

Himayah School for Education Girls  
- Al Karama  
MOE CURRICULUM

**INSPECTION REPORT**  
**2021-2022**

**ACCEPTABLE**




























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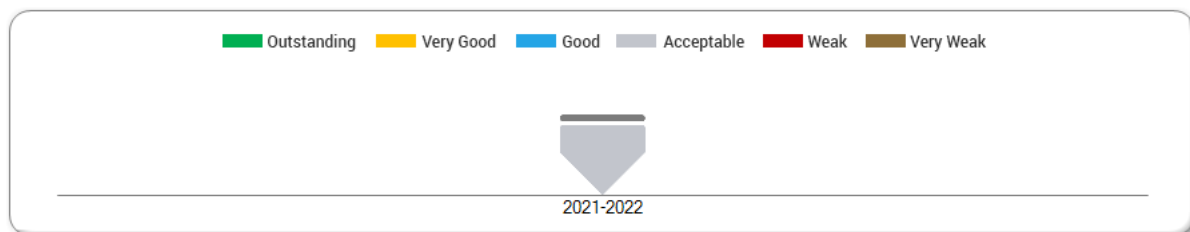
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## School Information

General Information	 Location	Al Karama
	 Opening year of School	2018
	 Website	www.dubaipolice.gov.ae
	 Telephone	+97144062888
	 Principal	Safiya Al Mansoori
	 Principal - Date appointed	2/21/2022
	 Language of Instruction	Arabic
	 Inspection Dates	21 to 24 February 2022
Students	 Gender of students	Girls
	 Age range	6-17
	 Grades or year groups	Grade 1-Grade 11
	 Number of students on roll	1040
	 Number of Emirati students	2
	 Number of students of determination	36
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	46
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	0
	 Teacher-student ratio	1:22
	 Number of guidance counsellors	2
	 Teacher turnover	0
Curriculum	 Educational Permit/ License	MoE
	 Main Curriculum	MOE
	 External Tests and Examinations	IBT, PIRLS.
	 Accreditation	None

### School Journey for HIMAYAH SCHOOL FOR EDUCATION GIRLS - AL KARAMA



## Summary of Inspection Findings 2021-2022

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	<ul style="list-style-type: none"> <li>• Student achievement across all phases is broadly acceptable. In Cycle 1, students' attainment and progress in Islamic Education and progress in English are good. Students' progress in Islamic Education is good in Cycles 2 and 3. Learning skills are acceptable in all phases of the school.</li> <li>• Students' attitude and behaviour are very strong across all phases of the school, representing a nurturing and calm environment. Students have a very good understanding of the impact of Islamic values upon their own life and within the UAE. They have very good appreciation of environmental issues and are keen to take an active part in promoting its awareness across the school. Students' innovation skills are less strong.</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>• Teaching for effective learning is acceptable across all phases. It is stronger in Cycle 1 where students have been learning remotely and teachers delivering live lessons across this phase. Across the school the quality of assessment is weak. Appropriate and effective assessment systems are not fully in place and inconsistent. Teachers' usage of the available assessment data to inform next steps in learning is underdeveloped.</li> <li>• The school curriculum provides an appropriate variety of subjects and activities with continuity and progression between cycles. However, it is not fully compliant with the time requirements of the Ministry of Education (MoE) in most of core subjects. Some integrated learning opportunities are evident. However, modification of the curriculum to meet the needs of different groups of students is less well-developed.</li> <li>• The school' learning environment is safe. The supervision of students and their relationships with their teachers are positive features of this nurturing, and caring environment. Personal and social guidance is helping students to make better decisions. The school does not have a full-time qualified leader of inclusion nor are teachers providing effective support to students of determination.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>• Leaders are committed to the school but the capacity of some leaders to enhance the skills of teachers is limited. Strong relationships with parents create a family atmosphere. The governing body is involved at a strategic level. Their capacity to hold leadership accountable for the quality of education and outcomes for students is developing. The school runs smoothly and is adequately resourced.</li> </ul>

### The best features of the school:

- Students' personal and social development and their involvement within the community.
- The school's caring atmosphere and committed staff.







### Key Recommendations:

- Governance must support the school by:
  - appointing leaders in key areas, such as Inclusion, academic, and guidance counselling
  - developing systems to hold leaders to account for the quality of education and outcomes for students
  - establishing, with senior leadership, a robust and comprehensive self-evaluation process that is evidence-based and accompanied by effective improvement planning
- Develop assessment systems so that student achievement is tracked and analysed to enhance teaching and learning and adapt the curriculum accordingly.
- Establish effective systems for the identification and appropriate support of students of determination in class.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

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

	Cycle 1	Cycle 2	Cycle 3
<b>Learning skills</b>	Acceptable	Acceptable	Acceptable

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

	Cycle 1	Cycle 2	Cycle 3
Personal development	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Very good

## 3. Teaching and assessment

	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Weak	Weak	Weak

## 4. Curriculum

	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable

## 6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
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](#)

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Acceptable	Acceptable
Progress	Good	Good	Good

- Across the school the majority of students make better than expected progress. Progress in Cycle 1 is strong, particularly with student knowledge and understanding of the Pillars of Islam. Students' comprehension of Islamic concepts in Cycles 2 and 3 are developing steadily; achievement meets curriculum expectations.
- Students in Cycle 3 are able to discuss current social and economic topics from an Islamic perspective. In Cycle 2, students can reflect on their learning of Islamic values, and link their knowledge to real-life applications.
- Cycle 1, students have confidence in their memorization and recitation skills of Holy Qur'an verses and Hadeeth. They are able to speak about the Prophet Mohammed (PBUH) and his family and explain what they have learnt from their knowledge of major events and characters in Islam. This is currently less evident in Cycles 2 and 3.

#### For Development:

- Ensure that students refer to all aspects of the Holy Qur'an, Hadeeth, Seerah, in their learning.
- Increase the levels of challenge and problem-solving opportunities for students.
- Ensure that the mandatory curriculum time is met in order to promote stronger student attainment in Cycles 2 and 3.

#### Arabic as a First Language

	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Across the school in lessons and their recent work, most students' achievement is in line with the curriculum standards and expected levels of progress. This is relatively stronger in Cycles 1 and 3 where writing and speaking skills show better progress.
- Most students in all cycles are able to use Standard Arabic in basic communication and brief responses to questions. Listening and reading skills are stronger but speaking and writing while improving do so at a slower pace. In Cycle 2 students, are beginning to expand their vocabulary with more confidence.
- Students in Cycle 1 can apply basic grammatical rules in their writing and speaking. In Cycle 2, they are able to reflect on and evaluate what they read in Arabic. Cycle 3 students are more confident with oral presentation and the analysis of poetry.

#### For Development:

- Improve speaking and writing by:
  - using assessment information more effectively to meet the needs of all students.
  - raising the levels of challenge and providing opportunities for critical thinking and problem-solving.
  - providing more opportunities for students to apply Arabic in extended writing and speaking.



## English

	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- Students in Cycle 1 learn new concepts quickly and understand how to blend sounds. Their spoken English improves throughout the school. Most Cycle 3 students use correct tenses to express opinions and explain their ideas by using an increasingly broad range of vocabulary.
- Students' reading, and comprehension levels are at curriculum standards. Cycle 2 students make steady progress; they can read texts and select the correct answers from multiple choices. By Grade 11, students are confident readers who are more proficient at skimming and scanning as well as interpreting information from texts.
- Students' attainment in their written work gradually improves, although most Cycle 2 students have a more limited range of vocabulary to enable them to compose accurate, complex sentences. Their written work is often limited, and they do not always understand the vocabulary in context.

### For Development:

- Enhance students' writing skills by providing more regular written assignments which require the broadening of vocabulary and the use of complex sentence structures.

## Mathematics

	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- Most students have well-developed knowledge of a range of mathematical operations and are able to use these successfully to answer set questions in number, shape, geometric and algebraic expressions. This standard is in line with curriculum expectations.
- Student's ability to use their knowledge for greater understanding and to make links between their learning is developing. A minority of students are able to identify how mathematical concepts influence their lives, for example, the use of geometry in architectural design. These skills are stronger in the upper cycles.
- Across the school, progress for most students is in line with expectations although marginally better in Cycle 1. For some groups of students, progress is limited by the insufficient structured support and challenge.

### For Development:

- Ensure that students link mathematical knowledge to everyday life in ways that allow them to improve their understanding of mathematics.
- Ensure that all students have the required support and challenge in lessons.

## Science

	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Acceptable

- External and internal assessment results show that most students have age-appropriate scientific knowledge. Attainment is in line with the school's curriculum standards, and most students make expected progress. In Cycle1, students make slightly better progress than elsewhere in the school.
- Knowledge is acquired and learned in all cycles, with the application and understanding developing. However, practical skills, such as measuring, recording and observing, and hypothesising during investigations are underdeveloped in the school.
- The recent reviews of provision within the school are starting to impact positively on the development of group work and discussions. Further practical skills are more developed when Cycle 1 students have been learning online.

### For Development:

- Enhance students' practical and investigative skills by using the available resources including laboratories to better effect.

## Learning Skills

	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable

- In the better lessons, such as in Cycle 1, students are eager and responsible with positive attitudes and a desire to learn. Occasionally, however they can be passive and contribute less to discussions.
- Despite the restrictions placed on them by the pandemic protocols, overall students exchange ideas well and communicate their ideas clearly, often using online platforms to do so. In this way, in the better lessons, productive group work is evident.
- Students do not frequently engage in deeper thinking or display skills in problem-solving. Similarly, they do not use technology to research as often as they should. As a result, the higher-order skills such as, critical thinking and evaluation are less well developed.

### For Development:

- Develop students' ability to think critically by enabling them to spend more time, in active group work and problem-solving activities.
- Encourage students to use technology effectively for research and evaluation.

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

	Cycle 1	Cycle 2	Cycle 3
Personal development	Very good	Very good	Very good
<ul style="list-style-type: none"> <li>All students have very positive attitudes and behaviour. They relate very well to each other and respect their teachers. They are mostly confident communicators. They are eager to succeed and thrive on praise. They make a significant contribution to the harmonious school environment.</li> <li>Students understand the importance of a safe and healthy lifestyle and make informed decisions about activities that enhance this, including healthy eating and exercise. They are eager participants in physical education and other physical activities.</li> <li>Overall, attendance is variable but mostly good at an overall 96%. Students' punctuality to lessons is an issue to be addressed, especially in the context of the five-minute gap between lessons.</li> </ul>			

	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good
<ul style="list-style-type: none"> <li>Across the school students have a deep knowledge and appreciation of Islamic culture and values. They model their lives on these values and are a credit to themselves, their families and school. As a result, they are very aware of the importance of their spiritual and mental well-being.</li> <li>Students appreciate the quality of life in Dubai and have considerable respect for its history, culture and security. They are proud of Dubai and its architecture, especially the success of EXPO 2020 and the Museum of the Future, as platforms for UAE identity.</li> <li>They are aware and proud of their own heritage and its place in the Middle East. Their awareness of other world cultures is developing alongside the importance of international support and relations.</li> </ul>			

	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Very good	Very good	Very good
<ul style="list-style-type: none"> <li>Most students have leadership roles in the school through the class president system which enables them to assist in the smooth running of the school and express care for each other.</li> <li>They participate in a variety of activities within and outside of the school. Their willingness to do so is making a very positive difference to people's lives, while enhancing their own. They have a well-developed work ethic and are energetic about using this for the benefit of the school now and in the future.</li> <li>Many students are doing some excellent work on conservation projects using solar energy and engineering technology. Overall, they have a good awareness of environmental issues on a global basis and are developing their knowledge and understanding about conservation within the school.</li> </ul>			

### For Development:

- Ensure students are punctual to all lessons.
- Build on the innovative projects using solar energy and extend this awareness to the rest of the school population.
- Implement recycling procedures to enhance the school's environment and students' awareness.

### 3. Teaching and assessment

	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- Almost all teachers plan lessons well displaying a secure knowledge of their subject and of how their students learn. Resources are available and used well to promote learning, frequently in an interesting way as is possible.
- The needs of all students are not always met sufficiently by effective adaptations to the lesson. Opportunities for students to think critically, solve problems, and carry out their own research using technology, are not seen frequently in any cycle. This leads to lack of progress for some students.
- Questioning by teachers, in the better lessons, such as in Cycle 1, is open, encourages discussion and promotes effective interactions. In Cycles 2 and 3, questioning and lesson activities are less skillful producing fewer opportunities for reflection and meaningful dialogue.

	Cycle 1	Cycle 2	Cycle 3
Assessment	Weak	Weak	Weak

- The school carries out regular assessments of student attainment, which are linked to the curriculum. The data, however, does not always provide reliable measures of progress as it is not compared with any international or national measures.
- Assessment data from internal tests is analysed and some patterns are noted. However, these are insufficient to inform teachers to enable them to structure their lessons and adapt the curriculum so that all student learning needs are met.
- The analyses of and effective use of data is underdeveloped. Only in the better lessons, such as in Cycle 1, teachers are using their knowledge of students' outcomes to enhance learning and ensure stronger progress.

#### For Development:

- Systematically gather sufficient data to produce credible measures of progress.
- Provide all teachers with the full range of available data and ensure that they know how to use it.
- Ensure that all lessons are structured so that all students' learning needs are met

#### 4. Curriculum

	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable	Acceptable

- The implementation of the curriculum is slightly stronger in Cycle 1 than elsewhere in the school. Cross-curricular links in Islamic Education, Arabic and Science, are more robust than in English and mathematics despite teachers being enthusiastic about their implementation.
- The school's curriculum is well-planned and follows the MoE guidelines. There is adequate continuity and progression in most key subjects. The curriculum is successful emphasising knowledge, skills and understanding but its delivery is not compliant with the MoE's allocated time requirements in most of core subjects.
- An active and systematic review of the school's curriculum is a process which has not been developed by school leaders so far.

	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The teachers' limited adaptation of the curriculum does not sufficiently enable them to meet the academic and personal needs of all groups of students. There are too few modifications to enhance teaching and learning. Learning support in class is unavailable and there is limited extension work to enable progress to be accelerated for those who are more capable.
- In all phases, the learning environment is largely unattractive and does not provide opportunities for creative, exploratory and innovative work. There are just a few extra-curricular activities available for students to engage in.
- There are, however, very relevant learning experiences through a social studies curriculum to enable all students to develop the knowledge and an appreciation of the heritage of the UAE. Emirati culture is discussed and supported within a range of learning opportunities.

#### For Development:

- Ensure that the school is compliant with the MoE curriculum requirements for all subjects.
- Use reliable assessment data more effectively to review and develop the curriculum to match students' needs.
- Establish accurate modifications, adaptations and learning support, to accelerate the progress of all students.

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

	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Acceptable	Acceptable	Acceptable

- Most teachers act as student counsellors. They advise students, particularly in Cycle 3, on how to take care of their well-being. Students advise their peers on how to protect themselves online and within their daily lives.
- Health and safety, including child protection, are dealt by staff sensitively with students. The nurse and social worker maintain secure, detailed records and arrangements to safeguard students' health and happiness. The Police Academy ensures that students have access to well-resourced health and child protection resources.
- The school is enhancing the quality of students' healthy lifestyles by building two new sports centres. The building materials, used in the construction work present an ongoing safety risk, despite the school making strenuous efforts to make them more secure.

	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable	Acceptable	Acceptable

- Students are very welcoming and friendly. The relationships they have developed with their peers and with staff are highly positive. Attendance is monitored very closely, and lateness is rare. Most lesson transitions are managed effectively although there are occasional late arrivals to lessons.
- The school has insecure systems for the identification of students of determination. Individual education plans are not accurately informed and do not indicate specific modifications and support for students. In the present circumstances it is difficult for the school to measure academic progress with any degree of clarity.
- Students with gifts and talents are identified but additional academic provision is at an early stage of implementation. The well-being and pastoral guidance for students is a stronger aspect. Some guidance on curricular choices is provided for students from Grades 11 moving towards the school's first Grade 12 learners.

### For Development:

- Recognise and take action to ensure that the construction work on site does not pose a risk to students' safety and welfare.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- This is an inclusive school. The leader and governor champion for inclusion are committed to providing a good education for students of determination. Lack of key, qualified, specialist staff is preventing the development of systems to monitor the effectiveness of modifications and support for students. Leaders have no system for self-evaluating the work of inclusion.
- The school does not make adequate use of a suite of assessment information for students of determination. The identification procedures are insufficiently developed. They do not result in appropriate support tailored to individual needs.
- Parents appreciate the work of the school and value the contacts and support which they receive from the school. They are positive about the school's work and its impact upon their children's progress. They say they know who to contact if necessary.
- Learning plans do not provide clear targets nor strategies for learning and support. Class teachers do not always provide targeted interventions that build students' skills of collaboration and personal support. Limited modification, together with a lack of specialist support, means that students do not make sufficient progress in their academic learning.
- However, students' skills in the use of technology are good and support their learning. Although care, guidance and support are only just acceptable, students do gain emotional resilience support from staff which help them to tackle challenges later in their lives.

### For Development:

- Develop the capacity of leadership for inclusion and ensure that rigorous departmental development planning for this area is one of the school's priorities.
- Establish effective systems across all phases for the accurate identification and skillful support of students of determination.

## 6. Leadership and management

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

- Leadership, at all levels, are committed to the school's mission and objectives and are working hard to fulfill these objectives. Relationships and communications are productive and result in a positive impact on students' learning. However, the overall effectiveness of leadership is restricted by the limited number of personnel and capacity at the senior and middle leadership levels.
- Processes for self-evaluation and the monitoring of the school's performance are underdeveloped. As a result, leaders have an unrealistic view of the school's performance and have not established priorities for school improvement. Clear planning for development is limited to only a few areas of the school's provision for its students. The monitoring of teaching and learning is not systematic nor focused on improving students achievement.
- The school regularly informs parents about their children's achievement, but it is not always sufficiently detailed. Parents are occasionally involved in their children's learning and they appreciate that they can approach school leaders and teachers regarding any concern through a range of communication channels. Overall, parents are loyal to the school and report that they are satisfied with the quality of education which their children receive.
- The governing board of the school includes a range of representatives from different government entities including the MoE. It supports the school in working towards meeting its mission to an acceptable level. However, the board is yet to provide resources to strengthen the leadership team or to fulfil key positions such as, a designated inclusion leader and additional academic leaders. Mechanisms to monitor the school's performance and hold leaders to account for the school's improvement are not well established.
- The management of the day-to-day life of the school is effective but learning resources require further improvement. Students and teachers move around the corridors calmly and quietly. There are smooth transitions between classrooms and other activity areas. A strength of the school is the loyalty and dedication of the school's teaching staff who work hard to optimise student achievement.

### For Development:

- Ensure that the school has the required staff including leaders to improve the outcomes for students.
- Establish an accurate review of the school's performance and priorities for school improvement planning.
- Provide parents with more informative reports regarding their children's achievement and targets for the future.
- Improve the school's learning resources, including but not limited to, the science laboratories and the library.



## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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