



المعرفة  
Knowledge



## THE NATIONAL CHARITY SCHOOL FOR GIRLS

MOE CURRICULUM

ACCEPTABLE

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA  
PARAMETER



ACCEPTABLE

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## SCHOOL INFORMATION



**GENERAL INFORMATION**

	Location	Al Garhoud
	Opening year of school	1984
	Website	www.charityschoools.com
	Telephone	97142821942
	Principal	Weam Omar Abdelfatah Jaber
	Principal - date appointed	1/1/2024
	Language of instruction	Arabic
	Inspection dates	12 to 16 February 2024



**STUDENTS**

	Gender of students	Girls
	Age range	10 to 18
	Grades or year groups	Grade 5 to Grade 12
	Number of students on roll	1471
	Number of Emirati students	0
	Number of students of determination	23
	Largest nationality group of students	Arabic



**TEACHERS**

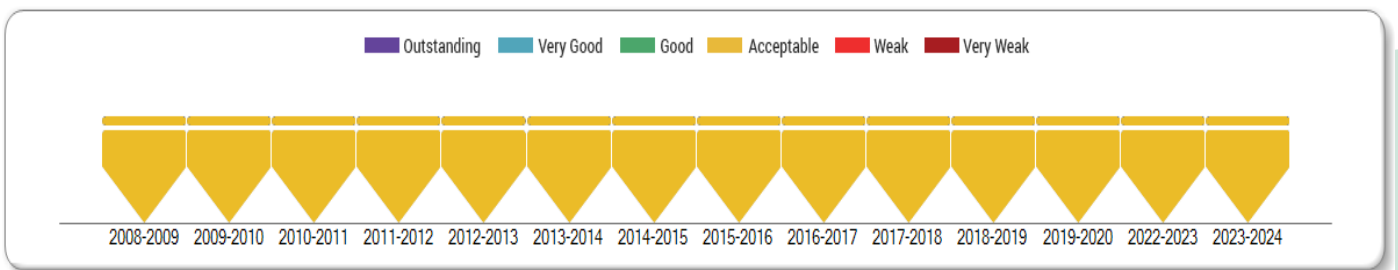
	Number of teachers	72
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	0
	Number of guidance counsellors	1



**CURRICULUM**

	Curriculum	MoE
	External Curriculum Examinations	IBT
	Accreditation	None

## School Journey for THE NATIONAL CHARITY SCHOOL FOR GIRLS



## 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

- In both cycles, students show good attainment in mathematics, reflecting their comprehensive knowledge and skills in the subject. Their attainment in Islamic Education, Arabic, English and science, consistently meet an acceptable standard across both cycles. While the majority of students demonstrate above-expected progress in mathematics, most make only expected in other subjects. Students’ learning skills are stronger in Cycle 3.
- Students demonstrate responsible attitudes and have respectful relationships with their teachers and each other which help to foster a positive ethos within the school. They understand the influence of Islamic values on UAE society and value its culture and heritage. Cycle 3 students demonstrate a clear understanding and appreciation of their own and other world cultures. Students enjoy taking on roles of responsibility and demonstrate a mature awareness of environmental issues.

### Provision For learners

- Teachers possess strong subject knowledge yet predominantly rely on didactic methods of teaching. Only a minority actively cultivate critical thinking, problem-solving abilities, and self-directed learning in lessons. Low teacher expectations and minimal challenge is impeding students’ progress. Internal and external student assessment information is not used effectively to plan for learning. Teachers’ marking of students’ written work does not yet help them to improve further.
- The school follows the Ministry of Education (MoE) curriculum and meets the national standards with regular reviews for continuous improvement. Older students have some curricular choices. Cross-curricular links are evident mostly in mathematics and science. Recognition of the diverse needs of students is variable. The curriculum offers some activities and community events which are starting to improve engagement and innovation. UAE links are evident across lessons.
- The school has effective safeguarding policies. Students are well-supervised on buses, and the clinic provides useful medical care. Risk assessments lack detail despite overall site safety. Behaviour management policies are comprehensive, but procedures to improve punctuality are not reinforced. Support for students of determination is adequate. The identification and support of students with gifts and talents is evolving. Counselling and career guidance pathways are available from Grades 8 to 12.

### Leadership and management

- School leaders, including the newly appointed principal, are committed to the UAE’s priorities and inclusion. Although parental satisfaction is generally high, they are less satisfied with the school’s reporting of their children’s progress. The governing board is actively engaged but has not been able to support the school to improve further. Staffing is sufficient, but professional development lacks specificity. Limited resources are hindering effective learning for students.

### Highlights of the school:

- Students' knowledge and understanding of Islamic values and Emirati, and world cultures, particularly in Cycle 3
- Students' responsible attitudes and respectful relationships which contribute to the strong and positive ethos in the school.
- Students' improved achievement in mathematics in Cycle 2.

### Key recommendations:







- Strengthen safeguarding measures by improving dismissal procedures of students and managing visitors' entry to the school more effectively.
- Enhance the quality of teaching to ensure that all students' needs are met by setting higher expectations and introducing increased challenge.
- Refine the school's improvement planning and place a stronger emphasis on priorities, measurable outcomes, and comprehensive follow-up procedures.
- Improve the capacity of the middle leaders to improve teaching and learning in their areas of responsibility.
- Ensure governance prioritises the professional development of all members of staff and provides the necessary resources to support teaching and learning.



# OVERALL SCHOOL PERFORMANCE

Acceptable

## 01 Students' Achievement

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

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

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

## 03 TEACHING AND ASSESSMENT

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

## 04 CURRICULUM

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

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

## 06 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

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

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



<b>A. Registration Requirements</b>	<b>Met Fully</b>	
	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Good</b>	<b>Not applicable</b>

- With an average score of 474, the school met its target in the Progress in International Reading Literacy Study (PIRLS) 2021. On average, across English, mathematics and science, students reached an acceptable judgement in benchmark assessments over three years. Students' progression overall, in English is weak, good in mathematics and acceptable in science.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Acceptable</b>	
	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Acceptable</b>	<b>Not applicable</b>

- The data from the reading literacy assessment is analysed to identify gaps. Teachers understanding of students' reading needs is evolving. There is limited support for readers who are struggling. Most students do not yet receive adequate tailored support for their reading needs.

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

#### For Development:

- Ensure that teachers receive appropriate training to strengthen their support for struggling readers.
- Ensure that plans aimed at improving students' reading literacy are rigorously implemented and monitored.

## 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 an acceptable level.**

- The school is at the early stages of implementing their wellbeing policy and vision with most leaders understanding its importance. The wellbeing needs of students are increasingly being considered when decisions are being made. Survey data is gathered intermittently but is not yet fully used to monitor or influence wellbeing development. School leaders are at the early stages of promoting and embedding wellbeing.
- Parents input into wellbeing is at an early stage of development. They report that they are content with their children's wellbeing but rarely receive regular information or support. Students' views and input are seen by leaders as an important asset but is only emerging as a priority. Students know how to access well trained individuals to gain assistance when needed. Staff are generally satisfied and feel provided for, but meaningful, focused and relevant wellbeing training is not yet in place.
- The school provides some opportunities to develop wellbeing through external activities. A formal sustainable, student focused and led structure, is not in place. Initiatives focus on intermittent whole school events rather than daily wellbeing needs. Students understanding of their own wellbeing and how to manage it, is only emerging. Digital safety is a priority throughout both cycles. Generally, students report that they feel safe in school and learn in a caring environment.

### **For Development:**

- Implement, embed, and continually review a student-led, focused, and structured approach to all aspects of wellbeing.

## UAE Social Studies and Moral Education

- The UAE social studies and moral education are taught in Arabic. Social studies are taught as a standalone subject from Grades 5 to 12 for 90 minutes per week. Moral education is taught from Grades 5 to 8 as a discrete subject for 45 minutes weekly, with additional elements included in UAE social studies. Grades 9 to 12 cover moral education as a cross-curricular theme. Both subjects follow the MoE curricula with set textbooks supplemented by additional on-line resources.
- Students participate in discussions and debates, which they clearly enjoy. They conduct research but this is very much directed by the teachers, rather than being independently led by students. Students develop critical thinking skills when considering why ancient peoples made drawings and inscriptions on the walls of caves. In both subjects, progress is measured by external and internal assessments linked to the curriculum standards.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

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

- Internal data shows higher levels of attainment than attainment levels observed in lessons and work samples. Students are making only adequate progress in lessons because teachers do not challenge all groups of students enough.
- Students can read and understand Holy Qur'an verses and Hadith. Their memorisation of required verses is adequate. They have secure understanding of Seerah and the basic tenets of Islamic beliefs. Cycle 3 students grasp the idea of abstinence but are still developing understanding of Islamic marriage and commercial contracts.
- The school has put efforts into improving students' recitation skills. However, their ability to cite from the Holy Qur'an and Hadith to support their answers in lessons and in their work remains underdeveloped.

#### For Development:

- Develop students' ability to apply Islamic rules to everyday situations.
- Develop students' ability to cite the Holy Quran and Hadith to support their responses.

## ARABIC AS A FIRST LANGUAGE

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

- Internal attainment data significantly exceeds external assessment results, leading to a noticeable gap. The progress of students observed in lessons and in recent written work matches internal progress data. In a few lessons, students in the advanced sections are making stronger progress than in the general sections.
- Most students read and understand different types of texts. In Cycle 3, they can discuss the main idea of texts but their ability to use textual and contextual clues to infer deeper meaning is not consistent. They mostly communicate their learning clearly in standard Arabic.
- The school's efforts to improve student's writing skills are developing. While students' written work is mostly coherent with very few spelling mistakes, they do not use sources to expand their ideas and support their arguments.

### For Development:

- Improve students higher order reading strategies and use of resources in writing.

## ENGLISH

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

- Most students have attained knowledge, skills and understanding that are in line with curricular standards in both cycles and are closely aligned with the average of all assessment data. Expected progress has also been made in both cycles.
- Across the school speaking and listening skills are strong due to successful school initiatives. Reading comprehension has improved. Cycle 2 students still struggle with decoding unfamiliar words and reading expressively. Group discussions and debates aid the acquisition of new vocabulary. Writing skills remain underdeveloped.
- The school is working on the development of improving students' written work by placing particular emphasis on mastering grammar and punctuation. Nevertheless, the lack of guidance on how to structure a piece of written work is leaving students uncertain about how to improve further.

### For Development:

- Improve students' progress in writing, particularly in Cycle 2, by providing further guidance and modelling of skills.
- Improve the progress in reading through targeted support in decoding strategies and in reading with expression.

## MATHEMATICS

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

- A majority of student's have attained knowledge, skills and understanding above curricular standards, aligning both internal and external assessment data. Their progress is also above expectations and evident in both classroom learning and assessments
- In Cycle 2, students demonstrate good skills in algebraic manipulation and exhibit a solid grasp of geometric concepts. In Cycle 3, students show strong levels of proficiency in working with transformations but exhibit a reduced level of confidence when approaching topics involving exponents.
- Throughout the school, there is a concerted effort to prioritise key mathematical vocabulary, ensuring that students use precise terminology when articulating their solutions. The development of reasoning skills and application of knowledge is an ongoing focus in lessons.

### For Development:

- Encourage further students' mathematical thinking, reasoning, and application of knowledge, and support them in reflecting on their learning.

## SCIENCE

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

- Most student's attainment is in line with curriculum standards in general science, biology, physics, and chemistry, with advanced classes slightly outperforming general classes. Students' internal data is much higher than external data and what is seen in lessons and recent work.
- Limited opportunities for students to engage in practical laboratory work is restricting the development of enquiry and research skills. Students are less confident in designing experiments independently and in formulating and testing hypotheses. Self-directed learning skills are still developing.
- The school's efforts in applying scientific principles to wider world and environmental issues have enhanced students' learning. The integration of technology is now broadening the scope of students' basic scientific research abilities.

### For Development:

- Provide more opportunities for laboratory work and independent investigations, so that students can formulate their own hypotheses, collect and analyse data, and draw conclusions.

## LEARNING SKILLS

	Cycle 2	Cycle 3
Learning skills	Acceptable	Good

- Students in both cycles, are enthusiastic learners with positive attitudes to their work. They can work without adult supervision for short periods of time. Collaboration and engagement in learning is stronger in Cycle 3.
- Students interact well with their teachers and each other in sharing ideas and communicating their thinking. They can apply their learning to other subjects, to the UAE's culture, and to everyday life. However, students do not always know how to improve their work further.
- Students are developing their critical thinking, independent inquiry, and research skills. In mathematics students have more opportunities for problem-solving than in other subjects. The use of technology by students is a regular feature of lessons in both sections of the school.

### For Development:

- Ensure that students are clear about how to improve their work their further.
- Provide opportunities for independent inquiry-led learning, research skills, critical thinking, and problem-solving in all subjects.

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

	Cycle 2	Cycle 3
<b>Personal development</b>	Very good	Very good

- Students are highly motivated and eager to learn. They demonstrate very positive attitudes towards school and enjoy the opportunities available to them. They are consistently well behaved, thoughtful, respectful of one another.
- Students show maturity when collaborating with their classmates during lesson activities. Students' self-management and work ethic are well developed in Cycle 3. Their attendance is very good in both cycles, although there is some occasional lateness to classes. Incidences of bullying are exceptionally rare.
- Students are committed to healthy lifestyles and have a well-developed understanding of what this involves. They consciously make healthy food choices and participate in regular exercise. They are eager to engage in more team sports for healthy living.

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

- Students have a clear understanding of Islamic values and awareness of Emirati culture, and how these influence lives in the UAE. Students highly appreciate how values of tolerance, equality and charity have impacted on their personal lives.
- Students are very knowledgeable about the traditions, heritage, and history of the UAE. They enjoy the different activities that promote the understanding of Emirati traditions. They highly value the diversity and social harmony prevailing in every aspect of life in Dubai.
- Students enjoy celebrating different national and international days. They display a deep understanding of their own heritage and traditions. Students in Cycle 3 seek opportunities to develop their knowledge of world cultures. Some seek to learn a foreign language independently.

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

- Students are responsible members of the school. They make positive contributions by volunteering as safety monitors, visiting senior citizens and participating in campaigns for cleaning beaches. Students understand that their ideas, and opinions matter to the school.
- Most students have a positive work ethic. They initiate projects to generate creative and business ideas and some innovative ideas. For example, in raising funds by organising events such as, 'Aut.com' or gift packages for workers. A focus on developing students' creativity and entrepreneurship skills is improving.
- Across both phases students display sensitivity to the needs of the local and national environment. For example, in Cycle 3, they have collaborated in their own time to create a website with ideas on recycling electronic waste or disposing of it without any harm to the environment.

### For Development:

- Ensure all teachers incorporate opportunities to develop students' creativity and entrepreneurship skills in lessons.
- Promote greater awareness of world cultures among Cycle 2 students.

### 03 TEACHING AND ASSESSMENT

	Cycle 2	Cycle 3
<b>Teaching for effective learning</b>	Acceptable	Acceptable

- Teaching quality is consistent across both school cycles, but stronger in mathematics. Teachers in Cycle 3 demonstrate stronger teaching methodology in some advanced lessons. Didactic teaching practices are common in both cycles, limiting students' opportunities for independent learning and limiting the development of their critical thinking and problem-solving skills.
- Across both cycles, most teachers have secure subject knowledge and understand how students learn. Some teachers engage well with students, using questioning techniques to encourage dialogue and thought. Time and resources are mostly used effectively but teachers' expectations of what students can do are not sufficiently high to ensure rapid progress is made.
- A common format for planning has recently been introduced. However, the learning objectives and success criteria are not matched to the needs of all groups of students. Consequently, students are not appropriately challenged which limits their progress.

	Cycle 2	Cycle 3
<b>Assessment</b>	Acceptable	Acceptable

- The school's assessment system aligns with the MoE curriculum standards. Internal teacher assessments and diagnostic tests scheduled throughout the year, supplemented by external tests are used to track students' progress. The use of this system is at an early stage and has not yet led to improved student outcomes.
- The analysis and use of data to influence students' progress, teaching strategies and curriculum adaptation, are having a limited impact on their achievement. This is particularly the case in developing critical thinking and improving reading skills as they are not featuring in most lessons.
- Students' work is marked, but little, if any, constructive feedback is provided by teachers. Self-or-peer evaluation by students is rare. Students are not informed of the results of assessments and therefore gain little insight into their own strengths and weaknesses.

#### For Development:

- Ensure that teachers raise their expectations and provide more opportunities for independent learning.
- Ensure that learning objectives and success criteria match the individual needs of all students.
- Use assessment information consistently to adapt the curriculum and modify lessons to meet the differing needs of students.

**04 CURRICULUM**

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

- The school follows the MoE curriculum and adheres to the national standards. It is reasonably comprehensive and well-rounded. Regular reviews are conducted to ensure the continuous development of the curriculum and that there is appropriate coverage in subjects.
- The curriculum provides adequate progression in most subjects, although there are some differences among subjects and cycles. It caters to the requirements of the majority of students, equipping them for the next stages of education, both within and beyond school.
- The available curricular choices offer older students some options to nurture their interests and goals. Cross-curricular links, that frequently support students in transferring their learning between subjects, are more evident in mathematics and science.

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

- The curriculum is adapted adequately to meet the learning needs of most students. There is some recognition of the different abilities and learning needs of students, particularly of students of determination. However, this is less evident for students with gifts and talents and the more able.
- The curriculum provides a variety of activities, and community events for students, ensuring their active and productive engagement in opportunities that foster improvement, innovation, and enterprise. Students engage in competitions, field trips, and humanitarian initiatives.
- Relevant learning experiences are now seamlessly incorporated throughout various facets of the curriculum to empower all students in developing a more comprehensive understanding of the values, culture, and society of the UAE.

**For Development:**

- Expand the variety of curriculum choices and enrichment possibilities to correspond with the diverse needs, interests, and potential of students.
- Ensure effective modification of the curriculum to meet the needs of all groups of students.
- Provide a wider range of opportunities within the curriculum for enterprise, innovation, creativity.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Appropriate safeguarding policies and procedures are in place and shared with parents, students and members of staff. The buildings, despite their age, are well-maintained, regularly checked, and kept clean. Safety checks are in place, and staff are trained in implementing policies.
- Students are adequately supervised on school buses. The clinic is well staffed with a proactive medical team who are fully involved in providing required medical checks, levels of care and promoting healthy living.
- The school's risk and safety assessment processes are in place but are not detailed and rigorous in identifying hazards promptly. Although the site is safe, students' dismissal and access to the school's buildings are not controlled as effectively as they could be.

	Cycle 2	Cycle 3
<b>Care and support</b>	Acceptable	Acceptable

- Relationships between staff and students are positive with a caring and supportive ethos. Students enjoy school and they understand what is expected from the comprehensive behaviour management policies. Implementation of procedures to promote punctuality are not as effective as they should be.
- There are adequate identification and support for students of determination. Systems to identify students with gifts and talents is emerging but there is no guidance to ensure that these students are challenged sufficiently or appropriately supported.
- Teachers know their students well and counselling is available when needed to support wellbeing needs and personal development. The newly developed career guidance pathway now commences in Grade 8 and continues to be individually developed for each student through to graduation.

### For Development:

- Make sure any hazards on the school site are identified and remedied promptly.
- Ensure students' access to, and dismissal from, the school's buildings are controlled effectively.
- Ensure teachers are capable of effectively supporting and challenging all groups of students, including those with gifts and talents.

## INCLUSION OF STUDENTS OF DETERMINATION

<b>Provision and outcomes for students of determination</b>	Acceptable
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- School leaders show a positive commitment to an inclusive ethos and welcome students with a range of learning abilities. The comprehensive policies together with additional training for some teachers has contributed to improved awareness.
- Assessment tools accurately identify students' needs. The introduction of an individual academic passport is a purposeful and emerging feature of provision. Individualised educational plans (IEPs) currently focus on general targets. Accurate identification and support for students with gifts and talents is developing.
- Parents value the school's caring ethos and report progress in both academic and personal development. The school keeps the lines of communication open and encourages parents to be involved in all aspects of their child's learning.
- The quality of differentiated support is variable in both cycles. Teachers rarely align in-class strategies to the specific needs of both students of determination and those with gifts and talents. Activities are insufficiently matched to achieve potential and full progress.
- Overall, most students make acceptable progress. Teachers use available data inconsistently which results in uneven rates of progress for most students. The use of data to inform in-class progress and IEPs is in the early stages of implementation. Progress improves when students receive individualised support from the inclusion team.

### For Development:

- Ensure that IEPs have specific targets and class teachers use appropriate teaching strategies to implement these targets.

## 06 LEADERSHIP AND MANAGEMENT

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

- Leaders show dedication to the UAE priorities and inclusion. They possess adequate curriculum knowledge, and some demonstrate strong teaching and assessment practices, although consistency varies. They cultivate a positive learning environment, maintain professional relationships, and have clear roles and responsibilities. Efforts to address potential barriers to school improvement are in the early stages of development. However, the school continues to foster strong personal development among its students.
- Self-evaluation is becoming more systematic, yet some areas lack realistic evaluations of the school's provision. While improvement plans are comprehensive, they lack specific measurable outcomes, posing challenges for effective measurement and follow-up, which is not conducted regularly. Senior leaders understand their role in ensuring more reliable approaches to the monitoring of teaching and learning. They have yet to secure sufficient improvements in response to the previous inspection.
- Most parents are satisfied with the school, however, their involvement in significant school decisions is minimal. Clear communication channels facilitate information sharing and the exchange of views. Nonetheless, the reporting of their children's academic and personal progress lacks regularity and mainly provides general comments on academic progress and personal development. Some students benefit from the school's community contributions and partnerships.
- Governance involves representation from most stakeholders although there is currently an absence of parental involvement. Nevertheless, governors actively engage with parents and students. They attend termly meetings and receive monthly reports from leaders which detail students' performance and identify barriers to school improvement. Despite this involvement, the board has not significantly influenced the school's overall performance.
- The day-to-day school management of the school is suitably organised. Staffing is adequate, and professional development opportunities are available, but these are general and not tailored to the needs of specific subjects or teachers. Sharing premises with the boys' school creates challenges in regularly accessing sporting facilities, science laboratories, and the library, thus limiting students' learning experiences. Resources are insufficient to support adequate teaching and learning.

### For Development:

- Refine the school's improvement plans and ensure a more in-depth evaluation and monitoring of teaching and learning.
- Provide reports to parents more regularly and with more detailed comments on their children's academic and personal development.
- Improve the professional development programme for all members of staff and ensure the school's facilities and resources enable access to all.



## WHAT HAPPENS NEXT?

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

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

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

**Dubai Schools Inspection Bureau**

*Knowledge and Human Development Authority*

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