

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report
2018-2019**

**National Charity
School-Boys and Girls**

11 YEARS OF INSPECTIONS

Acceptable



























Curriculum
MOE



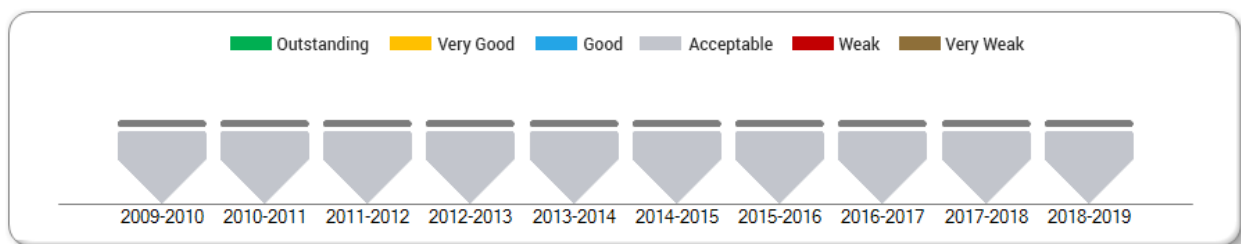
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School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1983
	 Website	www.charityschoools.com
	 Telephone	0097142821942
	 Principal	Dr. Kamal Farhat
	 Principal - Date appointed	1/9/2013
	 Language of Instruction	Arabic
	 Inspection Dates:	05 to 15 November 2018
Students	 Gender of students	Boys and girls
	 Age range	6-18
	 Grades or year groups	Grade 1-Grade 12
	 Number of students on roll	4970
	 Number of Emirati students	8
	 Number of students of determination	79
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	271
	 Largest nationality group of teachers	Jordanian
	 Number of teaching assistants	0
	 Teacher-student ratio	1:18
	 Number of guidance counsellors	1
	 Teacher turnover	9%
Curriculum	 Educational Permit/ License	MoE
	 Main Curriculum	MoE
	 External Tests and Examinations	EMSAT
	 Accreditation	None
	 National Agenda Benchmark Tests	CAT4, IBT

School Journey for National Charity School-Boys and Girls



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Across the phases, attainment and progress are good in Islamic education and acceptable in mathematics. Students' progress has improved in English in Cycle 3-Morning and in science in Cycle 1. It has declined in Arabic in Cycle 2-Morning, Cycle 1-Evening and Cycle 2-Evening. In English, students' progress has declined in Cycle 3-Evening. Students' learning skills remain acceptable throughout.
- Students' personal development, understanding of Islamic values, and awareness of the culture of the UAE remain a strength in the school. Students in Cycle 3 show especially strong social responsibility through participating in activities that have a positive impact on the school and the wider community.

Provision for learners

- Teaching remains acceptable across the phases. Most teachers have secure subject knowledge, but demonstrate variable understanding of how their subjects are best taught. Assessment processes remain weak across the school. The internal assessment data are inflated and unreliable. Data analyses are not used effectively to personalise learning or to meet the needs of all groups of learners.
- The school follows the Ministry of Education (MoE) curriculum. The curriculum is reviewed regularly and implemented adequately. It focuses more on building students' conceptual knowledge than on developing their skills. The curriculum is strongly linked to the culture of the UAE but is not modified well to address the needs of all groups of learners.
- The school's procedures to ensure the health and safety of all students are good. Students are supervised during school hours, and their safety on the premises and on school transport is a priority. The school provides good quality care and support for all students. Students in Cycle 3 receive sufficient careers guidance and assistance.

Leadership and management

- Leaders have maintained the school's acceptable level of performance over the past five years. The self-evaluation processes do not provide a realistic view of the school's performance, and the improvement plans lack measurable success criteria. Parents remain well involved in the life of the school. Governors adequately support the school and hold leaders to account in an informal manner. The management of facilities and resources remains acceptable.

What the School does Best:

- Good attainment and progress in Islamic education and Arabic
- Students' outstanding understanding of Islamic values and their awareness of the UAE culture
- The strong personal development of students across the school
- Students' social responsibility in Cycle 3, in both the morning and evening schools







Key Recommendations:

- Improve students' attainment and progress in English, mathematics and science.
- Ensure that the senior leaders are sufficiently pro-active in improving students' learning skills and their attainment in international assessments, in order to meet the National Agenda requirements.
- Develop teachers' skills to ensure that all:
 - are equipped with sufficient subject knowledge and awareness of how their subjects are taught effectively
 - provide students with sufficient opportunities to develop their critical and higher-order thinking skills through questioning and planned activities
 - enable students to develop independent learning skills, especially through the use of technology.
- Enhance the school's assessment processes to ensure that:
 - formative assessment is structured and used consistently across the school to accelerate students' progress
 - the gap between internal and external assessment data is reduced
 - teachers make better use of the assessment data to personalise learning and to meet the needs of all groups of students, including students of determination and those with gifts and talents.
- Improve the self-evaluation process so that:
 - better use is made of the available evidence to create a more realistic view of the school's performance
 - it leads to improvement plans that are directly linked to self-evaluation and contain measurable success criteria that are more focused on student outcomes than on provision.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Assessment	Weak	Weak	Weak	Weak	Weak	Weak

4. Curriculum

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good	Good	Good	Good
Care and support	Good	Good	Good	Good	Good	Good

6. 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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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 :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression in International Assessments

is below expectations

- The school participates in TIMSS and PISA. There is improvement in these tests over time but the school does not meet its most recent targets for both tests. Overall girls perform better than boys in each PISA subject. Outcomes in IBT assessments show that Arabic is uniformly weak. Mathematics and science are also weak, with girls who attend afternoon lessons marginally better in science and mathematics than other students. The school has not yet compared benchmark assessment to CAT4 potential.

Impact of Leadership

is below expectations

- The impact of leadership on students' outcomes is limited, because there is a disconnect between what is expected in many lessons and what actually happens. Some teachers focus on key aspects of subjects for improvement but these are not consistently implemented except in the better lessons. Many students are unaware of their potential, their targets and what they need to do to improve.

Impact of Learning

is below expectations

- In all key subjects there is some evidence of improvement in critical thinking, independent inquiry and research skills among students, but this is only in the better lessons. This arises because the questioning skills of many teachers focus more on topic knowledge and less on understanding and application of knowledge outside of curriculum requirements.

Overall, the school's progression towards achieving the UAE National Agenda targets is below expectations.

For Development:

- Ensure that students' participation in benchmark assessments is as high as possible in order to establish accurate tracking mechanisms that can support improvement over time.
- Develop measures to improve key skills in all subjects and ensure that these are used consistently by teachers, and that students know how to improve their skills.
- Ensure that teachers adjust their questioning strategies so that students have more opportunities to explore their own understanding of key topics and skills through discussion.

Reading Across the Curriculum

- There is no evident improvement in students' reading levels across the school.
- Students do not know how to use reading strategies that enable them to comprehend what they read and develop their skills of inference and deduction.
- The school libraries and the reading corners are not attractive to students. The Cycle 1 library is active in designing projects that engage students in reading activities.
- The school's improvement plans contain an increased focus on reading across the curriculum. However, there is no holistic approach on how to design plans to enhance reading across all subjects and at all levels.

The school's development of reading across the curriculum is emerging.

For Development:

- Create a whole-school approach to reading across the curriculum and design the tools needed to measure its impact on students' reading levels.

UAE Social Studies

- The UAE social studies programme is taught in Arabic three times per week. Lessons are aligned to the MoE curriculum. Projects have been introduced to supplement the curriculum.
- Lessons make connections with other areas of learning. In the better lessons, students collaborate during activities. Critical thinking, problem-solving and the use of technology are underdeveloped features.
- Most students attain levels that are in line with the UAE social studies curriculum. Although students demonstrate the expected levels of knowledge and understanding, their skills are underdeveloped.
- Most students make the expected progress in relation to curriculum standards and in relation to their individual starting points.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- There are limited opportunities for students to innovate or to design projects that reflect innovation in almost all subjects. In lessons, students rarely use technology to enhance their learning.
- A number of students participate in activities that enable them to apply their knowledge outside the classroom or to design simple tools. However, those activities are fully led by the teachers.
- Teaching does not provide students with opportunities to innovate or to think creatively. Teaching is textbook-driven, focuses on knowledge acquisition and pays little attention to higher-order thinking skills.
- As a member of the UNESCO Associated Schools Network, the school prioritises curriculum projects such as sustainability and inclusive education.
- The school's improvement plans contain a section on promoting innovation. Although innovation is evident in clubs and extra-curricular activities, it is not sufficiently embedded in the curriculum.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Attainment	Good	Good	Good	Good	Good	Good ↑
Progress	Good	Good	Good	Good	Good	Good

- Students in Cycle 3 demonstrate levels of understanding and knowledge in Hadeeth that are above those of students in the other cycles. All students have good knowledge of prayer, fasting and pilgrimage. In Cycle 1, they know some of the names of God and the names of members of the family of the Prophet Mohammed (PBUH).
- In Cycle 2, students know the Pillars of Iman and can distinguish between the different types of prayers. In Cycle 3, they can describe the day of judgement and the steps of gathering the Holy Qur'an. Across all phases, students' recitation skills are underdeveloped.
- Students know the names of the companions of the Prophet Mohammed (PBUH). They can talk about the efforts of the UAE government in building mosques and organising charities.

For Development:

- Develop students' skills in reciting the Holy Qur'an.

Arabic as a First Language

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Attainment	Good	Good	Good ↓	Good	Good	Good
Progress	Good	Acceptable ↓	Good	Acceptable ↓	Acceptable ↓	Good

- Internal assessment data show differences between boys' and girls' outcomes in the morning and the evening schools. Girls outperform boys particularly in Cycle 3. This is evident in lessons as the girls demonstrate higher levels of language skills than the boys.
- Students in Cycle 3 demonstrate better levels of reading and comprehension skills than in the other cycles. They can retrieve information from texts and can make inferences from reading about certain events. Students' writing skills are less developed than the other skills in all cycles.
- The provision of an extra lesson in the library in Cycle 1 has increased students' interest in reading and their appreciation of books. It has also encouraged most students to write their own stories.

For Development:

- Improve students' progress in Cycle 2-Morning, Cycle 1-Evening and Cycle 2-Evening by providing well-planned and more challenging lesson objectives.
- Improve students' writing skills by providing more opportunities for independent writing in a variety of genres in all the cycles.

English

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good ↑	Acceptable	Acceptable	Acceptable ↓

- Internal assessment data show that girls' achievement is at or above curriculum standards, while that of boys is below curriculum standards in both the morning and evening schools. In Cycle 3-Morning, the majority of students are making better than expected progress.
- Across the school, girls demonstrate greater proficiency than boys in reading comprehension, sentence structure, vocabulary and grammar. Reading logs have been developed as a strategy to improve literacy. In all cycles, the use of supplementary writing notebooks is beginning to promote students' writing skills.
- The department has added a comprehensive marking scheme based on spoken language, communication and the inclusion of 21st century skills. In most lessons, there are missed opportunities for students to carry out research, restricting the development of independent enquiry skills.

For Development:

- Increase reading and writing opportunities that promote reflection on main ideas for younger students, and analysis of literature for older students.

Mathematics

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- Across the school, students' overall achievement is in line with curriculum expectations. It is stronger in Cycle 1 than in the other cycles. There continues to be a gap between internal results and external benchmark results in all cycles.
- Most students can successfully apply their knowledge of key topics to curriculum-focused questions. Their calculation speed and accuracy in mental mathematics are developing well. Their ability to formulate, interpret and solve problems is less developed in most lessons.
- The limited ability of most students to relate and apply their knowledge successfully to practical and real-life situations hinders their full understanding of key concepts.

For Development:

- Ensure that teachers focus on gaps in students' potential to improve their understanding of key mathematical concepts, and their application to real-life situations.

Science

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Attainment	Acceptable	Weak	Acceptable	Acceptable	Weak	Acceptable
Progress	Acceptable ↑	Weak	Acceptable	Acceptable ↑	Weak	Acceptable

- Students' achievement is at expected levels across the school except in Cycle 2. Students' attainment in external and international examinations indicates that their proficiency in scientific concepts, theories and facts is below expectations.
- Students' research and inquiry skills are underdeveloped in Cycles 1 and 2 but are emerging in Cycle 3. Grade 12 students can conduct a titration experiment with teacher's guidance. Applying the scientific method, in terms of prediction, writing a hypothesis and testing it, is not sufficiently evident across the school.
- The introduction of technology in classrooms supports teachers in creating interactive environments to a certain extent. The majority of teachers start the lesson with a short video or a PowerPoint presentation. However, students are rarely given the chance to use technology to enhance their learning.

For Development:

- Involve students in well-structured investigations that are not fully guided by teachers.
- Enable students to use multiple resources, including technology, to allow them to be responsible for their learning.
- Promote students' critical thinking and problem-solving skills through open-ended questions and scientific projects that link to their daily lives.

Learning Skills

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- Students are keen to learn, especially those in Cycle 3. They interact well with their teachers and their peers. However, the majority are passive learners who are not empowered to take responsibility for their learning.
- Although students work in groups in almost all cycles, their collaboration skills are not well developed. They can carry out simple research, but their ability to compare and contrast different sources, analyse information and present their findings innovatively is underdeveloped.
- The innovation club and the Japanese mathematics method are stimulating students' mental abilities and critical thinking skills. However, not all students benefit from these opportunities to develop their learning skills.

For Development:

- Involve students in activities and projects within, and beyond the classroom, to allow them to extend and be responsible for their learning.

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Personal development	Very good	Very good	Very good	Very good	Very good	Very good

- Students demonstrate positive attitudes towards their learning. They are active participants during lessons, but only a few show responsibility for their learning. They are respectful but tend to be reticent in the presence of outsiders. Girls demonstrate higher levels of responsibility and are more enthusiastic during lessons than boys.
- Students work in harmony within groups and positively support each other. No signs of bullying during group work are evident. Attendance is very good, and late arrivals are regularly followed up.
- The students' health committee, in the morning school, plays an important role in promoting healthy lifestyles among students during assemblies. Students are aware of the problems associated with obesity, and some write articles on the topic.

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

- Students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. For example, they listen attentively to the Holy Qur'an in assemblies and apply the principles of Islam, such as cooperation, respect and protection of the environment, in their daily lives.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence life in the UAE. They participate in a range of cultural activities. They have built inside the school a small heritage village, which includes samples of traditional tools.
- Students demonstrate clear understanding, awareness and appreciation of their own culture. Almost all have friends from countries other than their own. However, their knowledge of other world cultures is not well developed.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Social responsibility and innovation skills	Good	Good	Very good	Good	Good	Very good

- In Cycle 3, students' regular participation in constructive activities, as volunteers, benefits the school and the wider community. Their innovation skills are better than those of students in Cycles 1 and 2.
- Student leaders play roles in the school community, such as monitors of discipline. They are involved in maintaining two gardens to help the school have a healthy environment.
- Students demonstrate a good work ethic in their daily routines and in participating in the innovation club and the heritage village. However, most of the projects in which students are involved are initiated by teachers or other members of staff.

For Development:

- Enable students to take the initiative to develop their own innovative projects which can be applied in the school and wider community.

3. Teaching and assessment

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- Most teachers have secure knowledge of their subjects. In almost all cycles, they adopt a didactic approach to teaching, where they control and lead the learning. Their lesson plans do not meet the needs of all groups of students.
- Teachers in all cycles interact with students through questions and answers. However, these interactions are mainly focused on the acquisition of knowledge. Teachers' questions rarely promote higher-order skills or allow students to make strong links to other curricular and real-life situations.
- Equipping classrooms with technology has encouraged some teachers to develop interactive lessons. However, technology is not effectively used to enhance students' learning or to engage them in innovative practices, as students rarely use technology in the classroom.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Assessment	Weak	Weak	Weak	Weak	Weak	Weak

- The school analyses internal and external data in detail. The internal data show that all students' outcomes in all subjects, grades and cycles are at least in line with expectations. This does not align well with the external benchmark data.
- The school has started to analyse CAT4 data and is beginning to identify gaps in skills. The school is working on developing support for the identified gaps but is at an early stage of implementation. Progress tracking systems are also at the initial stages of development.
- Most teachers know their students well and provide them with some support in lessons. The school's summative assessment processes are better than the formative assessments. As a result, students' awareness of their potential, targets and how to improve over time is underdeveloped.

For Development:

- Improve teachers' questioning strategies and lesson activities to stimulate and develop students' critical thinking, analysis and problem-solving skills.
- Develop a structured approach to formative assessment which produces reliable data that can be used to improve students' achievement.

4. Curriculum

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- The school curriculum in the morning and evening schools follows MoE standards. However, the curriculum in the evening school, especially in Cycle 3, does not meet all of the MoE requirements in terms of teaching time provided.
- The curriculum is appropriately planned and has adequate progression in most key subjects across the cycles. The curriculum in Cycle 3 has general and advanced branches, in line with MoE requirements.
- The curriculum shows strong cross-curricular links, especially among Islamic education, Arabic, social studies and moral education. The school reviews the implementation of the curriculum adequately on a regular basis.
- Moral education is well planned and delivered through an integrated programme.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- The curriculum is planned appropriately and acknowledges the importance of meeting the needs of most students. The different abilities and needs of students of determination, low achievers and some of those with gifts and talents are recognised. However, the same curriculum is applied too rigorously for all students.
- The school's valuable clubs are beneficial in providing suitable opportunities for enhancing the curriculum. Clubs, such as scouting, Japanese mental maths, photography, language development, journalism and morning radio, strengthen students' learning skills. Creative skills emerge through English writing in the best lessons, but opportunities for innovation and enterprise are limited.
- The development of students' knowledge, understanding and appreciation of Emirati traditions, culture and values through assemblies, displays and project work is a satisfactory and meaningful feature of the school's curriculum.

For Development:

- Improve curriculum reviews to meet the educational needs of all students.
- Ensure that the evening school adheres to the required teaching time allocation, especially for Cycle 3 mathematics and science.

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good	Good	Good

- All staff understand the school's health and safety policies and procedures, including the safeguarding policy. However, supervision in the evening school is not rigorous enough, especially of those students who arrive too early to school. Students are aware of the school's disciplinary measures.
- The school's records are kept very well. The clinic, particularly in the morning school, plays an effective role in raising awareness of the dangers of obesity. In Cycle 1, the anti-bullying campaigns are a strength. The levels of hygiene and cleanliness around the school are not adequate.
- The newly-written child safeguarding policy and the programme for raising students' awareness of cyber-bullying have enhanced the level of safety in the school.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Care and support	Good	Good	Good	Good	Good	Good

- Mutual courtesy and respect are the basis of the good rapport between staff and students. The school's appropriate systems and procedures for the successful management of student behaviour reflect the MoE staged approach. The school recognises and rewards good student attendance.
- Following admission, students of determination are identified. Differentiated teaching is provided in the best lessons in Cycle 1, but this is not consistent across the school. Students with gifts and talents have been identified in some classes. However, the provision of support, and differentiated teaching for this group, is at an early stage of development.
- The school provides thorough support for students' personal, social and emotional development across all phases. A good career guidance service assists senior students in accessing colleges in Dubai and abroad.

For Development:

- Improve the supervision of students between the end of morning school and the start of evening school.
- Provide better levels of hygiene and cleanliness.
- Ensure that the identification of students of determination is more accurate, that class teachers know and understand students' priority learning needs, and that they are skilled and competent in meeting them.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The appointments of the inclusion champion and the inclusion governor are the initial steps in the full realisation of a clear vision of inclusion, as embedded in school policy. The inclusion education action team is committed to review and improve provision for all.
- The school has very positive relationships with a local centre that provides speech, language, and cognitive assessments. There are some misinterpretations or misunderstandings regarding the outcome of these assessments and, consequently, planned interventions are not always matched to the needs of the student.
- The school keeps parents well informed through formal and informal reporting methods, including updates about their children's achievements and individual targets. The school works closely with parents and establishes highly effective communication channels with them.
- A large majority of teachers are not competent in curriculum modification and differentiating instruction, resulting in low expectations of students' progress, which is inconsistent across the school. There is only one learning support assistant currently in the school.
- The use of assessment in the school is weak. The limited use of assessment, formative, summative and diagnostic, is negatively affecting planning for students' learning. The lack of skilful analysis of CAT4 data is restricting planning for this group of students.

For Development:

- Ensure the use of a greater range of assessment tools for identifying students of determination.
- Strengthen the supportive links between class teachers and the inclusion team.
- Ensure that any student's individual targets are contained in one individual educational plan (IEP) through which his or her progress can be monitored regularly and accurately.

6. 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

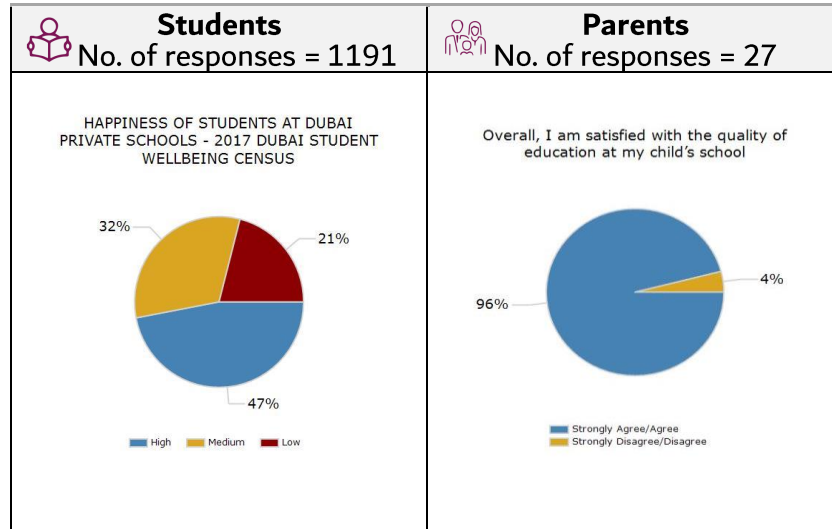
- Senior leaders demonstrate adequate understanding of effective practices in teaching and learning. However, their understanding of attainment and progress is less secure. They establish professional relationships and communication channels, but these are not always fully effective. Their monitoring of teaching is not sufficiently focused on students' outcomes. Leaders are more reactive to external demands than to the internal need for improvement. They have maintained the adequate performance of the school over the past few years.
- The school's self-evaluation processes involve all departments, but the collected evidence, especially assessment data, is not used to create a realistic view of the school's performance. Although the improvement plans are based on the recommendations of the last inspection, they do not align well with the school's self-evaluation document. They do not contain measurable success criteria to enable the school to monitor closely the implementation of the plans or their impact on students' outcomes.
- Parents regard the school as a safe environment for their children. They appreciate the regular opportunities which are given to them to participate in the school's events and activities. Parents view the school's leadership as positive, as they believe it always welcomes their suggestions. Report cards are issued regularly, keeping parents informed about their children's academic achievements. The school has established links with some UAE universities to obtain scholarships for its top-performing leavers.
- The governing board has appropriate representation of parents and the community. Members of the board meet regularly. They play an appropriate role in funding projects in the school and in improving students' educational experiences. The board holds the senior leadership team to account, in a broad and informal manner, for the performance of the school. This is more focused on the quality of provision, such as teaching, than on students' outcomes.
- The school operates efficiently on a daily basis. Teachers are provided with internal professional development, but are not sufficiently exposed to best practices in teaching. Resources for teaching are just adequate and limit students' learning across the school. Access to technology is not sufficient to promote students' independent research to enhance their learning. School leaders use an adequate teacher appraisal system, but it is not sufficiently rigorous to ensure better standards of teaching across the school.



For Development:

- Ensure that the self-evaluation process makes accurate use of evidence, including assessment data, to create a more realistic view of the school's performance.
- Create improvement plans that are directly linked to the self-evaluation process and contain measurable success criteria that are more focused on student outcomes than on provision.
- Ensure that the governing board holds school leaders more rigorously to account for the school's performance, especially for students' outcomes.

The View of parents and students

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



 Students	<ul style="list-style-type: none"> Most students who responded to the survey indicate that they feel safe at school. A large majority of students feel that they belong to the school community and believe that students respect one another's differences. A minority reports that they suffer from physical, social or verbal bullying. Inspection findings did not support these concerns.
 Parents	<ul style="list-style-type: none"> Most parents who responded to the survey are satisfied with the quality of education which their children receive in school. All agree that school leaders listen to their views and act upon them. All agree that teachers support their children and help them to develop their learning skills. Very few express concerns about teachers' ways of dealing with their children.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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