

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

**Inspection Report  
2018-2019**

**Ranches Primary School**

11 YEARS OF INSPECTIONS

**Very good**

Curriculum  
**UK**


















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## School Information

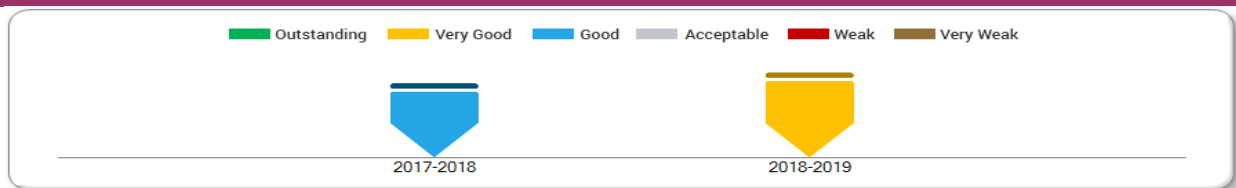
General Information	 Location	Arabian Ranches 2
	 Opening year of School	2015
	 Website	www.rpsdubai.com
	 Telephone	00971-5-0213751
	 Principal	Samantha Steed
	 Principal - Date appointed	8/16/2015
	 Language of Instruction	English
	 Inspection Dates:	25 to 27 March 2019

Students	 Gender of students	Boys and girls
	 Age range	3-11
	 Grades or year groups	FS1-Year 6
	 Number of students on roll	522
	 Number of Emirati students	4
	 Number of students of determination	35
	 Largest nationality group of students	UK

Teachers	 Number of teachers	38
	 Largest nationality group of teachers	British
	 Number of teaching assistants	25
	 Teacher-student ratio	1:14
	 Number of guidance counsellors	0
	 Teacher turnover	8%

Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL, CAT4
	 Accreditation	n/a
	 National Agenda Benchmark Tests	GL

### School Journey for Ranches Primary School



## Summary of Inspection Findings 2018-2019

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

### Students' outcomes

- Students develop their learning skills progressively to a high standard and use these skills effectively across the curriculum. The attainment and progress of students in English, mathematics and science are very good across the school. Islamic education and Arabic are acceptable. An outstanding level of performance was observed in some physical education lessons.
- Students have highly positive attitudes to learning. Their behaviour is exemplary. They show high levels of respect for Islamic practices and appreciate UAE heritage and tolerance in Dubai. They demonstrate pride in their own cultures and appreciate the multicultural nature of the UAE. Students' engagement in, and leadership of, entrepreneurial and community projects, is limited but developing.

### Provision for learners

- Teachers plan well-structured, differentiated lessons. They promote higher-order thinking skills through effective questioning. The use of technology and opportunities for enquiry, research and independent learning have increased. The systems for assessing students' progress and attainment and the analysis of data are of a high standard. Feedback to students about their progress includes digital reporting.
- The curriculum is aligned to the Early Years Foundation Stage and National Curriculum in England. It is suitably adapted to UAE national priorities. Students benefit from a wide range of curricular and extra-curricular activities, aligned to their talents and interests. Programmes of work are planned to meet the needs of students. They include opportunities for students to understand the heritage, culture and values of the UAE.
- The school has highly effective policies and procedures for keeping students safe. Healthy lifestyles are promoted successfully. Staff monitor attendance and punctuality accurately. Almost all students of determination, and those with gifts and talents, are progressing very well. Staff, together with parents and students, review students' progress routinely. Teachers' provide individual care and support for students' personal and social development.

### Leadership and management

- The school has the capacity to continue to innovate and improve, with the drive and expertise of senior and middle leaders and the commitment of teachers. The consistency and quality of learning and teaching has improved. Parents are fully engaged as partners in the school. The governing body supports the school and provides very good quality resources.

### What the school does best:

- Provides for students' personal and social development, fostering their exemplary behaviour and positive attitudes to learning
- Provides high quality, innovative teaching, which meets the learning needs of different groups of students, and produces high standards of achievement in most subjects
- Provides a highly effective, safe, caring and supportive environment for students, and promotes healthy lifestyles
- Meets the learning needs of students of determination and students with gifts and talents
- Provides highly committed leadership, and a culture of innovation and ambition.







### Key recommendations:

- Extend the good practice in the school to improve progress and attainment in Arabic as a first language, Arabic as an additional language and Islamic education.
- Build on the very good support Advisory Council members provide to leaders, to ensure judicious, well-informed challenge for school improvement.
- Improve the access arrangements and facilities for students and adults with physical disabilities.

Overall School Performance

Very good ↑

1. Students' achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 English	Attainment	Very good ↑	Very good ↑
	Progress	Very good	Very good
 Mathematics	Attainment	Very good ↑	Very good ↑
	Progress	Very good	Very good ↑
 Science	Attainment	Very good ↑	Very good ↑
	Progress	Very good	Very good ↑
<b>Learning skills</b>		Very good	Very good

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

	Foundation Stage	Primary
Personal development	Outstanding ↑	Outstanding ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑
Social responsibility and innovation skills	Good ↓	Good ↓

## 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good ↑
Assessment	Very good	Very good

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Very good	Very good
Curriculum adaptation	Very good	Very good ↑

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Very good	Very good

## 6. Leadership and management

The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Very good ↑
Parents and the community	Outstanding ↑
Governance	Good
Management, staffing, facilities and resources	Very good

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 for the academic year 2018-2019.

#### Schools Progression in International Assessments **is above expectations**

- Of two rounds of N.A.P testing, from 2017 to 2018, attainment rose from acceptable to very good in English, weak to very good in mathematics, and very good to outstanding in science.

#### The Impact of Leadership **is above expectations**

- Leaders implement action plans for the National Agenda systematically. Assessment processes have improved. Students' internal attainment results are in line with external test results. Teachers use assessment data to plan lessons to meet the needs of different groups of students and improve the curriculum. Attainment in the N.A.P. tests improved.

#### The Impact on Learning **is above expectations**

- Senior leaders focus on developing students' higher-order thinking skills. Critical thinking and analysis of text is a feature of almost all English lessons. Students' problem-solving and reasoning skills develop well in science and mathematics. Enquiry is a feature of many lessons, particularly in English and science.

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

#### For development:

- Extend best practice to ensure that students' skills in critical thinking, evidence-based arguments, analysis, synthesis, independent enquiry and research develop consistently across all subjects.



### Reading across the curriculum

- Children in Foundation Stage make rapid progress in reading skills. These skills are systematically extended in the primary phase.
- Most students adopt a range of reading strategies. By the end of the primary phase, most become confident, fluent and critical readers.
- The library provides a range of age-appropriate books that encourages students' interest in reading.
- The school has a reading across the curriculum (RAC) policy and action plan endorsed by senior leaders. Staff development promotes a whole school approach to RAC.

### For development:

- Improve the range of reading resources in the library to include different genres, languages and subjects.
- Encourage greater depth in students' discussion about what they read.

### UAE social studies

- The social studies curriculum covers all required skills, concepts and knowledge. It is integrated skillfully with other subjects.
- An enquiry-based approach allows students to develop skills of critical thinking and collaboration. They are fully engaged in exploring concepts and making relevant connections.
- Teachers' assessment of student learning influences teaching and the curriculum. Student attainment at least meets the expected curriculum standards.
- In lessons and recent work, students make very good progress in relation to their starting points and the curriculum standards.

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

### Innovation

- Most students use technology for research and to record their work digitally. They design, create and deliver presentations for specific purposes.
- Students have a strong work ethic and a positive attitude to learning. The development of innovation skills is integrated in the curriculum. Enterprise and entrepreneurial activities are emerging.
- Teachers use digital platforms very well to provide effective feedback on students' work. This helps students to progress rapidly.
- In ICT, students' understanding of coding concepts is enhanced through programming in a virtual world and by controlling a robotic device.
- Leaders model the use of innovative technologies in their work.

**The school's promotion of a culture of innovation is systematic.**

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Most students demonstrate adequate levels of understanding of the principles of worship in Islam. They can link their learning about manners in Islam to real life.
- They are not confident applying and explaining recitation rules when memorising verses of the Holy Qur'an. Students' skills of referring to the Hadeeth and Holy Qur'an are developing slowly. They are acquiring basic research and problem-solving skills.
- In their recent work, students show satisfactory levels of knowledge and skills, especially in making judgments based on Islamic rules and faith. Recent improvements in teaching supports their steady progress in understanding Islamic concepts.

#### For development:

- Ensure students have a secure knowledge of the Pillars of Islam and Seerah.
- Monitor students' recitation skills.
- Increase students' independent learning of the Holy Qur'an and Hadeeth.

#### Arabic as a first language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Student achievement is within expected levels. Students in upper primary make better progress than those in lower primary. Students' verbal skills are in line with expectations.
- Students' use of classical Arabic in conversation is variable. Their knowledge of syntax and rhetoric is not as well developed as their writing. Writing suggests that students possess a reasonable range of vocabulary, but progress in developing writing skills is slow.
- The strategy of accelerating students' progress by adopting comprehensive support has had limited impact on their skills' development. Teaching practices are inconsistent.

#### For development:

- Develop students' reading skills with strategies that address their needs.

## Arabic as an additional language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Upper primary students are making better progress from their starting points than those in lower primary. Students express themselves using simple language in different contexts.
- Student notebooks show progress in writing and writing skills are within expectations. Listening skills are strong. Speaking is variable in lower primary. Upper primary students use an acceptable range of vocabulary.
- Differentiation in lessons, based on students' needs and abilities, has a positive impact on students' progress. Students' use of Arabic in lessons is developing. Problem-solving and challenge for students with gifts and talents are underdeveloped features.

### For development:

- Provide more opportunities for students to develop their speaking skills.

## English

	Foundation Stage	Primary
Attainment	Very good ↑	Very good ↑
Progress	Very good	Very good

- High attainment levels are achieved in the Foundation Stage and the primary phase. The large majority of students attain literacy levels that are above curriculum expectations.
- Initiatives to improve students' reading, critical thinking and learning skills have a positive impact on the development of students' speaking and writing skills. Students' attainment levels are rising rapidly. Some students have unchecked errors in their written work.
- Previous significant gaps in attainment between different groups of students are now closed. Many students make progress above expectations in the development of their knowledge and skills.

### For development:

- Ensure students assess and correct their written work in spelling, punctuation and grammar.

## Mathematics

	Foundation Stage	Primary
Attainment	Very good ↑	Very good ↑
Progress	Very good	Very good ↑

- In the Foundation Stage and primary phase, students make rapid progress. External test data confirms their understanding of mathematical concepts, skills in calculation and data handling, and ability to solve problems involving numbers and shapes.
- Children in the Foundation Stage are making progress in counting and measuring. Attainment is often above curriculum standards, for example in number and fractions in Key Stage 1, in angles and geometric transformations in Key Stage 2, and in calculating volumes of compound shapes in Year 6.
- An emphasis on acquiring skills has led to improved attainment in Foundation Stage. In the Primary phase, a focus on improving calculation skills and on girls' attainment is having an impact. Students are not given sufficient opportunities to explore concepts for themselves.

### For development:

- Provide opportunities for students to explore concepts and work out formulae and mathematical rules independently.

## Science

	Foundation Stage	Primary
Attainment	Very good ↑	Very good ↑
Progress	Very good	Very good ↑

- In the Foundation Stage and in the primary phase, the large majority of students achieve above expected levels. In lessons, students show strong knowledge and understanding, and consistently produce high quality work.
- In the Foundation Stage, children develop their observational skills by making predictions about what may happen when they set up an experiment. This continues into the primary phase, where investigation skills and scientific concepts are systematically developed, so that by the end of primary, students tackle challenging tasks with confidence.
- The laboratories are used well to develop students' practical skills and as a result, students are confident independent learners, particularly in their use of technology. They use their well-developed learning skills when working in groups and solving scientific problems.

### For Development:

- Ensure students work scientifically in lessons.

## Learning skills

	Foundation Stage	Primary
Learning skills	Very good	Very good

- Students are keen to learn and take responsibility for their own learning when given the opportunity. They interact and collaborate very well. They discuss, share ideas and organise activities.
- Critical thinking and problem-solving skills are not consistently developed, especially in Islamic education and Arabic lessons. In the most effective science lessons, students are confident, take opportunities to be innovative, research independently and solve problems.
- Students in the Foundation Stage and the primary phase use technology regularly and with confidence for research and to record their work digitally. They design, create and present for specific purposes.

### For Development:

- Ensure greater consistency in the development of critical thinking and problem-solving skills.

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

	Foundation Stage	Primary
Personal development	Outstanding ↑	Outstanding ↑

- Students have highly positive attitudes to learning. Children in the Foundation Stage are developing self-discipline skills and these skills continue to be evident in the primary phase. Students respond well to high expectations. Behaviour is exemplary.
- Students show empathy for others and have respectful relationships with peers and adults. Most students display mature attitudes. They show consideration and appreciation for their peers, especially those with special education needs.
- Students make healthy choices and enjoy physical activities, particularly through the wide range of after-school activities provided by the school. Levels of student attendance are very high across the two phases.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ↑

- The school displays a deep appreciation of Islamic values. Students in the primary phase show a high level of respect for Islamic practices, can explain Islamic values, and know that peace is at the core of Islam.
- Children in the Foundation Stage show an understanding of Emirati culture, for example through the 'Seven Emirates' song. Primary students have knowledge and an appreciation of UAE heritage, such as diving for pearls. They value tolerance in Dubai society.
- Students are proud of their own cultures and appreciate the multicultural aspects of the UAE. They enjoy visiting cultural centres and the friendship of peers of different nationalities.

	Foundation Stage	Primary
Social responsibility and innovation skills	Good ↓	Good ↓
<ul style="list-style-type: none"> <li>• Almost all students demonstrate responsible attitudes, contribute actively to school life and participate in a wide range of clubs and extra-curricular activities. A small number of students are involved in external community projects and volunteering activities.</li> <li>• Most students display a strong work ethic and participate enthusiastically in learning activities. Innovation is firmly embedded across the school. Technology is used effectively by students, teachers and parents to enhance learning and to improve communication.</li> <li>• Students develop their environmental awareness through lessons and assemblies. A minority of students is involved in a few projects to improve the school and community environment. Student leadership of entrepreneurial and community projects is developing.</li> </ul>		
<b>For development:</b>		
<ul style="list-style-type: none"> <li>• Provide opportunities for students to engage in and lead entrepreneurial and enterprise activities within the local community.</li> <li>• Empower students to initiate, develop and implement environmental projects within the school and wider community.</li> </ul>		

### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Very good	Very good ↑
<ul style="list-style-type: none"> <li>• Teachers have strong subject knowledge and develop well-structured lessons. They use data and high-quality resources to create imaginative and engaging lessons, especially in English, mathematics and science. Teachers' interactions with students ensure that they are enthusiastic learners.</li> <li>• Differentiation is part of lesson planning but is not always effectively implemented in the lesson. Effective questioning promotes higher-order and critical thinking skills and engages students in thoughtful discussions. These skills are not strongly evident in Islamic education and Arabic lessons.</li> <li>• The use of technology and opportunities for enquiry, research and independent learning have increased. Significant gains are being made in students' attainment and progress as teachers refine strategies and add new approaches to their teaching.</li> </ul>		

	Foundation Stage	Primary
Assessment	Very good	Very good

- The school's systems for assessing students' progress and attainment are of a very high standard. Staff implement these thoroughly. The systems take full account of the goals of the Early Years Foundation Stage and the standards of the National Curriculum in England in the primary phase.
- Analysis of assessment data is a major strength. Almost all teachers use data to effectively match learning tasks to the needs of different groups of students. Digital assessment and reporting are used as part of feedback to students about their progress.
- Leaders support teachers to improve assessment. An effective system developed for physical education has been modified and applied in the assessment of Islamic education and Arabic, although assessment in Arabic still needs further refinement.

**For Development:**

- Improve the quality of teaching and learning in Islamic education and Arabic to the level of other subjects.
- Align assessment in all subjects to the high standards in English, mathematics and science.

**4. Curriculum**

	Foundation Stage	Primary
Curriculum design and implementation	Very good	Very good

- The curriculum is aligned to the Early Years Foundation Stage and National Curriculum in England. It is suitably adapted to comply with UAE national priorities. It has a clear rationale, and breadth and balance for the development of students' academic, physical, social and creative skills.
- The curriculum ensures continuity, and students' progression and smooth transition to the next phase. Cross-curricular and thematic links are a feature of almost all lessons. A wide range of curricular and extra-curricular activities provide for students' talents and interests.
- Regular curriculum reviews, including the use of data, ensure that provision is adapted to meet the needs of all groups of students. Termly planning for learning includes questioning that promote students' higher order thinking.
- Moral education is taught as a discrete subject for one hour a week for students in Years 2 to 6. In Foundation Stage and in Key Stage 1, it is integrated into English and social studies lessons and at school assemblies.

	Foundation Stage	Primary
Curriculum adaptation	Very good	Very good ↑

- In most lessons at the Foundation Stage and in the primary phase, the curriculum is consistently planned to meet the needs of all students including those with special education needs and some more-able students. It includes appropriate challenge for students.
- The curriculum is imaginative and well-planned to engage students in creative activities. Most students use technology innovatively to support their thinking, particularly at the Foundation Stage, and in ICT and science lessons.
- The curriculum offers opportunities to promote students' knowledge and understanding of the heritage, culture and values of the UAE. The curriculum is adapted for coherent learning in most subjects.
- Arabic is taught for two lessons per week in FS1 and FS2. Children learn letters, sounds and some common phrases.

**For development:**

- Ensure the curriculum in all subjects meets the learning needs of all groups of students, including students with different prior experiences of the subject.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- The school has rigorous policies and procedures, implemented by all staff, for safeguarding and protecting students. The school is highly effective in keeping students safe from all kinds of abuse, including bullying and cyberbullying.
- The school grounds and buildings are well-maintained and well-supervised by qualified and experienced staff. The school provides a hygienic and secure environment for students and staff. Safety checks are frequent and thorough. Supervision of students is a priority and exceptionally effective at all times.
- Trained medical staff keep very detailed and secure records of incidents, subsequent actions and results. Physical health, healthy eating and healthy lifestyles are successfully promoted through the curriculum and in the canteen.



	Foundation Stage	Primary
Care and support	Very good	Very good

- Relationships between students and staff are respectful and caring. The school has high expectations of students' behaviour and consistently promotes positive behaviour. A few students do not demonstrate resilience in learning during lessons.
- The school has clear systems for monitoring attendance and punctuality, and attendance levels are generally high. Carefully considered modifications ensure that almost all students of determination and those with gifts and talents make progress. Student progress is reviewed regularly.
- Teachers' knowledge of students' strengths and needs enables them to provide individual care and support for their personal development, confidence and social awareness.

**For Development:**

- Ensure appropriate interventions are made to further develop students' social skills, resilience and self-confidence.

**Inclusion of students of determination**

Provision and outcomes for students of determination	Very good ↑
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- The school has successfully established an ethos of inclusion. This is evident in the school's admission policy and practice, and in teachers' skillful planning to meet the different needs of students.
- The school has improved its approaches to identifying students' learning needs. Individual education plans are child-friendly and support students' understanding of their next steps in learning. Criteria for assessing how students achieve targets is not always clear.
- Parents are valued partners in supporting their children's learning. The school provides regular, helpful updates to parents about their children's progress. Parents welcome these updates and the opportunity to become more involved in their children's learning.
- Teachers skilfully adapt the curriculum and learning to match the ability levels of students. Students engage in meaningful and relevant learning tasks that match their learning needs and sometimes their personal needs.
- At the Foundation Stage, most children with SEND make progress, particularly in literacy. At the primary stage, almost all make very good or outstanding progress in achieving targets in mathematics.

**For development:**

- Ensure that the criteria are clear for measuring students' success in achieving targets and that teachers actively support their students in achieving their targets.

## 6. Leadership and management

The effectiveness of leadership	Very good ↑
School self-evaluation and improvement planning	Very good ↑
Parents and the community	Outstanding ↑
Governance	Good
Management, staffing, facilities and resources	Very good

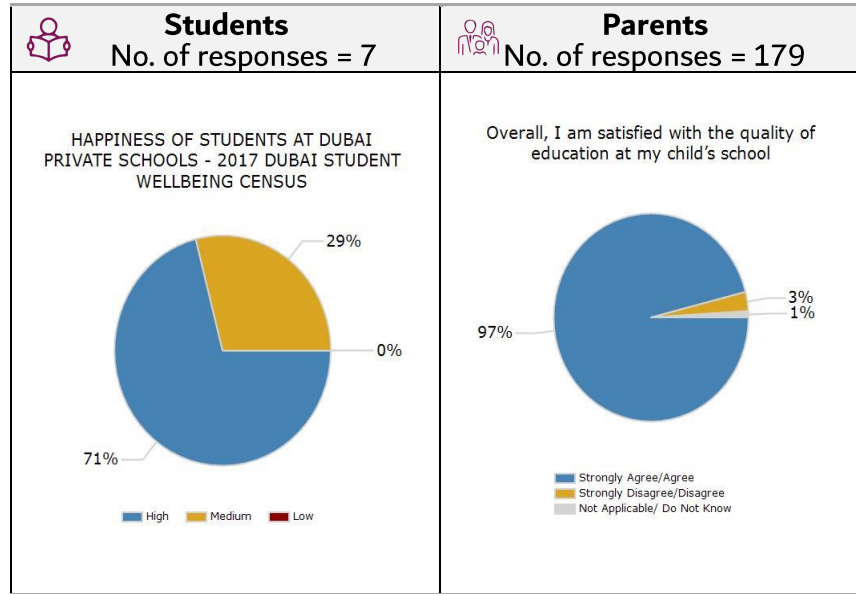
- A highly skilled leadership team supports improvement and innovation. Leaders have very good knowledge of best educational practice to improve students' outcomes. Leadership is shared well among the staff but has not had sufficient impact in Arabic and Islamic education. The school is inclusive and has the capacity to improve.
- The school has a rigorous and systematic approach to self-evaluation. This provides accurate information on the school's strengths and development needs. The quality of learning and teaching, students' progress and attainment are reviewed regularly. Innovative use is made of technology to collect, collate and evaluate data on students' attainment and progress, and the quality of learning and teaching. The consistency and quality of learning and teaching has improved.
- Parents are fully engaged as partners in school life. They appreciate the very effective communication about their children's work through digital technology. They receive comprehensive, regular reports about their children's academic achievement and personal development. They greatly respect the school's efforts to support students with SEND. They speak highly of leaders and teachers, and school improvement. They value the strong link between school and community.
- The governing body supports the school and holds the principal to account on a range of key performance indicators. The Advisory Council is developing its role of challenging school leaders. The Council includes parents and members with expertise in education. There is a Governor for Inclusive Education. The governing body plays a key role in appointing new staff. It provides very good quality resources for the school.
- The school has very good accommodation and resources. However, the premises and facilities are not adapted to fully meet the physical access needs of all students and adults. Teachers and students increasingly use advanced technologies in classrooms, providing distinct learning experiences, and opportunities for research and communication of learning. The school has an effective approach to staff development, which is impacting positively in most areas of teaching and improving the learning experiences and achievements of students.



### For Development:

- Improve the impact of leadership on students' outcomes in Arabic and Islamic education.
- Adapt the school's facilities to fully meet the physical access needs of all students and adults.

## The Views of Parents and Students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>The Year 6 sample of students was too small to be statistically significant.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Most parents are satisfied with the quality of education provided by the school. They think their children are safe and happy at school, and have formed good friendships. Parents are satisfied with the development of their children's learning skills. A few feel that communication between school and home could be improved. The school is addressing this with a review. The inspection found that the school shared children's learning very well with parents.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)