

INSPECTION REPORT

2022-2023



THE NATIONAL CHARITY SCHOOL FOR GIRLS

MOE CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of School	2021
	Website	www.charityschools.com
	Telephone	97142821942
	Principal	Acting principal - Mona AL Tali
	Principal - Date appointed	10/1/2022
	Language of Instruction	Arabic
	Inspection Dates	27 to 03 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	10 to 18
	Grades or year groups	Grade 5 to Grade 12
	Number of students on roll	1561
	Number of Emirati students	0
	Number of students of determination	29
	Largest nationality group of students	Arabic

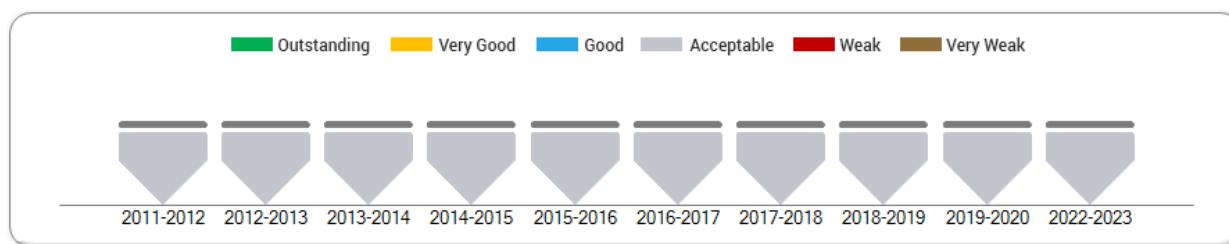
TEACHERS

	Number of teachers	69
	Largest nationality group of teachers	Arabs
	Number of teaching assistants	0
	Teacher-student ratio	1:23
	Number of guidance counsellors	0
	Teacher turnover	20%

CURRICULUM

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

School Journey for THE NATIONAL CHARITY SCHOOL FOR GIRLS



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Attainment and progress are acceptable in all subjects in both cycles with the exception of mathematics in Cycle 3, where students' attainment and progress are both good. Students of determination make acceptable progress towards their learning goals. Students' learning skills are strongest in Cycle 3.
- Students are well-motivated and enthusiastic. Cycle 2 students mostly work with direct supervision from the teacher. Cycle 3 students show maturity and confidence and show initiative in lessons. They use technology for research and for recording and presenting their findings. A positive work ethic is evident throughout the school. Students willingly involve themselves in innovative and entrepreneurial events. They undertake responsible roles in the student council.

PROVISION FOR LEARNERS

- Teaching across both cycles is acceptable but slightly stronger in mathematics and science. Most teachers use strategies to make learning accessible to their students, but not all demonstrate a secure understanding of how students learn best. The level of challenge and support that teachers provide does not always meet the learning needs of all students. The school's internal assessment processes are suitably organised and consistent across the school.
- The curriculum is based on Ministry of Education (MoE) guidelines. While the curriculum is comprehensive and balanced, it is more focused on students' academic development than their social and personal developments. Cross-curricular links are noticeably stronger in Islamic Education and Arabic than in other subjects. In both cycles, the curriculum is planned to support the learning needs of students. A few opportunities are provided to promote students' skills of enterprise, innovation, creativity and their social contribution.
- Effective procedures, policies and staff training are in place covering all aspects of safeguarding and child protection. Students feel safe in school. The site and buildings are frequently checked and are as well-maintained as possible given their age. The school has appropriate systems to identify students of determination and the school is working on providing adequate interventions to improve student support. Students with gifts and talents are gradually being identified.

LEADERSHIP AND MANAGEMENT

- Leaders are committed to the UAE National priorities and have awareness of inclusive education and wellbeing. Staff communication is professional. All leaders have clear roles and responsibilities. There is inconsistency in the effectiveness of subject leaders to model the best practices in teaching, learning, and assessment. Leaders have been successful in improving aspects of provision within the school.

The best features of the school:

- Students' well-developed personal and social skills.
- Students' awareness of Islamic values and Emirati culture.
- The positive impact of the students' council, particularly in Cycle 3.
- Students' achievement in mathematics in Cycle 3.

Key recommendations:

- Raise student's achievement in all subjects and both phases.
- Develop leadership across the school so that all leaders have the capacity to improve students' outcomes.
- Improve the careers' information, advice, and guidance provided for students.

Overall School Performance

Acceptable

1. Students' Achievement

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Learning skills	Not applicable	Acceptable	Good ↑

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Personal development	Not applicable	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Not applicable	Good ↓	Good ↓
Social responsibility and innovation skills	Not applicable	Good	Good ↓

3. Teaching and assessment

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Teaching for effective learning	Not applicable	Acceptable	Acceptable
Assessment	Not applicable	Acceptable	Acceptable

4. Curriculum

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Curriculum design and implementation	Not applicable	Acceptable	Acceptable
Curriculum adaptation	Not applicable	Acceptable	Acceptable

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Health and safety, including arrangements for child protection/ safeguarding	Not applicable	Acceptable ↓	Acceptable ↓
Care and support	Not applicable	Acceptable ↓	Acceptable ↓

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school does not fully meet the registration requirements for the National Agenda Parameter

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

- There is no progression data available from international or benchmark assessments for this inspection.

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

- Leaders have a suitable understanding of the importance of data analysis to identify any areas of weakness or under performance. A few teachers have adapted the curriculum to improve students' performance based on the outcomes of related assessments.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is below expectations	Not applicable

- The school has begun to implement a reading programme to create an all-round assessment picture of each individual student. The promotion of critical thinking and problem-solving is inconsistent.

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

For Development:

- Ensure critical thinking and problem-solving are promoted in all subjects.
- Fully embed the reading programme and create a culture of reading.

Wellbeing

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

- The school leaders and governors are actively prioritising the wellbeing of the school community. They have started to develop clear strategies and actions to promote successful wellbeing outcomes for both staff and students, although this process is still in its early stages. The school recognises the importance of collecting and analysing a range of wellbeing indicators to effectively monitor and improve outcomes.
- Staff members consider the promotion of students' wellbeing as a vital aspect of developing their confidence and happiness. However, reliable procedures for reporting wellbeing concerns are not yet consistently and sensitively implemented. The school is working to establish robust procedures to address wellbeing concerns promptly and effectively.
- Students actively participate in wellbeing initiatives offered at the school. They feel safe, valued, and positive about their school. They demonstrate their wellbeing through positive behaviour, attitudes, and engagement with others during the school day. The school continues to explore ways to enhance the wellbeing of students and staff and promote a positive school culture.

UAE social studies and Moral Education

- The UAE social studies is taught as a standalone subject from Grades 5 to 12 in Arabic for 90-minutes per week. Moral education is taught in Arabic from Grades 5 to 9 as a discrete subject for 45-minutes weekly, with additional strands included in UAE social studies to meet the time requirements. Grades 10 to 12 cover moral education as a cross-curricular theme. Both subjects follow the MoE curricula with set textbooks supplemented by additional resources.
- Specialist teachers engage students by creating opportunities for them to be active and involved learners. Students make links to their own experiences and develop their critical thinking effectively. In both subjects, students' progress is measured by external and internal tests linked to the curriculum standards.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Attainment	Not applicable	Acceptable ↓	Acceptable ↓
Progress	Not applicable	Acceptable ↓	Acceptable ↓

- The students' knowledge of Islamic law in Cycle 3, is marginally better than elsewhere. The lower attaining students are making slower progress in developing their knowledge of Islamic concepts compared to other groups of students, especially those in Cycle 2.
- Most students have an adequate knowledge and understanding of Islamic values, morals, and the Pillars of Islam. However, their understanding of Islamic law and recitation skills are still developing. Students' progress in the understanding of the Hadith and Islamic elements is sound. Progress is slower in linking the Islamic elements and Seerah.
- Some students are enjoying participating in the Holy Qur'an competitions. However, due to the small number of participants, these activities do not have a substantial impact on improving students' skills.

For Development:

- Improve students' knowledge of Islamic law and their skills of recitation.
- Develop students' ability to make links between Islamic elements and to quote from the Holy Qur'anic verses.

Arabic as a First Language


	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Attainment	Not applicable	Acceptable ↓	Acceptable ↓
Progress	Not applicable	Acceptable	Acceptable ↓

- Students' speaking using standard Arabic in the upper grades in Cycle 3 is marginally better than elsewhere. The higher attaining students make slower progress compared to other groups.
- Most students have adequate listening and speaking skills. They read aloud confidently when topics are familiar. However, their reading comprehension skills are less strong. Creative writing skills are developing at a slower rate.
- Teachers are promoting cross-curricular links with other subjects and making more use of technology to engage students and enhance their learning experiences. However, this is not consistent across grades or focused sufficiently on improving their linguistic skills.

For Development:

- Enhance the quality of students' creative writing by providing them with more consistent opportunities to practice.
- Improve students' speaking in using standard Arabic across all grades.

English



	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable 

- In both phases, students' attainment in internal assessment is inflated when compared to their skills as observed in lessons and in their written work. The external benchmark data indicate weak performance.
- Students acquire topic-specific vocabulary which they use in context. Students do not have sufficient opportunities to discuss their ideas in depth. Most can read age-appropriate texts with good understanding. Writing skills are less strong. Many students make frequent errors with grammar, punctuation and spelling.
- Teachers have prioritised the development of writing skills and are making greater use of writing frameworks to guide students. Training workshops for teachers focus on practical strategies to improve classroom practice, but the full impact is yet to be seen.

For Development:

- Improve students' speaking skills.
- Emphasize and develop students' extended writing skills, especially in Cycle 3.

Mathematics

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Attainment	Not applicable	Acceptable	Good 
Progress	Not applicable	Acceptable	Good 

- In Cycle 2, most of the of the students are attaining in line with curriculum standards and are making expected progress in their learning. In Cycle 3, students' achievement is stronger.
- Students in Cycle 2 consolidate previous work relating to numerical computation, shape and measure. They further their learning about fractions, equations and measurements of two-dimensional shapes. In Cycle 3, students study more complex mathematical concepts, including: logarithms, trigonometric functions, sequences and vectors.
- Mathematics teachers have engaged in a programme of professional training over the last academic year to improve their teaching skills and students' learning. In particular in developing students' skills of problem-solving skills. This has helped to raise the standards of teaching and students' achievement in Cycle 3.

For Development:

- Provide even more opportunities for students to engage in mathematical problem-solving, critical thinking and inquiry-led learning.
- Improve students' skills in mathematics by increasing the levels of challenge in all classes, and particularly for the more-able mathematicians.

Science

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- In both cycles, students' attainment in internal assessments is higher than their attainment in external examinations, which are below international standards.
- Across the cycles, students are developing their skills of scientific enquiry and research successfully. All students work collaboratively to solve problems and carry out experiments. However, students' skills in planning and designing an investigation are underdeveloped.
- Across the cycles, students make predictions, record their results successfully. However, the regular application of the scientific method, and challenging students in their thinking critically are underdeveloped. All students use digital technology very well to support their learning.

For Development:

- Improve attainment and progress in both cycles to at least good.
- Ensure that all students have opportunities to increase their practical and investigation skills and, their critical thinking skills.

Learning Skills

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Learning skills	Not applicable	Acceptable	Good ↑

- Students are enthusiastic and well-motivated. In all phases, they collaborate well and enjoy sharing ideas. In Cycle 3, and especially in mathematics and science, students are more independent and confident because teachers provide additional opportunities for them to explore topics in depth.
- Students support each other's learning well through discussion, but dialogue is sometimes limited or superficial. Almost all students use technology competently and can link their learning to the wider world. However, most students' critical and creative thinking skills are not well-developed.
- The school has prioritised the use of technology to enhance learning. In the stronger lessons, particularly in Cycle 3, this has resulted in students using technology effectively for research and recording and presenting their work.

For Development:

- Improve strategies for learning which encourage students to explore topics in depth and engage in meaningful dialogue.
- Promote the development of creative, critical thinking and problem-solving skills.

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Personal development	Not applicable	Very good	Very good

- Students' positive attitudes and self-reliance are evident across the school. In lessons and in assemblies, their behaviour is usually exemplary. Students say bullying is rare. They show high levels of respect for adults and are consistently willing to help person another. Pair and small group work are effective.
- Students have a good understanding of how to lead safe and healthy lives. They know who to go to for support and how to keep themselves safe, for example, when using the internet. They know which are healthy foods, although not all bring such food to school.
- Students are punctual to lessons and almost always come to school on time. Although attendance levels fluctuate, they are generally good.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Understanding of Islamic values and awareness of Emirati and world cultures	Not applicable	Good ↓	Good ↓

- Students in both cycles have an appreciation of Islamic values and how they are reflected in the daily life of the UAE. They speak about the value of prayer and tolerance and the importance of treating everyone equally and with respect.
- Students speak enthusiastically about aspects of the culture of the UAE, the history of its foundation and the traditional sports, such as, camel racing, equestrian activities and falconry. Students are less aware of key aspects of other world cultures.
- Since the girls' school became a separate entity, the students have played an increased role in celebrating cultural events. They compare aspects of the culture of the UAE with other cultures, for example, the cuisine, the history and customs.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Social responsibility and innovation skills	Not applicable	Good	Good ↓

- Students willingly undertake responsible roles in the school for instance, as being members of the student council. They organise whole school events and support a variety of charitable endeavors. Students in Cycle 2 have fewer formal roles of responsibility.
- A positive work ethic is evident throughout the school. Students enthusiastically involve themselves in innovative and entrepreneurial events such as, Innovation Month and the My Project Fair. Opportunities for students to initiate their own projects are limited.
- Students have a mature understanding of global issues relating to sustainability. They are aware of the need to develop renewable energy, to save water and to recycle. They understand that everyone can make a difference to the environment through the 'I Matter' project.

For Development:

- Improve students' awareness of other world cultures.
- Provide younger students with more opportunities to undertake roles of responsibility.
- Encourage more students to develop their innovation, enterprise, and entrepreneurial skills through initiating their own projects.

3. Teaching and assessment

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Teaching for effective learning	Not applicable	Acceptable	Acceptable

- Teachers know their subjects well, but a minority of teachers of English and English-medium subjects do not have the language fluency needed to support learning. Most understand how students learn but do not adapt teaching sufficiently to meet individual needs.
- In the stronger lessons, teachers ensure purposeful learning, but this is inconsistent. Activities are sometimes too rushed, so students' progress is limited. Questioning is effective in checking for understanding, but teachers rarely create opportunities for students to develop the skills of critical thinking and problem-solving.
- The school's professional training programme for teachers has focused on teaching strategies to meet the needs of all students. Learning goals are differentiated by group, but more able students are not sufficiently challenged.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Assessment	Not applicable	Acceptable	Acceptable

- The school's internal assessment processes are suitably organised and consistent across the school. Assessment data enable teachers to evaluate student's performance against the curriculum standards. The school compares students' achievements successfully against external, national and international benchmarks.
- The school is developing the systems and processes which will provide teachers with a clear picture of students' strengths and weaknesses across all subjects.
- Teachers provide verbal feedback to students on their work. However, there are few written comments in students' workbooks. This is a consistent picture across all grades and subjects in the school.

For Development:

- Implement strategies to promote students' critical thinking and their problem-solving skills.
- Ensure that all teachers use assessment information to improve students' achievement.
- Provide students with effective written feedback that identifies their next steps in learning.

4. Curriculum

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Curriculum design and implementation	Not applicable	Acceptable	Acceptable

- The curriculum is more focused on students' knowledge and academic developments than their skills. Cross-curricular links are noticeably stronger in Islamic Education and Arabic than in other subjects.
- The curriculum is based on the MoE guidelines and is well-planned. However, the non-core subjects are not fully aligned with the MoE standards. The curriculum provides sufficient progression and caters at a basic level for most students' abilities but not fully their needs.
- Although teachers review the curriculum and plan their lessons with consideration of the gaps in students' learning, based on results from international assessment, this is not implemented on a consistent basis across all subjects.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Curriculum adaptation	Not applicable	Acceptable	Acceptable

- In both cycles, the curriculum is planned appropriately. There is some recognition in the curriculum planning of the different needs and abilities. This is not always carried through into the delivery of individual lessons.
- Students have too few opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution. Apart from a few links which include some volunteering, the school does not have much purposeful contact with the local community to benefit students' learning.
- Recently, the school has established links with universities. These links are not sufficiently well-developed to enhance the career information, advice and guidance provided to students. Students do not have enough information about the learning paths that lead to specific courses.

For Development:

- Align all the non-core subjects more closely with the MoE standards and provide students with planned curricular choices and enrichments to meet their needs.
- Extend links between the school and the wider community, especially those that allow the students to make a social contribution.

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Health and safety, including arrangements for child protection / safeguarding	Not applicable	Acceptable ↓	Acceptable ↓

- Effective procedures, policies and staff training are in place covering all aspects of safeguarding and child protection. Anti-bullying campaigns including cyber-safety are co-led by students. Issues are dealt with effectively. Consequently, students feel safe in school.
- The premises are frequently checked, kept clean and well-maintained. Emergency evacuation drills are undertaken regularly. Students are well supervised on school transport. Checks on visitors accessing the school are not always thorough enough.
- The clinic is well staffed with a proactive medical team who are fully involved not only in providing the required medical checks and good levels of care, but also in encouraging students to lead healthy lives.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning
Care and support	Not applicable	Acceptable ↓	Acceptable ↓

- Staff have courteous relationships with all students and know most of their individual needs. Parents and students are developing a clearer understanding of all school policies. Consequently, the school manages students' behaviour and attendance effectively.
- The school has appropriate systems to identify students of determination, including those with gifts and talents. The inclusion team are working diligently on a range of interventions to reduce barriers to learning. Most students make adequate personal and academic progress.
- Students' questions, needs and concerns are dealt with efficiently and in confidence. They receive advice and guidance from staff on a range of matters including, progress and health. For older students, the school provides only limited advice and guidance about career choices and higher education pathways.

For Development:

- Provide improved counselling and career guidance earlier and regularly to senior students.
- Matters relating to the student's departure from school and for visitors' access were drawn to the attention of governors and school leaders for immediate improvement.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Inclusive education is becoming an established priority for governors and leaders. The inclusion team comprises a leader, three specialist staff and one learning support assistant (LSA). Policies and practices are emerging to provide key support and interventions.
- The measures in place to identify all students of determination accurately are secure and well- developed. This is too recent for targeted interventions to be put in place to meet the needs of the wide range of students identified.
- Parents fully support the inclusion team in their efforts to reduce their children’s barriers to learning. They report that the school deals with their concerns in a professional and sensitive manner.
- The school has recently appointed a social worker to contribute to the wellbeing of students of determination. In terms of modification, not all teachers have the necessary skills to meet the needs of individual students and allow them to reach their potential.
- The inclusion team is working on more effective processes to ensure progress data are reliable and valid. From lesson observations and recent work, students of determination make adequate gains in their academic and personal development.

For Development:

- Provide teachers with targeted professional training which enable them to more fully support students of determination.

6. Leadership and management

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

- Leaders are committed to the UAE National priorities and have an awareness of inclusive education and wellbeing. Staff communication is professional; all leaders have clear roles and responsibilities but limited capacity to innovate and improve, particularly in Islamic Education, Arabic and English. There is inconsistency in the effectiveness of subject leaders to model best practices in teaching, learning, and assessment. Leaders have been successful in improving some aspects of the provision within the school.
- The school has systematic self-evaluation process involving contributions from different teams. Although judgements are based on internal and external data, they are not always accurate. While the school improvement plan addresses some of the key priorities, it does not focus sufficiently on raising students' achievement. The monitoring of teaching and learning is regular, but its effectiveness is not measured against progress in lessons and, over time.
- Most parents are satisfied with the school including parents of students of determination. Parents are invited to participate in planned school activities. Parents' views are taken into account, for example in deciding timing of the school day. The school communicates effectively through a variety of channels but does not provide regular reporting on students' progress. Links with local national and international partners are few.
- The governors have limited knowledge of the school's performance. They meet quarterly to discuss the performance of the schools within the group. Governance does not include representation of all stakeholders. Governors focus more on the strategic direction of the school than on the school's self-evaluation and improvement planning. Governors do review staffing, resources, and financial needs. Their support exerts some influence on the overall performance of the school and students' outcomes.
- The school is managed effectively on a day-to-day basis. There are well-established procedures and routines. The school is appropriately staffed, and a majority of teachers have appropriate teaching qualifications. Teachers benefit from some aspects of professional training, but these are not based on individual teachers' needs. The premises and specialist facilities such as, the sports facilities are shared with the boys' school, which restricts access and use.

For Development:

- Build the capacity of all leaders to ensure a consistent quality of education across all subjects.
- Ensure all school priorities are reflected in the improvement plan with effective monitoring linked to students' outcomes.
- Provide parents with regular reports on the academic progress and personal development of their children.
- Widen representation in the governing board to include all stakeholders and ensure governors are more involved in the processes of self-evaluation and improvement planning.
- Improve the premises to allow students to access all facilities, especially the sports facilities.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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