



المعروف
Knowledge المعرفة



HIMAYAH SCHOOL FOR EDUCATION GIRLS – AL KARAMA

MoE CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER





























WEAK

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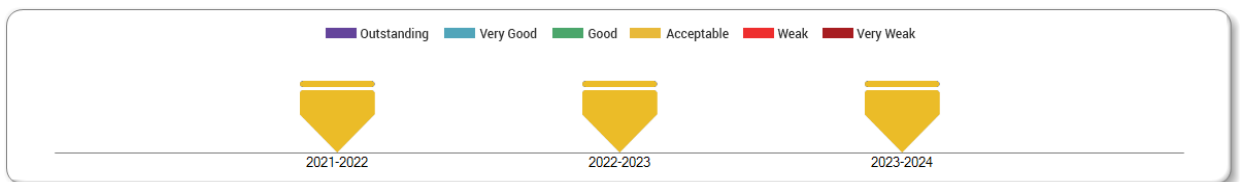
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Karama
	 Opening year of school	2018
	 Website	www.dubaipolice.gov.ae
	 Telephone	97143482255
	 Principal	Click here to enter text.
	 Principal - date appointed	Click here to enter text.
	 Language of instruction	Arabic
	 Inspection dates	12 to 16 February 2024
 <p>STUDENTS</p>	 Gender of students	Girls
	 Age range	6 to 18
	 Grades or year groups	Grade 1 to Grade 12
	 Number of students on roll	1039
	 Number of Emirati students	1
	 Number of students of determination	13
	 Largest nationality group of students	Arabic
 <p>TEACHERS</p>	 Number of teachers	62
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	0
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	Ministry of Education
	 External Curriculum Examinations	None
	 Accreditation	None

School Journey for HIMAYAH SCHOOL FOR EDUCATION GIRLS - AL KARAMA



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students Outcomes

- Attainment and progress in Islamic Education are good in all three phases. In the other key subjects, attainment and progress are mostly acceptable, with good progress in Arabic, as a first language, in Cycle 1 and in English in Cycles 1 and 2. Students’ learning skills have improved and are now good in Cycles 2 and 3, although they remain acceptable in Cycle 1.
- Students are proud of their school. They are courteous and respectful to their teachers and to visitors. Student ‘Discipline Ambassadors’ support in organising students’ movement around the school. Students’ excellent appreciation and understanding of the impact of Islamic values is clearly evident in their thoughtful discussions of Islamic principles and values. Students have a highly developed sense of community and social responsibility. They participate in a range of volunteering activities.

Provision For learners

- The quality and effectiveness of teaching varies. Although lessons have appropriate learning objectives, not enough use is made of assessment data to ensure work is well matched to students’ needs and abilities. In some lessons the pace of learning is slowed by too much teacher-talk. The outcomes of internal and external assessments are not always closely aligned.
- The school follows the Ministry of Education (MoE) curriculum standards. Cross-curricular links are carefully planned so that students have a broad range of opportunities to develop key skills. Opportunities for independent learning, research and critical thinking are inconsistent features of the implemented curriculum across subjects and cycles. Curriculum adaptations to meet the differing needs of students are variable across subjects. Links with the UAE culture and values are a real strength.
- The school’s policies and procedures for ensuring students’ safety and security are generally effective. However, the supervision of the Cycle 3 gate is not rigorous enough. The school promotes healthy living and physical fitness. Emergency and evacuation drills meet all legal and statutory requirements. The positive, and respectful relationships between members of staff and students underpin good behaviour in all cycles. Students maintain strong attendance and punctuality. Students’ personal development is well supported by a range of activities.

Leadership and management

- School leaders are committed to the UAE national priorities. However, the capacity of leaders to secure improvement is variable. Not all have a secure understanding of the best practices in teaching and learning. Parents are supportive and express satisfaction with the quality of education provided. The school’s daily operations are effective. Students and staff are well aware of the daily routines.

Highlights of the school:

- Students' awareness of Islamic values and Emirati culture and heritage
- Student's personal development and social responsibility
- The active support of parents

Key recommendations:








- Improve progress and raise attainment to be at least good in all subjects and cycles.
- Make full use of assessment information to identify and address gaps in students' learning.
- Build the capacity of leaders at all levels to improve teaching and learning and drive improvement in their areas of responsibility.
- Ensure that school self-evaluation is built on accurate information and provides a secure base for improvement planning.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Not met	
<ul style="list-style-type: none"> The school does not meet the registration requirements because students are not yet entered for a reading literacy test. 	Whole school	Emirati cohort
B. International and Benchmark Achievement	Acceptable	Not applicable
<ul style="list-style-type: none"> The results of the Performance in International Literacy Study (PIRLS) assessments places the school in the intermediate international benchmark range. The score of 503 was below the target score by 47 points. Progression in the National Agenda Parameter is variable across subjects. Mathematics is the weakest, with English and Arabic being the strongest. There are too few Emirati students to comment on their performance. 		
C. Leadership: International and Emirati Achievement	Acceptable	
<ul style="list-style-type: none"> Most leaders do not monitor lessons rigorously enough to evaluate the use of assessment to inform lesson planning. Although there are occasional references in lessons, there is little evidence that leaders are aware of any gaps in learning identified by external assessments. As a result, the curriculum is not sufficiently adapted to address gaps in learning and improve student outcomes. 	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very weak	Not applicable
<ul style="list-style-type: none"> The school has no information regarding students' reading literacy levels. As a result, teachers are not able to level work to match and improve students' reading literacy. Students have a dedicated time each week to visit the library and read. 		

Overall school standards in the National Agenda Parameter are weak

For Development:

- Ensure that the reading levels of all students are measured through a standardised reading literacy test and that the information is used to monitor and improve reading levels across the school.
- Improve leaders' ability to analyse external assessment data to identify and address any gaps in students' learning.
- Establish a culture in the school which values the enjoyment of reading, in both Arabic and English.

Wellbeing



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

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

- Senior leaders commit themselves to providing good quality wellbeing provision for members of staff, students and parents. They gather information on wellbeing through surveys and feedback from stakeholders. The wellbeing team implements wellbeing activities both inside and outside of lessons. However, the school has yet to develop an overarching wellbeing framework and a more specific wellbeing vision to guide improvement planning for wellbeing.
- A parent committee aids the school in implementing wellbeing activities. Students contribute increasingly to the implementation of wellbeing activities. Older students take the lead in initiatives and mentor younger students. Students can readily access informed and trusted adults for care and guidance. They feel safe and demonstrate very positive attitudes and behaviour. The school leadership promotes the wellbeing of staff using a range of strategies, including flexible working.
- Teaching teams nurture positive classroom climates that support wellbeing. Students experience a strong sense of belonging to the school community. They manage and develop their wellbeing with increasing independence using wellbeing strategies to improve their lives. However, not enough account is taken of students views in the planning of wellbeing initiatives. Students participate in a wide range of extra-curricular activities, that promote their interests and talents.

For Development:

- Develop an overarching wellbeing framework and a more specific wellbeing vision to guide improvement planning for wellbeing.
- Further embed wellbeing themes into lessons.
- Take more account of students' views in planning wellbeing initiatives.

UAE social studies and Moral Education

- The school teaches UAE social and cultural studies using the MoE textbook as the basis for the curriculum. Students from Grades 1 to 12 have two 45 minute lessons in which social and cultural studies are delivered jointly. Lessons are taught by specialist social studies teachers in all cycles. There are cross-curricular moral education links with Islamic Education.
- In addition to lessons, students experience exposure to the UAE's social and moral values through curriculum enhancements, such as, assemblies, celebrations of cultural events, including National Day and Flag Day. These include an International Day and speakers on issues such as, sustainability. Assessment is carried out through summative and formative tests and projects. Teachers record students' progress in termly assessments which are reported to parents.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The majority of students' attainment is above curriculum standards. They can extract guidance from the Holy Qur'an and Noble Hadiths. They perform acts of worship like dry ablution, and obligatory and voluntary prayers. They discuss contemporary global issues with reference to Islamic legislation.
- Students across all cycles are developing a sound knowledge and understanding of subject-specific concepts, for instance, Shura. With a deeper understanding of Islamic legislation, students discuss contemporary issues such as, poverty and ignorance. However, a few students are less confident in explaining the meanings of Holy Qur'anic and Noble Hadith texts.
- Modifications of the curriculum and teaching strategies, in addition to more opportunities for students to work independently, are helping to sustain good progress across all cycles. The most able students are insufficiently challenged to reach their full potential. Tajweed skills have slightly improved.

For Development:

- Improve students' abilities to explain the meanings of the Holy Qur'anic and Hadith.
- Ensure that higher achieving students are provided with appropriate levels of challenge.
- Improve students' recitation skills across all three cycles.

ARABIC AS A FIRST LANGUAGE

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

- Students' progress in Cycles 1 and 3 is stronger than in Cycle 2. Students have difficulty in speaking using standard Arabic, particularly when they are discussing unfamiliar topics. Writing skills are developing in all cycles.
- Students' listening skills are the most well developed. In Cycle 1, students can apply new vocabulary in a different context. In Cycle 2, although students analyse different types of texts, speaking is mainly limited to short sentences. In Cycle 3, students can highlight the rhetorical devices used in poetry
- The school has undertaken additional strategies and initiatives, such as an Islamic online learning platform and debating competitions to improve students' language skills. However, the impact of these improvements has yet to influence students' outcomes.

For Development:

- Raise attainment in all cycles.
- Provide students with more consistent opportunities to develop their skills of literary analysis in classroom discussions, particularly in Cycle 2.

ENGLISH

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

- Most students develop language and grammar skills that are consistent with the curriculum expectations. External tests show improving attainment, particularly in Cycles 1 and 2. The written work of students in Cycle 3 is underdeveloped.
- Students' vocabulary, inference skills and sentence structure develop consistently, and written expression is improving. However, there are insufficient opportunities for the more able students to explore texts in greater depth and extend their literary analysis skills.
- In Cycles 1 and 2 students' progress is rapid. They learn new vocabulary quickly and develop speaking skills well, although independent reading skills are underdeveloped. Progress in reading is inhibited by a lack of exposure to a broad range of literary texts, such as, novels, drama and poetry.

For Development:

- Improve standards of reading through exposure to a broader range of literary texts, such as, novels, drama and poetry.
- Enable Cycle 3 students to write with greater accuracy and fluency.
- Encourage more able students to explore their learning in greater depth and extend their literary analysis skills.

MATHEMATICS

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

- Results in international benchmarking tests in Cycles 1 and 2 have remained at the same level for the last two years. This indicates that interventions to address gaps in students' learning and raise attainment have not yet been effective.
- Students in Cycle 1 have a limited understanding and application of mental calculations and numeracy strategies. In Cycles 2 and 3, work in lessons that is often too easy, limits students' progress.
- Older students can perform calculations accurately and apply formulae and strategies using standard algorithms. Problem-solving is developing, particularly in Cycle 2 and Cycle 3. Cross-curricular links in Cycle 3 support the development of reasoning skills.

For Development:

- Raise attainment in all cycles by ensuring that gaps in learning are clearly identified and addressed.
- Improve mental calculation skills in Cycle 1.
- Ensure that the work set in lessons is appropriately challenging for students of all abilities.

SCIENCE

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

- In lessons and in recent work, students' attainment is in line with curriculum expectations. Students in Cycle 2 can explain the difference between arteries and veins and students in Cycle 3 can research issues on nutrition. The results of internal and external tests do not align.
- While students' knowledge is adequate, their basic practical skills, such as, observation, recording and measuring, remain underdeveloped, as are investigative skills. Nevertheless, most students are able to explain their learning.
- Students use of digital devices to find things out for themselves has improved, although the use of these devices is still limited. Since the previous inspection, there has been little improvement in practical or investigative skills.

For Development:

- Improve progress and raise attainment in all cycles.
- Plan and implement a programme of regular practical investigations.
- Make more use of digital technology to support students' learning.

LEARNING SKILLS

	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Good ↑	Good ↑

- Most students are keen to learn and communicate easily. Enquiry skills develop well and, when given the opportunity, students are able to use technology to support their learning. They work well together in small groups and develop critical thinking skills through class discussions, particularly in Cycles 2 and 3.
- Students are able to relate what they are learning to their own lives and to the UAE's culture and society. Their ability to find things out for themselves is not a consistent feature of lessons. When given the opportunity, they can think clearly and solve problems.
- Most students follow teachers' instructions and listen attentively in lessons. However, in Cycle 1 teachers sometimes talk for too long and students become passive learners who are easily distracted.

For Development:

- Provide more opportunities for students to develop and apply their independent learning and inquiry skills in all lessons.
- Ensure students in Cycle 1 are more actively engaged in lessons.

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

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

- Students have very positive attitudes. They are keen to learn and have pride in the wide range of tasks they perform at school. They are well-behaved, resilient and responsible. They show sensitivity to the needs of others.
- Students have courteous relationships with their teachers, adults and among themselves. Most take responsibility for their surroundings. However, in Cycle 1 students do not take enough care of their classrooms and playgrounds.
- Students are aware of the importance of a living a healthy lifestyle. They are keen to exercise during assemblies and physical education lessons. They adopt and raise awareness of safe and healthy lifestyles within the school community. They are punctual at the start of the day and join lessons on time. Attendance is at least good across the school.

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

- Students' have a strong understanding of Islamic values and awareness of Emirati and world cultures. They engage in thoughtful discussions of Islamic principles, values and methodologies for addressing human and environmental issues, and in celebrating Islamic events.
- Students promote the Emirati heritage and culture through assemblies, heritage corners and national events such as, Union Day and Flag Day. Students, across all cycles, can explain in detail the significance of these events.
- Students appreciate their own cultures. They respect other world cultures exchanging their knowledge through their discussions with others. Students enjoy celebrating world cultures on International Day.

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

- Students have a highly developed sense of community and social responsibility. They participate in a range of activities, for example in volunteering to help the elderly or, as members of the safety ambassadors' team, of benefit to the school and community. This exemplifies their very strong sense of community spirit beyond the school.
- Students know what it means to be entrepreneurial. They participate in several events to develop their own ideas. They take part in many competitions and design prototypes of innovative projects. Older students demonstrate a particularly strong work ethic.
- Students are very aware of environmental issues and the importance of sustainability. They have suggested and lead several initiatives at school, such as, tree planting, composting and the recycling of plastic bottles. They are very aware about saving water and electricity in the school.

For Development:

- Ensure students in Cycle 1 take a greater responsibility for the school environment.

03 TEACHING AND ASSESSMENT

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

- Lesson planning is systematic, and teachers share learning objectives with the students. However, lesson plans are not well-informed by assessment data. As a result, learning activities are not always well matched to students' needs, particularly for students of determination and higher achievers.
- Most teachers use open questions that effectively challenge students, although at times they talk for too long and thereby slow the pace of students' learning. There has been an improvement in the range and quality of stimulating online resources used in lessons.
- In the best lessons, teachers develop students thinking and problem-solving skills. They encourage students to learn independently. These are not consistent features of learning. In some lessons, the collaborative learning groups that teachers organise are too large for all students to participate.

	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Acceptable

- Although assessments are regular and linked to the curriculum standards, they produce inflated results when compared with the outcomes of external tests. The use of assessment information to guide lesson planning is inconsistent.
- The analysis of data does not produce credible judgements of students' progress and personal development. As a result, students' progress is not systematically monitored, and leaders and teachers do not yet have a secure understanding of the impact of teaching approaches on students' learning.
- Students are given frequent, formative feedback during lessons. Teachers' marking of books, however, is too often congratulatory rather than diagnostic. As a result, students do not have the information needed to move their learning forward.

For Development:

- Ensure that internal assessments are accurate, and that information is used to match learning activities to the needs and abilities of students.
- Implement a system for monitoring students' progress so that the impact of teaching on students' learning, and of initiatives to raise students' performance, can be reliably evaluated.
- Ensure that teachers' marking of students' work provides clear guidance on how they can improve further.

04 CURRICULUM

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

- The school adheres to the MoE curriculum standards, which provide an age-appropriate progression of knowledge and skills. The curriculum is well-designed to support transition between cycles. However, strategies to develop reading do not yet build sufficiently on the foundation established in Cycle 1.
- Cross-curricular links are carefully planned. Opportunities for independent learning, research and critical thinking are variable features of the planned curriculum across subjects and cycles.
- The school conducts regular reviews to refine provision. Yet, the quality and impact of the reviews on students' academic outcomes in external examinations is yet to be seen.

	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Good ↑	Good ↑	Good ↑

- Curriculum adaptations are variable across subjects. Adaptations to increase the level of challenge are most successful in English and mathematics. Adaptations to match the needs of all students, in particular students of determination and those with gifts and talents are under-developed.
- Extra-curricular activities and external competitions offer students opportunities to develop their innovation and enterprise skills, talents, and abilities. The strong ties with the Sheikha Latifa and the Sheikh Hamdan institutes provide additional opportunities to develop these skills.
- The school is highly successful in developing students' awareness and understanding of UAE culture and heritage, and other global issues through strong and effectively planned links with a variety of external organisations.

For Development:

- Ensure continuity and progression in the development of students' reading skills across the cycles.
- Provide more planned opportunities to develop students critical thinking and problem-solving skills.
- Ensure that the curriculum adaptations match students' differing learning needs, particularly those of the gifted and talented, and students of determination.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has effective procedures to ensure students are safe and secure at all times. Access to the school is controlled. However, the gates are not supervised rigorously enough, particularly in Cycle 3. Members of staff, students and parents are kept fully informed about child protection and reporting procedures.
- The school undertakes careful risk assessments. Potential problems are recorded with any issues swiftly addressed. Medical care is comprehensive and prioritises the wellbeing of the whole school community. The supervision of students on school transportation is effective.
- The school implements a variety of actions to promote healthy living. Appropriate arrangements are available to support students' physical wellbeing and healthy lifestyles, including access to shaded areas. Emergency and evacuation procedures meet all legal and statutory requirements.

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

- Staff and students demonstrate positive, respectful relationships that promote good behaviour in all cycles. Although there is no attendance policy, students maintain strong attendance and punctuality.
- The school uses appropriate systems to identify students of determination and those who are gifted and talented. This system has seen improvement since the previous inspection. However, support in lessons for students of determination and the gifted and talented is variable.
- Students' personal development is supported effectively by a range of activities. Gifted and talented students have access to a wide range of extra-curricular activities. Older students receive appropriate guidance about their future careers.

For Development:

- Enhance the consistency of provision and support in lessons for students of determination and those who are gifted and talented.
- Ensure rigorous supervision of the entry gates at all times, particularly the entry gate for Cycle 3.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable
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- The school currently lacks an inclusion governor and champion to support the head of inclusion. Staffing to support students of determination and to develop inclusion provision is inadequate. The existing inclusion policy does not provide effective strategic direction.
- The inclusion team uses initial indicators and appropriate systems to identify students of determination. This is an improvement since the previous inspection. The quality of support that students receive within lessons, however, varies. Students are not always provided with work that matches their needs.
- The school has established very positive partnerships with parents. They appreciate the support for their children and also the regular communication and guidance on how they can support their children at home.
- Support for students from members of the inclusion team, both inside and outside lessons, is effective. When appropriate, they modify the curriculum to meet students' needs, but this is not often a feature of lessons where support from the inclusion team is not available.
- Through a range of assessment procedures, the main barriers to learning are accurately assessed and appropriate learning and personal development targets are set. Systems for monitoring the progress of students are effective. These show that most students are making acceptable progress towards their learning goals.

For Development:

- Appoint an inclusion governor and inclusion champion and ensure that staffing is adequate to support inclusion across all cycles.
- Ensure that all teachers have the skills needed to support students of determination in lessons.

06 LEADERSHIP AND MANAGEMENT

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

- School leaders are committed to the UAE's national priorities. However, they have not, as yet, been successful in achieving the objectives. The capacity of leaders to secure improvement is variable. Not all leaders have a full understanding of the best practices in teaching, learning and assessment. Communication within the school is professional and ensures staff morale is generally positive. School leaders have maintained an acceptable level of performance since the previous inspection.
- The school's self-evaluation lacks accuracy and realism. Assessment data are not sufficiently analysed to inform improvement planning. The improvement plans, when available, lack measurable targets and procedures for monitoring the impact on students' outcomes. Leaders' monitoring of lessons do not focus enough on the impact of teaching on students' learning and the progress they are making. Although there has been a focus on meeting the recommendations from the previous inspection report, there is not yet evidence that these have been addressed.
- Parents, including parents of students of determination, are supportive of the school and express their content with the quality of the education provided. The parents' council is very active and works with the school to improve parental engagement. Parents can access information about their child's attendance, behaviour, and academic performance through the launch of a new learning management system. Reports to parents show their children's academic achievement as grades, providing limited information on their personal development and next steps in their learning.
- The governing board is comprised exclusively of members from the Dubai Police Department. The board has recently formulated a seven-year strategic plan for the school driven by a renewed vision and mission. The board arranges for quarterly meetings with parents. They are informed about the school's operations through the monthly leadership reports. The governors have sought the expertise of external educational consultants to provide them with a comprehensive knowledge and understanding of the school to enable them to influence the overall school's performance.
- The school's daily operations are effective. Students and staff are aware of and follow the daily routines. The teaching staff are provided with generic professional development opportunities that do not yet fully address teachers' individual needs. The school's teaching areas are of an acceptable size with the exception of Cycle 3 classrooms, which are over-crowded. Resources are limited and do not fully support the learning experiences of students, especially the science laboratories and reading areas.

For Development:

- Ensure that all leaders have a full understanding of the best practices in teaching, learning and assessment.
- Ensure that the process of self-evaluation is rigorous, based on reliable data, and that the monitoring of lessons focuses on the impact of teaching on learning and student's progress.
- Improve specialist facilities and learning resources to support students' learning experiences, particularly in science and for reading.



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