership

is approaching expectations.

- Leaders are committed to the priorities of the UAE National Agenda. They are beginning to recognise the importance of international assessments and the benchmarking of students' outcomes against international expectations. Information about students' potential and preferred learning styles is not available for all grades. Only few aspects of this information have been used.

Impact on learning

meets expectations.

- Students' critical thinking skills are developing. The importance of these skills is well promoted, especially in English. Students frequently connect their learning to real life and to other subjects, and have engaging learning opportunities that link mathematics and physics. The use of Information Technology (IT) and online learning technologies is expanding and has a positive effect in mathematics. Opportunities for learning that is based on enquiry are rare.

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

For Development:

- Use international benchmarks in all the required grades to ensure that all students' achievements at least meet international expectations.
- Meet all the requirements of the National Agenda Parameter.
- Ensure that students develop their investigation skills, think more critically, evaluate their findings and draw conclusions, capitalising on the available learning technology.

Moral education

- In both cycles, teachers develop students' understanding of moral issues well, both in separate and integrated lessons. Students participate in mature discussions about ethical behaviour in real-life contexts, such as ethics in science.
- Assessment of learning is managed more effectively in Cycle 2 than in the integrated context in Cycle 3. Assessment questions in both cycles are undemanding and do not offer effective opportunities for students to expand on their knowledge and understanding beyond commonly-accepted ideas.
- Moral education is taught for one lesson per week in Cycle 2. In Cycle 3, the moral education units are taught within key subjects, with one discrete lesson each month. The school is aware that teachers of Islamic education should not teach this subject.

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

For Development:

- Improve the accuracy of assessment by designing tests that enable students to demonstrate their progressive knowledge and understanding in all grades.
- Ensure that moral education features as a separate lesson in all applicable grades in both cycles.

Reading across the curriculum

- Current assessments are not standardised. They do not produce information that is well understood or actively used to determine a baseline and subsequent progress.
- In Arabic and in English, students in both cycles, almost all of them Emirati boys, develop practical reading skills well, in reading both fiction and non-fiction texts.
- Students read factual text better than figurative language. Teaching does not help students to use what they already know to work out the meaning of new words.
- The majority of departments support subject-specific reading skills well. This is less so in mathematics and science than in Arabic and English.
- The reading policy expresses good intentions about the development of reading. The lack of clearly-stated roles, responsibilities, accountability and success measures, limits the effectiveness of what happens in lessons.

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

For Development:

- Ensure that all teachers understand what they have to do to promote students' reading literacy.
- Provide more creative approaches to develop reading for pleasure and reading for information, and extend the provision of appropriate reading material in the library.

Innovation

- School leaders have identified innovation as an area to be promoted. They are committed to the extension of innovation and have allocated appropriate resources.
- An increasing number of students are being encouraged to think innovatively and to work in creative ways. The outcomes are not clearly visible.
- More students participate in creative projects which develop their skills of innovation. Students take part in local events related to sustainability and innovation.
- Teachers are increasingly providing models of innovative practice and are offering students opportunities to use technology in creative ways.
- The curriculum is adapted to allow access to technology to promote innovation in some subject areas and lesson plans.

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

For Development:

- Extend the culture of innovation and ensure that the concept of innovation is systemically incorporated into planning and development in all subject areas.
- Provide more opportunities for all students, including students of determination, to be involved in projects that have innovative outcomes.

Main Inspection Report

1. Students' achievement

Islamic Education

	Cycle 2	Cycle 3
Attainment	Very good	Very good
Progress	Very good	Very good

- A large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Students in Cycle 3 generally achieve better than those in Cycle 2. There is a strong emphasis on acquiring knowledge of Islamic principles, laws and concepts in both cycles.
- The majority of students in Cycle 2 have a solid knowledge of Islamic concepts such as the Pillars of Islam and faith. They have a good understanding of Islamic values and morals. Students in Cycle 3 are able to make proper citations with supporting evidence from the Holy Qur'an and Hadeeth.
- Students in both cycles make significant gains in memorising and reciting the Holy Qur'an as a result of a particular focus in lessons. The application of the rules of recitation of the Holy Qur'an remains less secure.

For Development:

- Improve students' recitation skills by enabling them to apply Tajweed rules appropriately.

Arabic as a First Language

	Cycle 2	Cycle 3
Attainment	Good	Very good
Progress	Good	Good

- A large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. Variations in attainment are partly due to more effective teaching methods in Cycle 3, where students use new vocabulary confidently and express themselves well in unfamiliar contexts.
- Students' listening and reading skills are stronger than their speaking and writing skills. Although students' writing is of an acceptable quality, it often lacks depth. Progress is slower when work does not sufficiently challenge students.
- In both cycles, actions taken to improve attainment and progress are beginning to have an impact on the skills of listening, speaking and reading. There is slower improvement in creative writing due to teachers' low expectations and low levels of challenge.

For Development:

- Provide students with written advice on how to improve their writing.
- Develop students' creative writing in a range of genres in both cycles.

English

	Cycle 2	Cycle 3
Attainment	Good	Good
Progress	Good	Good

- Across both cycles, information from internal assessments overestimates students' actual language competence in both reading and writing. In lessons, teachers identify students' strengths and common errors. Students can correct their errors, but do not always know how to improve their work.
- In both cycles, students' listening, speaking and reading skills are stronger than their writing skills. They listen attentively to key details and can read texts rapidly and selectively for broad meaning and particular information. By Grade 12, most students write well at the expected length.
- Students' speaking skills develop well because they consistently use new vocabulary in lessons. They focus well on developing key listening, reading, and writing skills that help them identify and note key information quickly. This is especially evident from Grade 10 onwards.

For Development:

- Develop assessments to accurately measure students' language skills and offer practical and personalised next steps in lessons to help students improve their four language skills.

Mathematics

	Cycle 2	Cycle 3
Attainment	Good	Good
Progress	Good	Good

- The majority of students in each cycle make sufficient progress and achieve well. Consequently, they attain highly in the MoE examinations. However, progress is slowed because students are not enabled to find out information for themselves or to think critically about their work.
- Students in Cycle 2 demonstrate knowledge and understanding of an appropriate range of concepts. They can solve problems and apply their learning to real life. In Cycle 3, students demonstrate conceptual understanding and connect learning to other subjects. This is especially evident in the investigations in physics lessons.
- Students' learning of geometry is enhanced by the use of technology in Cycle 3. Their work is closely monitored and reviewed by teachers during lessons. Overall, the excessive emphasis on the use of worksheets restricts enquiry and innovative problem-solving activities.

For Development:

- Provide opportunities for students, especially in Cycle 3, to gather information for themselves, to apply their knowledge and skills, to think critically and to draw their own conclusions.
- Raise teachers' expectations of what students can actually do and reduce the number of worksheets used in lessons.

Science

	Cycle 2	Cycle 3
Attainment	Good	Good
Progress	Good	Good

- Students' achievements in internal assessments, in both cycles, are above curriculum expectations. Results in internal examinations in both cycles indicate that students' knowledge and understanding of scientific facts and theories are sound.
- Students' investigative skills in both cycles are developing. They conduct experiments, establish fair tests and tabulate collected information. However, their ability to predict, hypothesise and draw conclusions linked to the relevant scientific knowledge is not fully developed.
- The introduction of technology is extending students' basic research skills. However, students are not fully benefiting from technology to produce work that reflects their understanding.

For Development:

- Improve students' use of all the steps of the scientific method during investigative work.

UAE Social Studies

	All phases
Attainment	Acceptable

- Students' attainment in both cycles is in line with curriculum expectations. Students in Cycle 3 are more able to discuss and to relate issues to their surroundings. In both cycles, students do not have enough opportunities to find differences between facts and opinions.
- Students raise questions that they could answer for themselves if they carried out simple research. However, their ability to conduct research is underdeveloped in both cycles. Their understanding of global changes and how those changes influence the politics and economics of the UAE remains basic.
- The school has increased resources to support students' independent research. Students are still unsure about how to use evidence from different sources to support their views.

For Development:

- Enable students to expand their knowledge of local and global issues through research and investigation.

Learning Skills

	Cycle 2	Cycle 3
Learning skills	Good	Good
	<ul style="list-style-type: none"> Almost all students in both cycles are keen to learn. They participate well in lessons, especially when the lessons are active and practical. Students in both cycles are not consistently aware of what they need to do to improve their work. In both cycles, students' collaborative learning skills strongly support enquiry and critical thinking, especially in Islamic education and mathematics. Students readily make quick and clear connections between different areas of learning, such as between Arabic poetry and English poetry. Students also link their learning well to daily life, particularly in their application of Islamic values. Critical and higher-order thinking feature prominently in many lessons. Students are not always enabled to reach their own conclusions in science classes. 	

For Development:

- Extend students' capacity to evaluate the quality of their own and their peers' work.

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

	Cycle 2	Cycle 3
Personal development	Very good	Outstanding
	<ul style="list-style-type: none"> Students' extremely positive attitudes are demonstrated in their courteous and respectful behaviour. They clearly understand the rules and values of the school. They show genuine care and consideration for one another. Consequently, the school is a harmonious learning community. Students enjoy mutually-respectful relationships with their teachers, who know them very well. The school's work to support students' personal development is highly effective. Students are valued and are encouraged to make wise and healthy choices, which they do, especially in Cycle 3. The levels of attendance are consistently high. Students are punctual, arriving on time at school and for lessons throughout the long school day. 	

	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good
	<ul style="list-style-type: none"> Students demonstrate deep understanding and appreciation of Islamic values. They show great respect for the Islamic heritage and culture of the UAE. They understand and apply Islamic values, such as tolerance and respect. They participate eagerly in cultural and religious activities and celebrations. Students in both cycles know the history of the UAE and understand its culture and heritage. They are aware of the rulers' vision and show respect for it. They are very aware of current events such as the UAE's entry into the space age. Students have a very good understanding of their own cultures, which they demonstrate in a number of activities within the school. They are very respectful and knowledgeable of other religions. However, they are less knowledgeable of cultures and societies other than their own. 	

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

- Students take part in a range of activities that enhance their awareness and commitment to social responsibility. They find environmental and sustainability projects important. Their participation in desert and beach cleaning initiatives reflects their desire to protect the local environment.
- Students are fully involved in the school's work in promoting creativity and innovation. They are proud to exhibit their projects around the school. They take part in local events that encourage innovation, through projects on robotics and renewable energy.
- The student council has proposed ways to improve the school. School leaders and teachers listen to their views. Students donate generously to a number of local charities, and they are particularly active during the Holy Month of Ramadan.

For Development:

- Enable students to initiate activities on issues that are important to them.
- Promote students' awareness of healthy lifestyles, particularly in Cycle 2.
- Provide more opportunities for students to explore world cultures.

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good

- Teachers plan lessons to attempt to meet the needs of all students. However, their expectations of what students can achieve are inconsistent. Teachers of Islamic education and Arabic have higher expectations of their students than teachers of English, mathematics and science.
- Teachers use a variety of strategies in most lessons. In some lessons, good questions prompt thinking and test students' understanding of what has been taught. In the better lessons, teachers stimulate critical thinking, problem-solving and independent learning through well-chosen questions and activities.
- The use of technology in some subjects is developing students' skills of research and analysis, to a certain extent. However, the use of technology is not effectively integrated into all lessons to extend all students' creativity and innovative skills.

	Cycle 2	Cycle 3
Assessment	Acceptable ↓	Acceptable ↓

- The school administers regular assessments to measure students' attainment. In Grade 12, external assessments are aligned to MoE expectations in all subjects. Elsewhere, MoE assessments are used in some subjects, but assessments in Islamic education and Arabic are organised by the school.
- There are no recent international assessments that benchmark students' achievement against international expectations. There are gaps in the range of assessments to measure students' achievements, including those related to the National Agenda.
- The detailed analysis of the available assessment data provides helpful information to influence teaching and the curriculum. Some information about students' potential and their preferred learning styles is also considered for some students, but not all of the information is used.

For Development:

- Use all of the assessment information available to plan challenging learning tasks and monitor their impact on students' attainment.
- Participate in all the required benchmarking assessments to meet the National Agenda requirements.
- Accurately track all students' progress and their gains in knowledge, skills and understanding over time from their starting points, and compare their actual progress to their potential.

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good

- The curriculum is broad and balanced and meets MoE requirements. It contains some elements that have been planned to develop students' skills and knowledge, and it provides appropriate learning time per subject. Some additions effectively meet students' needs, especially in Islamic education and Arabic.
- Cross-curricular links exist in most subjects and in both cycles. They provide students with opportunities to make connections between subjects and to enhance their learning. These links are less developed in mathematics and science.
- The curriculum is reviewed periodically to identify gaps in provision. Changes are made to ensure that students' learning is appropriately developed and that gaps in knowledge and understanding are filled. Planned activities ensure that the needs and interests of all students are met.

	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good

- The curriculum is adapted effectively. There is provision to meet the needs of almost all groups of students. An increasing number of students of determination are enabled to make better progress in their personal and academic development.
- More students have opportunities to engage in activities that promote enterprise, innovation, creativity and social awareness. The school is encouraging more students to participate in extra-curricular activities, which in turn promotes their overall personal development.
- Links to UAE culture are strong in both cycles. Interesting and relevant programmes lead to the extension of students' knowledge, understanding and appreciation of Emirati culture and society.

For Development:

- Improve teachers' planning of lessons and lesson activities and provide more opportunities for research in all subjects.
- Enable more students to become involved in activities that develop their innovation and extend their social contribution.

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

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

- The care and protection of students, including safeguarding and child protection, are very well managed. School transport is appropriately supervised during students' arrival and departure. Buildings and equipment are well maintained. Although matters of concern are dealt with quickly, they could be forestalled by appropriate risk assessment.
- Confidential health records are up-to-date and securely held. The premises are suitable for all and fully accessible. Health and safety issues are quickly addressed. Medical personnel monitor students' health. They give appropriate advice to enable students to change their behaviour or to adopt healthy lifestyles.
- Prominent displays across the school emphasise exercise and healthy eating. Lifestyle messages are reinforced well in lessons, especially in English. Well-being campaigns target bullying behaviour and online bullying and provide suitable advice on cyber-safety.

For Development:

- Conduct risk assessments regularly across the school.

	Cycle 2	Cycle 3
Care and support	Good	Very good ↑

- Relationships between teachers and students are very good and characterised by mutual respect. Behaviour management procedures are effective. Expectations of behaviour are clearly set out and well understood by students and their parents.
- Significant improvements have been made to the identification and assessment of students of determination. The provision for these students has also progressed. The identification of, and provision for, students with gifts and talents are improving.
- Teachers watch over the well-being and personal development of all students. They provide support when students, particularly those who have been in the school for a long time, have concerns regarding personal or academic matters. The school provides students with appropriate information on academic and career pathways.

For Development:

- Develop effective procedures to identify and support students with gifts and talents.
- Pay a closer attention to the social and academic needs of students who are new to the school.

Inclusion of students of determination

Provision and outcomes for students of determination	Good
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- The school is committed to the inclusion of students of determination and has improved the quality of provision. An external agency gives support and direction in the assessment of students and in the establishment of individual education plans.
- All students of determination have up-to-date individual education plans in place. Specialist staff, class teachers and the parents of those students are aware of the content and goals set out in the plans.
- The school maintains contact and communicates effectively with the parents of students of determination. Parents are now included in monitoring their children's progress. They receive support when they are having difficulties with their children at home.
- All students of determination are being supported through individualised support which takes place on a one-to-one basis or in small groups. In addition, they have a modified curriculum, and teachers adapt their teaching strategies to meet their needs.
- The school tracks and monitors the progress of students of determination. The information is shared with class teachers, students and parents. This change has been brought about through the guidance and direction of the external agency.

For Development:

- Take measures to increase the school's own capacity to provide for students of determination.

6. Leadership and management

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

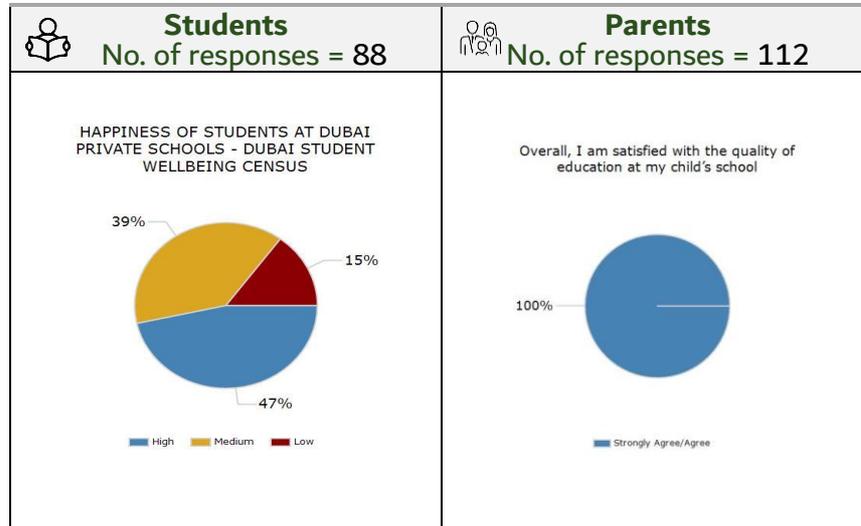
- Leaders are committed to school improvement and to raising expectations. They work together well to maintain the good profile of the school. They communicate their vision and expectations effectively to all stakeholders. They have not ensured that the school meets the National Agenda targets or requirements. They have a variable understanding of best practices in teaching and assessment. Improvements are being made to inclusion, where leaders are keen to see more positive outcomes.
- The analysis of internal and external assessment data does not fully support the self-evaluation process. Assessments do not provide sufficiently accurate information to identify the key areas for improvement. The monitoring of learning and teaching is systematic and provides teachers with feedback aimed at bringing about improvement. However, monitoring is inadequately focused on measures to ensure that teachers' assessment of students' attainment and progress is accurate.
- The school provides a family atmosphere where students are very well supported at both the academic and personal levels. Leaders and teachers ensure that the school is a safe place, where students can flourish. They operate an open access policy, and parents are made welcome. Reports, which are issued monthly and at the end of the academic year, are informative and valued by parents. The school reaches out to the local community through a number of projects and initiatives.
- The governors' understanding of the school's needs has improved. As a result, they are more aware that they need to provide additional resources. They have added 100 computer devices to the computer laboratory. Their understanding of the national priorities that relate to external assessments and international comparisons is underdeveloped. They are not sufficiently involved in monitoring teachers or in holding leaders to account for students' attainment.
- Generally efficient daily routines ensure a welcoming, calm, respectful and purposeful learning environment. Teachers are suitably qualified for their roles. The professional training programmes do not support teachers' effective use of assessment. Timetabling for science and the lack of technical support adversely affect the efficient use of the science laboratory. The library is underdeveloped. Many teachers, especially in Islamic education and Arabic, produce additional resources that offer valuable curricular enrichment.

For Development:

- Improve the accuracy of self-evaluation so it provides a reliable base for improvement plans.
- Enable governors to hold school leaders fully to account for all aspects of students' learning.
- Ensure that efficient timetabling and suitably-qualified support staff allow the effective use of the science laboratory and the library.

Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> Almost all students who responded to the survey indicate that they feel safe at school, and most of them feel that they belong to the school community. Most students believe they are motivated to pursue their goals. Most feel that they have good relationships with their teachers. Only a minority report that they sometimes suffer from verbal or physical bullying.
 Parents	<ul style="list-style-type: none"> Most parents who responded to the survey are satisfied with the quality of education their children receive at school. Almost all agree that school leaders and staff listen to their views and act upon them. All parents feel that their children are in a safe place. A minority of parents believe that bullying is an issue in the school. This is not supported by the findings of this inspection.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- Priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae