

ACCEPTABLE



2019-2020

# INSPECTION REPORT



























MOE CURRICULUM

## Contents

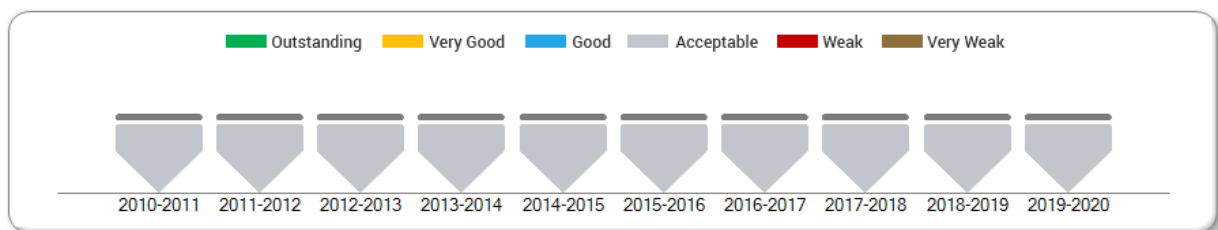
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<b>Contents.....</b>	<b>2</b>
<b>School Information.....</b>	<b>3</b>
<b>Summary of Inspection Findings 2019-2020.....</b>	<b>4</b>
<b>Overall School Performance .....</b>	<b>6</b>
<b>National Priorities.....</b>	<b>8</b>
<b>National Agenda Parameter .....</b>	<b>8</b>
<b>Moral Education .....</b>	<b>9</b>
<b>Reading Across the Curriculum .....</b>	<b>9</b>
<b>Innovation.....</b>	<b>10</b>
<b>Main Inspection Report .....</b>	<b>11</b>
<b>Views of parents and students.....</b>	<b>20</b>

## School Information

General Information	 Location	Al Garhoud
	 Opening year of School	1983
	 Website	www.charityschoools.com
	 Telephone	04-282-1942
	 Principal	Dr. Mohammad S. B. Shaath (Acting)
	 Principal - Date appointed	5/1/2019
	 Language of Instruction	Arabic
	 Inspection Dates	18 to 21 November 2019
Students	 Gender of students	Boys and girls
	 Age range	6 to 18
	 Grades or year groups	Grade 1 to Grade 12
	 Number of students on roll	4883
	 Number of Emirati students	0
	 Number of students of determination	85
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	231
	 Largest nationality group of teachers	Jordanian
	 Number of teaching assistants	1
	 Teacher-student ratio	1:21
	 Number of guidance counsellors	3
	 Teacher turnover	11%
Curriculum	 Educational Permit/ License	Ministry of Education (MoE)
	 Main Curriculum	MoE
	 External Tests and Examinations	Emirates Standardised Test (EmSAT)
	 Accreditation	None
	 National Agenda Benchmark Tests	CAT4, International Benchmark Tests (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 summarises the inspection findings for students' outcomes, provision and leadership.

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> <li>Students attain good levels in Islamic education and Arabic. They attain acceptable levels in English, mathematics, science and the UAE social studies. Overall, students' learning skills are acceptable, and although strongest in Cycle 3, their skills for collaboration, investigation and research are generally more limited.</li> <li>Students' personal and social development are a strength of the school. Their understanding of Islamic values and Emirati culture is another strength and is outstanding.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> <li>The quality of teaching is broadly acceptable, with a minority of lessons being good or better. The most effective teaching is in Cycle 3, where teachers ask questions that promote deeper thinking by their students. Due to the implementation of more rigorous systems and better analysis of the results, the assessment of learning has improved. These improvements allow teachers to plan lessons that are better matched to the previous learning of their students.</li> <li>The curriculum is broadly adequately implemented across all three phases; however, in the evening school, the curriculum is not fully compliant with time requirements. There is a greater emphasis on developing knowledge than on skills and understanding. The curriculum is strongly linked to the culture of the UAE. It is rarely modified to meet the learning needs of individuals or groups of students, especially students of determination.</li> <li>The provision for the health and safety of students remains good overall. Supervision within the school and on buses is effective. The addition of more social workers to the staff has enhanced the care provided to students. Students in Cycle 3 benefit from appropriate guidance towards their post-secondary choice of destinations.</li> </ul>
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> <li>The new director of the school has a vision for its future and this is shared by other leaders. The momentum created by this begins to encourage greater academic achievements by students. There have been improvements since the last inspection, including better self-evaluation processes, more robust monitoring of teaching and learning and more precision in improvement planning. Parents and governors are strongly supportive of the school. The management of facilities and resources remains acceptable.</li> </ul>

### The Best Features of The School:

- Good achievement by students in Islamic education and Arabic
- Students' personal and social development, particularly their understanding of Islamic values and awareness of Emirati culture
- The protection, care, guidance and support of students








### Key Recommendations:

- Improve the quality of teaching so that a majority of lessons are good, and none are weak.
- Enrich the curriculum with a variety of active learning experiences in all subjects.
- Evaluate the quality of teaching and learning with a focus on the outcomes for students.
- Reduce class sizes to optimise students' progress and learning outcomes.

## 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	Acceptable ↑	Acceptable	Acceptable	Acceptable ↑	Acceptable
	Progress	Acceptable	Acceptable ↑	Acceptable	Acceptable	Acceptable ↑	Acceptable
 <p>UAE Social Studies</p>	Attainment	Acceptable					
<b>Learning skills</b>		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	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

## 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	Acceptable ↑
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable

For further information regarding inspections, 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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets:](#)

The school meets the registration requirements for the National Agenda Parameter, 2019-20 academic year.

#### The school's progression in international assessments **meets expectations.**

- The school has made progress in the Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) tests although targets are not always achieved. In some international tests the girls outperform boys. The results of two cycles of IBT tests were below expectations in Arabic and mathematics. Students' performance in science tests is mostly weak. However, students' achievements in relation to their abilities, as identified by cognitive ability (CAT4) tests, are better than expected.

#### The impact of leadership **is approaching expectations.**

- Leaders have ensured compliance with the N.A.P. testing requirements. Curriculum additions such as, earth science was made after the analysis of assessment data. The training of teachers to use the N.A.P. assessment information effectively has not yet impacted positively on students' outcomes.

#### The impact on learning **is below expectations.**

- An increasing number of students use 'critical thinking' notebooks and apply their learning to real world issues. However, the level of challenge is often low and there is little systematic development of the required N.A. skills. Independent learning and use of technology are developing but these are rarely seen in the classrooms.

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

#### For Development:

- Ensure that all benchmark testing is carried out under strict examination conditions.
- Ensure there is more systemic development of students' skills in critical thinking, investigation and independent research.

## Moral Education

- The school has made a positive start in planning a coherent programme to cover key concepts through stand-alone lessons in Grades 1 to 8. Coverage of key concepts varies across Grades 9 to 12 in the morning school and Grades 5 to 12 in the evening school.
- Most teachers have secure subject knowledge, enabling them to plan lessons that engage students' interest and facilitate purposeful discussions. While group work is planned, it is rarely productive as the groups are too large and opportunities for students to contribute are often restricted.
- The school is developing its assessment procedures in moral education. Teachers usually assess students' learning, providing constructive feedback to deepen understanding and develop skills. Reporting to parents is consistent with other subjects in the school.

**The school's implementation of the moral education is below expectations.**

### For Development:

- Ensure that the planned curriculum is fully implemented by subject teachers in all cycles.
- Provide active learning opportunities for individuals and small groups, that deepen their understanding and develop critical thinking, learning and communication skills

## Reading Across the Curriculum

- Reading assessment information is beginning to be collected and analysed. Achievement in reading is varied and the school is at an early stage of intervening to develop students' skills.
- The school is starting to teach reading skills to students, modelling effective reading and offering increased opportunities to students, alone or in groups.
- Although stronger practices are evident within the teaching of Arabic, the promotion of reading in other key subjects is not sufficiently well embedded.
- School leaders are committed to improving students' reading literacy. However, the staff as a whole display only emerging levels of awareness, capacity and practice.

**The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.**

### For Development:

- Improve teachers' capacity to teach appropriate reading skills and to model effective reading in their subjects.
- Promote students' reading skills and enjoyment for reading by offering them more opportunities to read for different purposes.

## Innovation

- In a few subjects, students are encouraged to think innovatively and to work creatively. In lessons, students rarely use technology to enhance their learning.
- An increasing number of students participate in creative projects that are enabling them to apply their knowledge outside of the classroom, in projects that promote both sustainability and innovation.
- Teaching does not provide sufficient opportunities for students to think creatively or to innovate. Teaching is too textbook based and does not sufficiently address the development of higher-order thinking skills.
- Curriculum plans in a few subjects include opportunities that aim to promote innovation. The development of students' entrepreneurial and enterprise skills is seldom evident in lesson plans.
- Leaders support the promotion of a culture of innovation. They have prioritised innovation in their strategic plans and allocated some resources, but these are rarely used.

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

### For Development:

- Promote a culture of innovation across the school community to ensure that opportunities for innovation are systemically incorporated into planning and development across all subjects.

## 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

- Across all cycles, students' achievements are above the curriculum expectations. Assessment information, however, does not reflect the current attainment levels of students. Good or better progress is made in most lessons but progress in students' written work is more inconsistent.
- Students in Cycle 1 develop a strong knowledge of Seerah and the fundamentals of the Islamic faith. While students in Cycles 2 and 3 show a better grasp of Fiqh and explanation of The Holy Qur'an, their responses are seldom supported by clear evidence.
- Students' recitation skills have improved in Cycles 1 and 2 as a result of the focus on Holy Qur'an recitation and the application of its rules. Students in Cycles 2 and 3 are beginning to make connections between Islam and their everyday lives.

#### For Development:

- Challenge students to provide evidence on a more consistent basis from the Holy Qur'an and Sunnah.
- Encourage the development of students' independent learning skills.

#### 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

- In lessons and their recent work, the attainment of the majority of students is above curriculum expectations. Cycle 3 students make better than expected progress and girls generally achieve better than boys. The school's assessment information shows differences between the Cycles.
- Students' listening and speaking skills are strong in most phases, particularly in Cycle 3. Students understand spoken texts of different types and engage in conversations with confidence. These skills are most evident in the girls' section. Extensive writing skills are less than secure, particularly for students in Cycle 2.
- Improvements in the Arabic curriculum are helping to develop students' reading and higher-order thinking skills. Most students can read for the main ideas and supporting details; however, their advanced reading skills are underdeveloped in all phases and particularly in Cycle 2.

#### For Development:

- Ensure that students practice writing more freely and at length.
- Improve students' comprehension skills by developing their advanced reading skills such as, by finding evidence, making predictions and in drawing conclusions.

## 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

- Across all three cycles, students attain in line with curriculum expectations. In Cycle 1, there is an emphasis on developing listening and speaking skills. In Cycle 2, students write sentences and in Cycle 3 they develop further their skills of analysis and composition.
- Students are taught the Ministry of Education (MoE) English curriculum supplemented by in-house developed resources. Learning often relates to students' lives and the UAE's culture. Independent learning skills are underdeveloped, and students' writing skills vary considerably across all three Cycles.
- Students' listening and speaking skills are a strength across the school. However, the low level of challenge and expectations in many lessons limits the rate of their development as speakers of English. Students have too few opportunities to write at length.

### For Development:

- Extend the opportunities for students to enhance their writing skills at length.
- Promote the development of students' independent learning skills in all three phases.

## 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

- In Cycle 1, students' achievements on internal tests are strongest. In Cycles 2 and 3, their scores are more variable. The average attainment of students in these tests is broadly in line with curriculum expectations. However, their attainment on external assessments typically remains below international standards.
- In most lessons, students make steady progress, but are capable of achieving more. Opportunities to develop critical thinking, problem-solving and applications to real world contexts, are infrequent. Overall, girls achieve better than boys.
- In Cycle 3, students are confident in finding the inverse of functions and plot results on a coordinate grid. Younger students compare fractions and gain confidence in applying the four mathematical operations. As differentiated learning targets are uncommon features of lessons, students in all Cycles are not sufficiently challenged.

### For Development:

- Ensure that all students are always fully challenged in lessons.
- Provide more opportunities for students to develop their problem-solving skills.
- Encourage younger students to be more independent and select learning resources for themselves.

## Science

	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

- Students' achievement is at the expected levels across the school. External assessment information indicates that students have few of the skills needed to design scientific enquiries.
- Across all phases, students demonstrate knowledge and understanding of scientific concepts and show basic investigative skills. In the better lessons, students link these concepts to real life situations. However, their application of the scientific method is just developing.
- Students' critical thinking skills are emerging, especially in the morning sessions. Students use their understanding of scientific concepts to solve simple problems. However, their use of technology and their research skills remain underdeveloped.

### For Development:

- Improve students' investigative skills and encourage them to design their own experiments, make predictions, formulate hypotheses and draw conclusions from their findings.
- Enhance students' research skills and use of technology to support the development of their scientific concepts and higher-order thinking.

## UAE Social Studies

### All phases

#### Attainment

Acceptable

- Internal assessments indicate that across all cycles, most students exceed the curriculum expectations. In lessons and in their recent work, these standards of performance are not consistently evident.
- Across the school, most students know and understand key features of the history, geography and economic development of the UAE. Most students in Cycles 2 and 3 demonstrate acceptable knowledge and understanding of these areas.
- UAE social studies is taught as a single subject across all cycles using the MoE textbooks and supplemented by a few videos and authentic artefacts. Students' critical thinking and cross-curricular learning are not well-developed features. There is little evidence in students' work, of enquiry or independent research.

### For Development:

- Provide students with opportunities and appropriate challenges to enable them to demonstrate fully what they understand, know and can do.

## 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

- Most students are engaged and highly motivated. In Cycle 1, in the more effective lessons, students are actively involved and increasingly take responsibility for learning. By Cycle 3, students' skills enable them to access more demanding courses and topics.
- Opportunities for effective enquiry and developing critical thinking skills remain inconsistent and too teacher dependent. When planned, students eagerly exchange viewpoints and make connections to the real world. The development of enquiry skills is strongest in Cycle 3, where advanced courses support this approach.
- Across all phases, collaborative learning occasionally provides opportunities for students to think critically, reflect, discuss and evaluate ideas. Most are effective communicators who can express opinions in a variety of ways. Technology is underused and this constrains students' ability to find answers for themselves or to independently draw conclusions.

### For Development:

- Provide more opportunities for students in all subjects to collaborate, think critically and use technology to support 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

- Across the school, students are eager to learn. Positive attitudes prevail in nearly all lessons and students respond well to advice. Older students have more opportunities to demonstrate self-reliance.
- Relationships between students and teachers are mutually respectful, with care and consideration shown. Students work very well together in groups. Behaviour in lessons, and around the school, is very positive. Although students are punctual to lessons, their rates of attendance and morning punctuality is not a strong feature of the school.
- Students participate enthusiastically in physical education and boys, in particular, are very active during breaks. Students are responding well to the school's encouragement to keep healthy by producing posters highlighting the risks of smoking and obesity.

	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

- Across the school students demonstrate a secure knowledge and understanding of Islamic values. They fully appreciate how such values affect them. They make clear connections of the values of tolerance, care and respect to their daily lives.
- Students' knowledge and appreciation of Emirati culture and heritage is remarkable. They not only participate in the UAE's cultural heritage celebrations and traditions but contribute to the UAE heritage displays and exhibition of traditional artefacts with obvious pride and knowledge.
- Students willingly take part in Islamic and cultural celebrations but have limited opportunities to be involved in planning and organising them. Although most students demonstrate particular pride in their own cultures, their knowledge of other world cultures develops more steadily.

	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

- Across all cycles, students participate in projects and welcome opportunities to take on responsibilities. Upper grade students, with leadership roles take responsibility for contributing to the community. Students in Cycles 1 and 2 are more guided by their teachers in doing so.
- Across all phases, students demonstrate positive a work ethic alongside strong environmental awareness. Students help to tend the school gardens and recycle used tyres into seats for the outdoor areas. The Environmental and Healthy Living Committee raises awareness amongst their peers regarding the importance of a clean learning environment and healthy living habits.
- Students' awareness of social responsibility remains strong, with Cycle 1 students winning an award from the Red Crescent for their support of autistic children. Cycle 3 students initiate and make significant and innovative contributions to the local community.

#### For Development:

- Provide all students with age-appropriate opportunities to develop the skills of innovation and entrepreneurship.
- Encourage students to initiate activities especially within the Cycle 1 and 2 phases.

### 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

- The quality of teaching is mixed. Only a minority of lessons are good. Although teachers have good subject knowledge, inconsistent teaching approaches constrain learning in lessons. Many lessons are too teacher dominated. Teachers' awareness of how students learn is stronger in Arabic; most notably in Cycles 1 and 3.
- In the most effective lessons, students are fully engaged, and teachers make good use of additional resources. Although different work is planned for students of differing abilities, this is seldom seen in practice, during lessons. Students do not have enough opportunity to think critically, or to be involved in meaningful discussions.
- Not enough use is made of assessment information to design learning tasks that meet the needs of different groups of students. Across most subjects, the development of higher-order thinking skills is inconsistent. Only a few teachers encourage the development of students' innovation and independent learning skills.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Assessment	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- A comprehensive range of internal and external assessments measure all students' attainment across the curriculum. In Grade 12, the school administers the MoE assessments. International assessments are used to benchmark students' achievement against global expectations.
- Assessment results are carefully analysed to identify trends over time, to compare the achievements of boys and girls and to identify students who need additional support. A small number of students who achieve high test scores are identified for enrichment programmes.
- Only a few teachers use assessment information to plan learning for different groups of students. This practice is beginning to meet the learning needs of more students. Although a few teachers' write comments on students' work to guide future learning, students seldom assess their own work.

#### For Development:

- Ensure that teachers implement all aspects of their lesson plans, especially the different tasks for different students.
- Establish an assessment policy that requires teachers to identify their students' next steps in learning.
- Involve students in assessing their own learning.

#### 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's curriculum is reasonably broad and balanced. It is adequately planned to develop knowledge and skills, although in most subjects, teachers emphasise the acquisition of knowledge more than they do skills. Compliance is not fully established, due to the short timing of the evening section.
- The curriculum has a clear rationale. It is strongly aligned with the school's vision and mission and responds positively to the UAE's national priorities. It is regularly reviewed and enhanced to meet the needs of most students. For example, providing an extra reading lesson in Arabic, which is already having a positive impact on the development of students' reading skills.
- Cross-curricular links are embedded within the school's curriculum. Many of them are carefully planned by teachers; however, implementation is less evident in some subjects. They are most meaningful in Islamic education, Arabic and English.

	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 largely based upon textbooks. Attempts to enrich the curriculum are inconsistent in all subjects. The general and advanced streams in Cycle 3 provide a range of courses that are better suited to students' learning needs.
- Innovation and enterprise are most evident in Cycle 1, where the new design and technology room permits greater creativity. In regular classes, opportunities to engage in activities that promote enterprise, innovation and creativity are more limited.
- The strong links to the UAE's heritage and culture are evident in assemblies, displays and in subjects such as Islamic education and Arabic. Students are keen to volunteer to promote environmental and social issues, with external partners requesting assistance from them.

#### For Development:

- Ensure that the timetable for all subjects is fully compliant with the MoE's statutory requirements.
- Provide activities that meet the needs of all students including those who have gifts and talents and students of determination.
- Provide all students with opportunities to be innovative.

### 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

- Although the safeguarding policy is clear, not all teachers understand fully how to deal with suspected cases of abuse. The medical care provided for students across all phases is of high quality.
- Medical staff raise awareness of issues such as personal hygiene, the importance of a healthy diet and the harmful effects of smoking. The maintenance of the premises is sufficient but would benefit from more systematic review and documentation. Fire drills are conducted but they are not as regular as they might be.
- Since the last inspection, bus transportation procedures have become compliant with the RTA rules and now ensure students' safety at all times. Supervisors around the school are vigilant in monitoring students' behaviour and attendance in lessons, as well as on the buses.

	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

- Relationships in the school are positive and there is an atmosphere of respect between students and teachers. There are, however, concerns related to the number of students who arrive late to school. These issues are being closely monitored.
- The school is inclusive, with improved systems to identify and make provision for students of determination. Although some students with gifts and talents are identified, and have opportunities to excel in extra-curricular activities, they are rarely challenged during lessons.
- There is a high percentage of students who require additional support and the school employs professionals to provide it. Effective counselling support, including academic and career counselling, is provided by social workers.

#### For Development:

- Hold school-wide emergency exit drills each term.
- Increase the capacity and skills of teachers to intervene when teaching students of determination.
- Identify more accurately students who may be gifted or talented, and make appropriate provision for them

#### Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- Governors and senior leaders promote an inclusive ethos, reflected in the school's admission policy and its welcome to students of determination. There have been some improvements in provision since the previous inspection. However, not enough has been done to improve all teachers' skills, in relation to students of determination.
- Staff work very effectively with local assessment centres to ensure the accurate identification of students' diverse needs. This information is used, alongside the school's own assessments to plan individualised education plans (IEPs). However, the most appropriate teaching approaches for a particular student alongside clear success criteria are not always clear enough.
- Parents are involved in all stages of the writing of an IEP, including regular reviews of their children's progress. They value the inclusive and caring ethos of the school and its responsiveness in meeting the needs of students who have recently joined. Parents particularly value the work of the inclusion centre in promoting their children's confidence and self-esteem.
- Curriculum modifications and support provided by specialist teachers in the inclusion centre help students build on their prior learning. The overly teacher centred approaches to learning in lessons restricts the progress of students of determination.
- Students make consistent gains in their learning in the small group withdrawal sessions where teaching and learning are sufficiently personalised.

#### For Development:

- Ensure that the success criteria on IEPs are precise and strategies are clear to guide teachers and enable students' progress to be measured accurately.
- Provide teachers with training so that they can provide the appropriate support for students of determination in their lessons.

## 6. Leadership and management

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

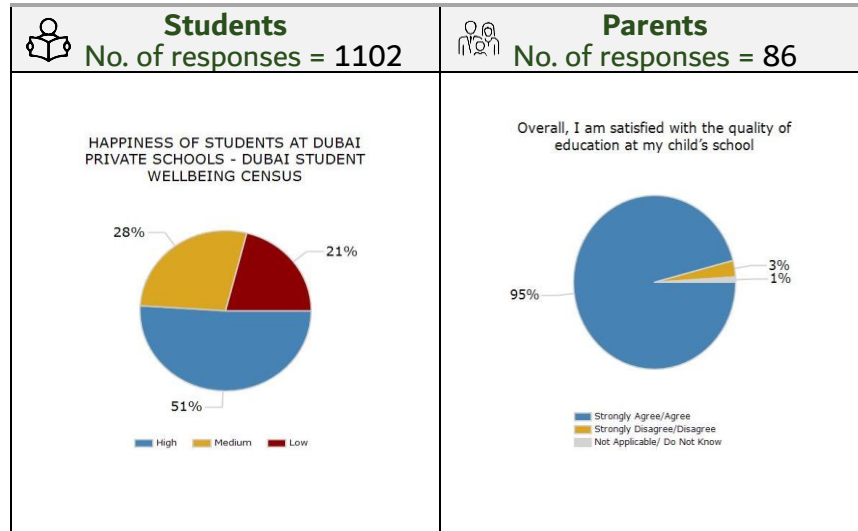
- The senior leaders' shared vision includes a commitment to the UAE National Agenda and to inclusion. Their capacity to develop the school's academic performance is evolving. Leaders and teachers have an emerging understanding of best practices in teaching and learning and this supports the school's efforts to improve. Professional relationships and communications between senior leaders and the teaching staff of both schools, is a developing strength.
- Increasingly senior leaders and the staff ensure a regular evaluation of internal and external assessment information. This begins to provide more accurate judgements regarding the levels of students' achievements, alongside a more robust view of some of the school's key priorities. Lesson observations conducted by leaders do not sufficiently link the quality of teaching to students' achievements. Overly optimistic judgements about the effectiveness of teaching often result. There has been some progress in addressing most of the recommendations from the previous inspection.
- The school informs parents regularly on matters relating to their children and to their academic progress. Most of the parents feel that their children are safe in the school and receive a satisfactory education. The school uses a range of methods to communicate with parents. Parents receive regular reports about their children's achievements, following the format of the MoE. Significant partnership arrangements with the local and wider communities benefit the entire school.
- The governing board, which meets regularly, is broadly representative of parents, the community and government agencies. They are passionate in their work to enhance the education of the school population. Governors support the school's charitable operations by obtaining resources and hold leaders to account for improvements in students' learning outcomes. The board has a developing understanding of most aspects of the school's operations, including the National Agenda expectations and inclusive education provision.
- Senior leaders manage most aspects of the day-to-day running of the school adequately. Teachers are well qualified, and there is ongoing professional development. The use of technology and other resources are limited. The enhanced library in Cycle 1 is very inviting and beginning to encourage more wider reading. Class sizes are too large and often restrict the range of teaching and learning opportunities.



### For Development:

- Improve the accuracy of the self-evaluation judgements.
- Monitor the quality of teaching with an emphasis on the learning and outcomes for students.
- Improve access to information technology for all students.

## Views of parents and students

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



 <p><b>Students</b></p>	<ul style="list-style-type: none"> <li>A large and representative sample of students replied. They express moderate levels of happiness and satisfaction with the school and life. They indicate that they are safe at school. They respect each other, but a few report various forms of bullying. The inspection findings confirm these opinions.</li> </ul>
 <p><b>Parents</b></p>	<ul style="list-style-type: none"> <li>Of those who responded to the survey, many parents express high satisfaction with the quality of schooling provided for their children. Whilst parents indicate that their children are safe at school, a large minority still agree that bullying remains an ongoing problem. Parents report that the teachers are helping their children to develop important learning skills. Inspection findings confirm these opinions.</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)