



**المعهد**  
Knowledge المعرفة



## SHEIKH RASHID BIN SAEED ISLAMIC INSTITUTE

MOE CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**GOOD**

WELLBEING



**GOOD**

NATIONAL AGENDA  
PARAMETER



**ACCEPTABLE**

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## SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Dubai Academic City
	Opening year of school	2003
	Website	www.rid.ae
	Telephone	97143688532
	Principal	Ahmad Mohammad Noor Saif
	Principal - date appointed	11/6/2003
	Language of instruction	Arabic
	Inspection dates	16 to 20 October 2023



STUDENTS

	Gender of students	Boys
	Age range	11 to 18
	Grades or year groups	Grade 5 to Grade 12
	Number of students on roll	190
	Number of Emirati students	190
	Number of students of determination	5
	Largest nationality group of students	Emirati



TEACHERS

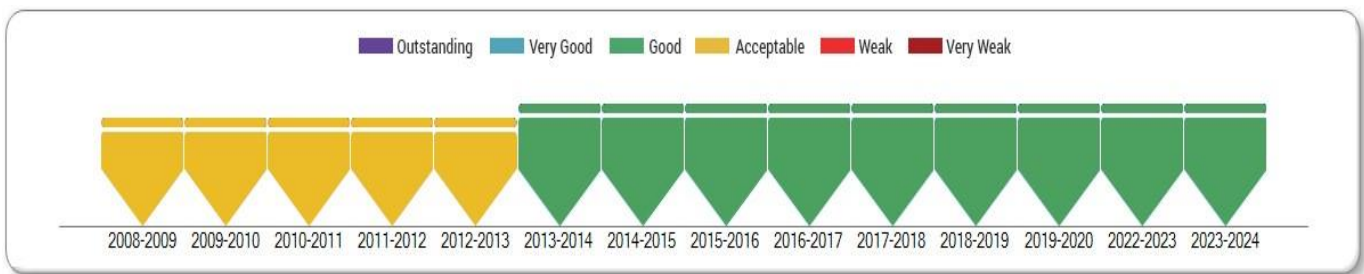
	Number of teachers	24
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	0
	Number of guidance counsellors	1



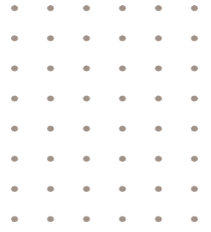
CURRICULUM

	curriculum	Ministry of Education (MoE)
	External Curriculum Examinations	MoE
	Accreditation	MoE

## School Journey for SHEIKH RASHID BIN SAEED ISLAMIC INSTITUTE



## SUMMARY OF INSPECTION FINDINGS 2023-2024



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

### Students Outcomes

- Students achieve best in Islamic Education in both cycles. Their achievement in Arabic in Cycle 3 is also very good. In other subject areas, students demonstrate good levels of attainment and progress, except for Cycle 2 mathematics, where students' achievements are acceptable. While students perform well in International Benchmark Tests (IBT) and the Arabic Benchmark Tests (ABT) external tests, their progress in lessons and in their workbooks is lower. Students' learning skills are good across the school.
- Students in both cycles display self-discipline, confidence and enthusiasm for learning, contributing to a harmonious environment. They maintain excellent levels of attendance and healthy lifestyles, while appreciating Islamic values and respecting the society of the UAE. Students are proud of their school, take on responsibilities and engage in projects promoting environmental awareness and sustainability. They are showing the potential to be innovative.

### Provision For learners

- Teachers demonstrate strong subject knowledge, employ diverse teaching methodologies and maintain positive interactions with students. In the best lessons they use questioning effectively to ensure understanding. Although teachers' planning includes differentiated challenges, individual challenge levels are inconsistent, leaving some students' learning needs unmet. Some lessons lack sufficient time for the development of independent skills. The school's internal procedures for planning, marking and analysis require refinement to ensure consistency across all subjects.
- The school's curriculum places special emphasis on the importance of Islamic Education. It adheres to statutory regulations but offers limited options for Cycle 3 students. While curriculum reviews identify gaps in provision, they are not uniformly addressed across all subjects. The curriculum caters for the majority of students' needs. Projects such as, the 'World Future' encourage creativity and innovation. Enrichment activities and cultural site visits contribute to curriculum enrichment.
- The school priorities students' health, safety and security, by effectively implementing procedures and training. The well-maintained premises cater for all students, with rigorous record-keeping to ensure compliance. The school focuses on inclusion, wellbeing, moral education and personal development. However, the needs of students of determination and those with gifts and talents are not always met. The effective pastoral support system prepares students for future careers.

### Leadership and management

- The school's day-to-day management is effective, with a strong emphasis on inclusion and students' wellbeing. Senior leaders embrace inspection recommendations and accountability systems to improve educational standards, but middle leaders are still developing their leadership skills especially in assessing the quality of teaching and levels of students' progress. While parental engagement and communication are strengths, the governance structure lacks external expertise and critical input.

**HIGHLIGHTS OF THE SCHOOL:**

- Students' strong achievement in Islamic Education as a result of high-quality teaching and enhanced curriculum development
- Students' personal and social development and their implementation of Islamic values
- The protection, care, guidance and pastoral support of students
- The strong partnership with parents, and the effective day-to-day management of the school

**KEY RECOMMENDATIONS:**







- Implement best teaching strategies, particularly in Cycle 2 mathematics, so that all students achieve well.
- Use external test results and develop a coherent and consistent internal assessment system to plan and deliver lessons effectively so that all students achieve their full potential.
- Build middle leaders' skills to enable them to evaluate the quality of teaching and analyse its impact on students' progress in lessons and over time more effectively.
- Base school improvement plans on accurate self-evaluation and defined measurable targets to enhance students' outcomes.



## OVERALL SCHOOL PERFORMANCE

Good

### 01 Students' Achievement

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

## 02 Students' personal and social development, and their innovation skills

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

## 03 Teaching and assessment

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

## 04 Curriculum

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

## 05 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	Very good	Very good

## 06 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](#)

## Focus Areas

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

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



<b>A. Registration Requirements</b>	<b>Met Fully</b>	
	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Weak</b>	<b>Weak</b>

- The school did not take part in the Progress in International Reading Literacy Study (PIRLS) so no data are available. International assessment data show that students' overall scores in the Trends in Mathematics and Science Study (TIMSS) improved in mathematics and science, but the targets were not met. Students' attainment on the Programme for International Student Assessment (PISA) test was acceptable in reading, mathematics and science, although progression targets were not met in reading and science.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Acceptable</b>	
	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Acceptable</b>	<b>Acceptable</b>

- Leaders understand international assessments and how to analyse the results. There is insufficient clarity in understanding and delivery of the reading literacy curriculum and how to develop it throughout all subjects. Too much focus is given to using the data for creating practice tests for examinations instead of identifying where curriculum adaptations should be made.
- The majority of teachers use data from an increasing range of benchmark English reading assessments. The English leadership team reviews and analyses this information and uses it to enhance teachers' planning and strategies for the teaching of reading. In all grades, a range of interventions has now been put into place for struggling readers. They are monitored regularly. The school's basic use of benchmark reading assessments and initiatives results in moderate enhancements in reading proficiency. An emerging English reading culture is becoming apparent across other curricular areas but lacks planning and focus.

**Overall school standards in the National Agenda Parameter are acceptable.**

#### For Development:

- Provide all teachers with the full understanding of reading literacy requirements and the skills to implement them.
- Make sure that the analyses of international assessments are used to identify and adapt gaps in the curriculum.
- Ensure that all subjects map the reading skills of students so that appropriate support can be provided.



## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders' and students' wellbeing, and agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

### **Overall, the quality of wellbeing provision and outcomes is at a good level.**

- Leaders identify wellbeing as a guiding principle for the school's ethos and culture and ensure that it is evident in all aspects of school life. The wellbeing needs of students, teaching staff and parents are supported and provided for by the wellbeing team. External and internal surveys are being increasingly used to identify areas for improvement, although they are not always clearly linked to the wellbeing framework.
- Parents say that they are easily able to alert the school to wellbeing concerns, that communication channels are effective, and that response is timely. Staff and school council members are alert to wellbeing issues and students are confident to approach them. Staff morale is positive, and teachers feel that their contributions are appreciated. As a result, staff retention is also high. All members of the school's staff show a strong commitment to supporting the wellbeing of school community.
- There is a wealth of wellbeing initiatives, including enrichment classes which take place to promote wellbeing. Students manage their behaviour and conduct to a very high level and the student council members provide excellent role models in supporting other students. Students feel safe and thrive in the positive classroom climate, but they are not active enough in managing and developing their wellbeing independently.

### **For Development:**

- Extend the ability of students to serve as role models and enhance their own, and others', wellbeing.

## UAE Social Studies and Moral Education

- The school follows the UAE Social Studies and Moral Education programmes as presented by the MoE. Both subjects are taught as stand-alone lessons. Requirements are met for all students in Cycles 2 and 3 in their study of social studies. The school provides two lessons of 40 minutes each week for this subject. Both subjects are taught in Arabic.
- The curriculum for both subjects is planned and delivered through specified textbooks. It is supplemented with group activities, research and participation in external field trips. Lessons are enriched with opportunities for students to share their work and to make connections outside school. Assessment information includes teachers' observation, feedback to students and students' self-assessment. The required tests are also taken in social studies.



# Main Inspection Report

## 1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION		
	Cycle 2	Cycle 3
<b>Attainment</b>	Very good	Very good
<b>Progress</b>	Very good	Very good

- The school's internal and external assessment data indicate stronger achievement than students' performance in lessons. Students' recitation skills of the Holy Quran and application of Tajweed have improved in both cycles. Cycle 3 students use their knowledge of Seerah and the Life of the Companions well when responding to questions from their teachers.
- Across the school, students make accelerated progress in Holy Qur'anic memorisation, knowledge and application. However, Cycle 2 students knowledge of Seerah is less secure.
- The enrichment in the curriculum and additional Islamic lessons are developing students' knowledge and understanding of Islamic Sharia and the fundamentals of Fiqh. This enhancement, and the school's focus on improving recitation skills, is contributing strongly to students' outcomes.

**For Development:**

- Improve students' knowledge of the Seerah in Cycle 2.

## ARABIC AS A FIRST LANGUAGE

	Cycle 2	Cycle 3
<b>Attainment</b>	Good	Very good
<b>Progress</b>	Good	Good

- The assessment data, both internal and external, indicate that students in both cycles are achieving higher levels of language proficiency. Students' attainment in Cycle 3 is stronger than that in Cycle 2.
- Students' listening and reading comprehension skills are well developed. In Cycle 3, students demonstrate clear analytical skills and understanding of literary devices when reading poetry. Most students' ability to draw inferences from a text in Cycle 2 is less secure. Students' speaking skills are developing more slowly in the school.
- Modifications to the curriculum, in addition to the school's focus on improving students' reading comprehension skills and acquisition of vocabulary, are beginning to show an impact. Overall, while students' written work is improving slowly, the application of conventions for specific genre writing is less strong, particularly in Cycle 2.

**For Development:**

- Ensure that all students improve their independent creative writing skills by providing them with clearer rules on how to do so.

## ENGLISH

	Cycle 2	Cycle 3
<b>Attainment</b>	Good	Good
<b>Progress</b>	Good	Good

- As demonstrated by external examinations, a majority of students are achieving above the curriculum standards. Students are progressively improving their listening, language and literacy skills. The strong focus on the development of reading and writing means that by Grade 12, students are communicating their views clearly with confidence orally and in their written work.
- The school has placed an increased emphasis on extending writing in all English lessons, resulting in improvements in the range of students' skills. However, the quality of presentation and of punctuation is inconsistent.
- The English department has developed a variety of curricular resources to extend students' skills and learning experiences, and to provide appropriate challenges. Feedback to students is variable and does not always enhance their knowledge of strengths, weaknesses and how to improve.

**For Development:**

- Embed a specific focus on the quality of presentation and punctuation in all writing activities in order to enhance the quality of students' writing.

## MATHEMATICS

	Cycle 2	Cycle 3
<b>Attainment</b>	Acceptable	Good
<b>Progress</b>	Acceptable	Good

- Students results in internal assessments indicate higher outcomes than is evident in lessons and workbooks. In both cycles, students understanding of number and trigonometry is a strength. In Cycle 2 students' data handling and skills of prediction are less secure when compared to those of students in Cycle 3.
- In lessons, students apply their mathematical knowledge successfully to practical problems such as, calculating the heights of planes and buildings. In Cycle 3, students have difficulty using calculus skills.
- The mathematics department has been focusing on improving mathematical literacy to develop the understanding of word problems. However, students are yet to be sufficiently challenged to secure improvements in their problem-solving and critical thinking skills.

### For Development:

- Provide more opportunities for students to explore, investigate and problem-solve across all cycles.
- In Cycle 2, improve students' data handling and skills of prediction.

## SCIENCE

	Cycle 2	Cycle 3
<b>Attainment</b>	Good	Good
<b>Progress</b>	Good	Good

- Students in both cycles demonstrate strong scientific knowledge. Their understanding and application of skills in biology and chemistry are stronger than in physics. All students and particularly those with higher ability show secure inference skills. In the lower classes in Cycle 2, reasoning skills are insecure.
- Cycle 2, students securely understand physical science concepts, particularly the speed of reactions and mixtures. By Cycle 3, there is a noticeable improvement in students developed practical and laboratory skills. However, their skills in scientific inquiry and research are less secure.
- The recent emphasis on practical work, through regular laboratory sessions, is enabling students to develop their investigative skills through practical experiments, scientific reporting, and drawing conclusions, thus enriching the learning experiences of students.

### For Development:

- Ensure that all students secure their scientific thinking, enquiry and investigative skills by providing them with more opportunities for practice.
- Use practical scientific skills in all lessons so that all students can apply the scientific skills securely.

## LEARNING SKILLS

## Cycle 2

## Cycle 3

## Learning skills

Good

Good

- Students enjoy lessons and demonstrate positive attitudes to learning. They increasingly but not regularly take responsibility for their own learning. A majority are aware of their strengths and weaknesses. In the better lessons observed across both cycles, students understand what steps they need to take to improve.
- Students interact well, co-operate willingly and collaborate effectively with each other. They regularly have opportunities to make connections between areas of learning and the world beyond school. This is most effective in Islamic Education, English and mathematics.
- In general, students demonstrate an ability to engage in critical thinking and problem-solving. This is a particularly strong feature in social studies, moral education and science. In other lessons, there are increasing opportunities for students to participate in activities which develop critical thinking and problem-solving.

**For Development:**

- Provide all students with increased opportunities to make connections between areas of learning and the world beyond school.
- Ensure that the development of critical thinking and of problem-solving skills is consistently incorporated into all learning activities.

## 2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Cycle 2	Cycle 3
<b>Personal development</b>	Outstanding	Outstanding

- Students in both cycles demonstrate self-discipline. They are confident and show an enthusiastic attitude towards their learning. Students take responsibility for their actions and respond well to constructive criticism and praise.
- Students' excellent behaviour contributes to a harmonious environment. They show maturity when collaborating with others during classroom activities. Students' attendance rate is strong. They are almost always punctual when arriving to school and to their individual lessons,
- Most students practice safe and healthy living. They are prudent and mature members of the school community who know how to maintain their health through proper diet and exercise.

	Cycle 2	Cycle 3
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good	Very good

- Students exhibit a strong appreciation and understanding of Islamic value and UAE society. They are respectful of the Emirati culture. They are highly appreciative of the country's tolerance of residents of varying nationalities and faiths.
- Students are very knowledgeable about and reverent to the UAE heritage and culture, showing a profound sense of pride in Emirati traditions. Students display a sincere admiration for the multi-faceted cultural fabric that characterises the UAE.
- While students are proud of their own cultural backgrounds and can skilfully discuss their home country's history, traditions and tourist attractions, their comprehension of other global cultures is less secure.

	Cycle 2	Cycle 3
<b>Social responsibility and innovation skills</b>	Very good	Very good

- All students are proud of their school. They take on specific roles and responsibilities, for example, in organising and leading whole-school assemblies. They are keen to support others and, as volunteers, occasionally help the school's cleaning staff with their work.
- Students enjoy opportunities to be innovative. They found a recent visit to the Future Museum inspiring. This is evident in their recent designs and models of, for example, a solar-powered electric car. However, these skills are areas for further improvement.
- Students are actively engaged in projects to deepen their awareness of environmental issues. Current initiatives include the collection of plastic and waste for recycling. Students understand the importance of sustainability and other global issues such as, the impact of climate change.

### For Development:

- Encourage greater exposure and awareness of global cultural information in both cycles.
- Embed even further students' creative and innovative skills across the curriculum.

### 3. TEACHING AND ASSESSMENT

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good

- Teachers consistently apply their subject knowledge, plan purposeful lessons and use a variety of teaching approaches to promote students’ effective engagement. Teachers’ interactions with students are positive. They frequently use questioning successfully to check students’ understanding and to consolidate their learning.
- Teachers’ planning documents include a range differentiated challenges for students of differing abilities. However, in lessons, the level of individual challenge is not always fully realised in actual learning activities, and therefore, the learning needs of all students remains unfulfilled.
- Most teachers use time and resources efficiently to enable positive learning experiences for students. However, in some classrooms, the pace of lessons still does not allow sufficient time for students to develop their independent learning skills.

	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable

- The school validates its outcomes using international assessments. Internal assessment systems exist to track students’ progress but lack consistency and coherence across most subjects. Science demonstrates more effective implementation and practice.
- Assessment data and information about students’ progress and their individual achievements in lessons are still emerging. Strategies for planning, marking, and outcome analysis still require further refinement so that teachers can adapt their teaching strategies to meet the needs of different groups of students.
- In the better lessons, and especially in science, teachers present students with targeted challenges in their learning experiences. Also, in these particular lessons, teachers use more individualised feedback for students to know their next steps in learning. They also encourage opportunities for self- and peer assessment. This approach is lacking in most other areas of the school.

**For Development:**

- Ensure that time is used more effectively to achieve the lesson objectives so that all students develop their independent learning skills.
- Improve the quality of marking, feedback to students and use of assessment information, especially in lessons, to meet the learning needs of all students.





## 4. CURRICULUM

	Cycle 2	Cycle 3
<b>Curriculum design and implementation</b>	Good	Good

- The school's curriculum fully meets the MoE requirements. The additional time allocated for Islamic Education aligns with the school's mission to promote the Islamic ethos. All subjects comply with the required statutory regulations.
- The curriculum offers students an appropriate range of choices in the classroom. However, the curriculum currently provides limited pathways for choice for students in Cycle 3.
- Cross-curricular links are strongly evident in Islamic Education, Arabic and social studies. They are slowly developing in other subjects. The curriculum is regularly reviewed with gaps in students' subject knowledge and skills identified. For instance, most subjects are now beginning to incorporate ABT, IBT and MoE style of questioning into lesson activities.

	Cycle 2	Cycle 3
<b>Curriculum adaptation</b>	Good	Good

- The curriculum has been adapted successfully to meet the needs of most students, including students of determination. A significant strength of students' learning experiences is the way in which links with Emirati culture and UAE society are developed.
- The curriculum is enhanced by opportunities to engage in projects and to participate in major initiatives, such as 'World Future'. This enables students to be creative and to develop their skills in innovation. However, it is not yet a consistent feature across the curriculum.
- Students benefit from enrichment activities, for example, to join a drama group, or to tackle issues such as, cyber-bullying. The curriculum is further enriched by visits to places of special interest, for example, to UAE heritage and cultural sites.

### For Development:

- Explore options for different learning pathways to meet the needs of all students.
- Ensure that more opportunities for innovation and creativity are provided in all subjects.

## 5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The health, safety and security of students is of the utmost importance to the school. Procedures and training for students' care, welfare and safeguarding are highly effective. Parents confirm, through questionnaires, their confidence in the school's work in these respects.
- The premises provide well for the needs of all students, including for students of determination. The rooms are spacious, and the buildings are very well maintained. Record keeping is rigorous with checks in place at all levels to ensure compliance with regulatory requirements.
- All students benefit from the promotion of safe and healthy lifestyles. Healthy meals are available at lunch breaks to meet students' dietary needs. Students are also well served by the school's medical staff.

	Cycle 2	Cycle 3
<b>Care and support</b>	Very good	Very good

- Mutual respect and trust support the very strong relationships and interactions enjoyed by teaching staff and students. Excellent behaviour and attendance are achieved through a very enabling and caring ethos. Students want to come to school.
- The promotion of inclusion and wellbeing are a guiding principle for leaders, staff and students. Thorough systems identify students of determination and those with gifts and talents. Although the quality of support for them has improved, some still do not achieve their full potential.
- An effective pastoral support system overseen by well-qualified staff provides guidance which is based on moral education and Islamic values. The emphasis placed on personal development helps to prepare students well for their future careers.

### For Development:

- Ensure that support for students of determination and those with gifts and talents enables them to achieve their potential in all subjects and lessons.



## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Good

- The school's vision for inclusion has been successfully promoted by leaders so that it is a clear feature in all aspects of its provision. Students of determination are welcomed into the school and are mostly well provided for by teachers and the inclusion team.
- On entry, assessment procedures identify a wide range of needs. Individual education plans (IEPs) are based on diagnostic tests to support learning in lessons. A range of interventions is implemented by the specialist teacher and class teachers, although their application is variable.
- Parents are very pleased with the support which their children receive and delighted with their children's growing confidence, the excellent channels of communication and the regular reports. They indicate very positive changes in their children's attitudes to school and learning.
- In almost all classes and subjects there is a supportive environment, and which enables students of determination to make good progress. Lesson planning and delivery ensure that students are mostly challenged at the right level and engaged in meaningful learning activities.
- The school monitors students' academic and personal progress carefully and intervenes appropriately when there is an identified need. In some lessons, clear models for success and targets are not provided, so students are not sure exactly what they must do to improve.

### For Development:

- Ensure that there is greater consistency in the quality of teaching and support for students of determination by planning, implementing and assessing the impact of interventions on their progress.

## 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

- The principal and his leadership team align their vision with UAE national priorities, emphasising inclusion and wellbeing through robust communication and active teams. They are dedicated to the school's development, fostering positive relationships within the community and maintaining high staff morale. The school effectively delegates leadership responsibilities. Leaders embrace inspection recommendations and are developing systems of accountability, to improve educational standards. They understand the need to enhance middle leaders' skills and capacity to ensure greater consistency in students' outcomes.
- The school engages in a systematic year-round self-evaluation. Different task groups analyse and then utilise internal and external examination data. The school effectively identifies strengths, areas for improvement and key priorities. The monitoring of teaching and learning, however, mainly emphasises learning skills and the quality of teaching, but does not always focus on students' progress. Improvement plans lack specific quantifiable targets and next steps in development. The school has made some progress in addressing some of the previous inspection recommendations.
- The school actively engages parents and values their input in school activities. Efficient communication keeps parents informed about their children's progress, which fosters collaboration. Thorough reporting to parents offers a clear view of their children's academic and personal development. The school maintains open channels for parental involvement, contributing even further to the progress in improving educational standards.
- The school's governance includes students' representation but lacks external educational expertise and parental representation. The board, including the school's owners, seek input from students, teachers, and parents. They meet twice a year and monitor school actions. Their recent focus has been on wellbeing and inclusion. The board is effective in influencing the school's direction, resource allocation and statutory compliance. However, they do not act as a 'critical friend' in the self-evaluation process and improvement planning to ensure improvements in students' outcomes.
- Most aspects of the day-to-day management of the school are well organised, impacting positively on students' achievements. The premises are well maintained and clean and offer a safe environment. The school's procedures and routines are well known to all staff and students. Most teachers are suitably qualified, licensed to teach and benefit from general professional development which is not always subject-specific. Modern learning facilities offer an environment conducive to teaching and learning.

### For Development:

- Improve the capacity of all leaders to monitor and support higher-quality teaching and learning, and students' progress.
- Enhance the self-evaluation process and improvement planning to establish sharper and clearer targets for improvement.
- Widen the board's membership and enhance members' roles in supporting the school's performance.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

### **Dubai Schools Inspection Bureau**

*Knowledge and Human Development Authority*

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)