




National Charity School  
- Boys and Girls

 Curriculum: MOE

Overall Rating:

Acceptable



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



## Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017.....	6
Main inspection report .....	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	18
3. Teaching and assessment .....	20
4. Curriculum .....	21
5. The protection, care, guidance and support of students.....	23
Inclusion .....	24
6. Leadership and management .....	25
The views of parents, teachers and senior students .....	28



## School information



### General information

Location	Al Garhoud
Type of school	Private
Opening year of school	1983
Website	www.charityschools.com
Telephone	0097142821942
Address	Al Garhoud Dubai- P.O.BOX:2620
Principal	Dr.Kamal Farhat, د. فرحات كمال
Language of instruction	Arabic
Inspection dates	16 to 19 and 23 to 26 February 2017

### Teachers / Support staff

Number of teachers	207
Largest nationality group of teachers	Jordanian
Number of teaching assistants	3
Teacher-student ratio	1:25
Number of guidance counsellors	3
Teacher turnover	23%

### Students

Gender of students	Boys and girls
Age range	5-17
Grades or year groups	Grade 1-Grade 12
Number of students on roll	5303
Number of children in pre-kindergarten	None
Number of Emirati students	15
Number of students with SEND	68
Largest nationality group of students	Arab

### Curriculum

Educational permit / Licence	MoE
This might be deleted Main curriculum	MoE
External tests and examinations	MoE
Accreditation	None
National Agenda benchmark tests	UAE NAP



## The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

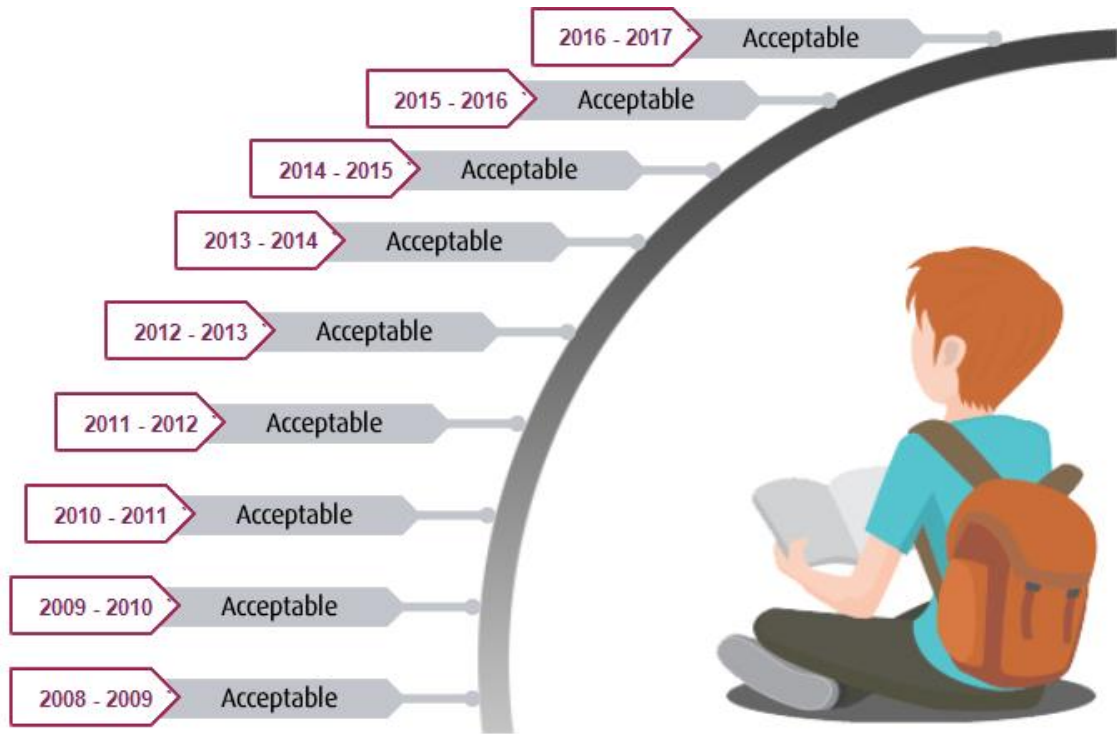
### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE



## Inspection journey for National Charity School-Boys and Girls



- The school operates morning and evening shift sessions for students in Grades 1-12. In the morning shift, 3006 boys and girls attend; 2297 then attend in the evening. The total roll of 5303 represents an increase of 119 from last year. The school has 207 teachers. Some teach only the morning or evening shifts; others teach across both. The principal has been in post since 2012.
- Recurring strengths of the school highlighted across the last three inspection reports include good attainment and progress across most cycles in both Islamic education and Arabic. Also noted were students' good and very good personal development, including their typically strong understanding of Islamic values and Emirati culture, and the commitment of the school community, including parents, to maintaining an inclusive and supportive ethos.
- Recommendations seen in inspection reports over the last three years include: to raise attainment and accelerate progress in English, mathematics and science; to improve teaching, including by using assessment data to match tasks and activities more closely to the learning needs of different groups of students and to develop further students' critical thinking and independent learning skills.



## Summary of inspection findings 2016-2017



**National Charity School-Boys and Girls** was inspected by DSIB from 16 to 19 and 23 to 26 January 2017 . The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are mostly good in Islamic education (IE) and Arabic. Attainment and progress in English, mathematics and science are mostly acceptable. There is good progress in Cycle 3 (evening) English and mathematics, but weak attainment in Cycle 1 mathematics, across both shifts. Learning skills are consistently acceptable in Cycles 1 and 2, and good in Cycle 3.
- Students' personal and social development, and their innovation skills are a strength of the school; all key aspects are good, very good or outstanding. Within this, girls generally demonstrate better behaviour and attitudes than boys, and older students tend to be more responsible than younger ones.
- Teaching is typically acceptable across the school. The best teaching is most likely to be seen in Cycle 3 than in other cycles and particularly in the evening where the overall quality of teaching is good. Assessment is consistently of an acceptable standard, across all cycles and in both shifts.
- The curriculum offered is of an acceptable standard. Choices for older students are limited, and teachers do not promote higher-order thinking regularly or consistently. Curriculum adaptation is acceptable overall; it is not robustly modified to meet the needs of all groups. There is, however, an acceptable level of enhancement and innovation, and good coverage of Emirati culture.
- Overall, the protection, care, guidance and support of students are of an acceptable standard. Most of the school's procedures are effective but emergency evacuation of the school, as seen for example in fire drills, is not efficient. Relationships between staff and students are positive. There is a warm, caring, family atmosphere. Identification of students with SEND and the subsequent support offered to them are improving.
- Senior leaders set out a clear vision for the school. They maintain good partnerships with parents and are developing the school's outside links. Leadership and governance are acceptable overall. They are not better because senior leaders and governors have not managed to raise attainment sufficiently in key subjects. School self-evaluation and improvement planning are not accurate enough or effective. Premises and resourcing have improved but some class sizes remain high.

## What the school does best

- The large majority of students make effective progress and attain well across most cycles in Islamic education and in all but one cycle in Arabic.
- In both English and mathematics, the rate of progress of students with SEND and those in Cycle 1 is improving.
- The school successfully helps students to develop personal and social skills, particularly in relation to understanding Islamic values and Emirati culture, especially across all aspects at Cycle 3.
- Senior leaders maintain good partnerships with a body of supportive parents and have also broadened the school's links with other schools and organisations. Supported by the governing board, leaders have also significantly improved the school buildings, facilities and resources.

## Recommendations

- Involve all staff in school self-evaluation so that judgements are more accurate and better-informed. Use this evaluation to develop and implement increasingly focused and relevant improvement plans.
- Carry out a comprehensive audit of all procedures for ensuring students' safety and the promotion of healthy lifestyles, then act on these findings.
- Improve the quality of lessons to a consistently good or better standard, by
  - continuing to build on and to share the good practice which already exists in the school
  - matching the level of challenge in lessons to the learning needs of different groups of students
  - developing students' critical thinking and problem-solving skills through improved questioning, more challenging, open-ended group discussion tasks, debating and inquiry-based learning
  - providing more opportunities for students to work independently and carry out meaningful research.
- Improve the school's systems for evaluating, recording and analysing students' progress and attainment, by
  - making full use of information from external tests to compare students' attainment against international standards
  - analysing external and internal assessment data to measure the rates of progress of individual students and groups and take remedial actions when required
  - giving individual students clear advice about what to do next to improve, and by involving students more in both self and peer assessment.

## 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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting their targets:**

- The school meets the registration requirements for the National Agenda Parameter
- The school has no current National Agenda Parameter attainment data across Arabic, English, mathematics or science.
- The school intends to use GL CAT4 assessments with the mandatory grades, early in 2017. One school leader has attended GL CAT4 training offered by the test provider. No training has been provided to teachers. No information has been shared with students or their parents.
- The school has not reviewed the curriculum against National Agenda requirements. Leaders are aware of the importance of developing skills of independent learning, critical thinking and problem solving. Teachers are beginning to integrate critical thinking activities into their plans and to present students with real-life contexts in which they are able to practise skills and apply their knowledge.
- There are insufficient examples of open-ended activities in science. There is too great a focus on knowledge acquisition. Some subject teachers are trying to ensure that the curriculum is increasingly skills-focused and are encouraging enquiry, research and critical thinking. Teachers of Arabic and English are developing their strategies for improving students' reading and comprehension skills.
- The school has no National Agenda data to share with students, parents or teachers. There are examples of students using tablets and laptop computers, both as research tools as well as to present their findings but such examples are not commonplace. Most research and enquiry is done through home learning.

Overall, the school's improvement towards achieving its National Agenda targets is not secure.



## Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









## Promoting a culture of innovation:

- Some secondary students use technology and re-cycled materials to design and build working models incorporating sensors. However, innovation in learning and a broad application of technology are not strategically promoted and not well developed. Students show a positive work ethic which could be channelled into developing their skills of enterprise and creativity. Teachers' planning does not include sufficient opportunities to encourage the development of creativity and independent learning skills. The range of extra-curricular and other activities to promote enterprise and innovation and to develop students' leadership skills remains too narrow. Senior leaders do not work in partnership with all, to set a vision and a drive to promote a culture of innovation in the school.

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
Islamic education 	Attainment	Good	Good	Good	Good	Good	Acceptable ↓
	Progress	Good	Good	Acceptable ↓	Good	Good	Acceptable ↓
Arabic as a first language 	Attainment	Good ↑	Good	Good	Acceptable	Good	Good
	Progress	Good	Good	Good	Good	Good	Good
Arabic as an additional language 	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
English 	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable ↑	Acceptable	Good ↑
Mathematics 	Attainment	Weak	Acceptable	Acceptable	Weak	Acceptable	Acceptable
	Progress	Acceptable ↑	Acceptable	Acceptable	Acceptable ↑	Acceptable	Good
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

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

## 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	Good	Good	Very good ↑	Good	Good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Very good	Very good	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	Good ↑
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	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Care and support	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable


## 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

# Main inspection report




## 1. Students' achievement

 Cycle 1 - Morning		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good ↑	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable ↑	Acceptable ↑
Mathematics	Weak	Acceptable ↑
Science	Acceptable	Acceptable

- A majority of students in Islamic Education demonstrate better than expected knowledge and understanding of the significant events in the Seerah. They are able to infer the leadership characteristics of the Prophet (PBUH). Students have a good knowledge of the reasons for fasting and can explain their understanding of values such as tolerance and patience, as seen from an Islamic perspective. A majority of students are making progress above expectation in Holy Qur'an recitation, applying the necessary rules. Students' ability to deduce rules and guidelines is less well developed.
- In Arabic as a first language, the majority of students attain levels of knowledge, understanding and skills that are above curriculum expectation. They have a strong listening and speaking skills. Students can read aloud familiar texts with accuracy and are able to explain clearly the key ideas found within them. Writing skills are improving. A majority of students show good progress in relation to their starting points and against the appropriate learning objectives in lessons. Students are progressing particularly well in listening, responding and reading comprehension.
- In English, most students make acceptable progress and have attainment in line with curriculum standards. Students are making expected progress in skills development as they move through grade levels. By the end of Cycle 1, most students are applying grammatical features into their written work and also reading with confidence. Speaking skills are developing more steadily. Almost all students enter school with little or no skills in English language. Boys are less secure in their word building, reading and writing skills than girls.


- Internal school assessments in mathematics suggest that students have numeracy skills that are above curriculum standards. However, levels of attainment seen in lessons does not support this. Attainment for most students is below curriculum expectations in Grade 5. There are no external assessment data to resolve this contradiction. Students can, for example, understand multiplication as an inverse of division but they have difficulty solving division problems involving remainders and solving multiplication problems involving large numbers. Skills of applying mathematical knowledge are underdeveloped.
- In science, results of internally assessed MoE tests imply attainment is ahead of expectations for the majority of students. However, most students' work is at or below curriculum expectation in Grades 1 and 2. Attainment and progress improve in some lessons in Grade 4 and Grade 5, but this is not the case in all science classes. By the end of this cycle, the majority of students are beginning to develop some basic scientific enquiry skills. Assessment information is not reliable enough to show real trends in attainment and progress.

 Cycle 2 - Morning		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, a majority of students possess recitation and memorisation skills ahead of expectations. Most students have a clear understanding of core Islamic concepts and principles. They can infer guidance and protocols from verses that they read, but their ability to understand the deeper meaning of these verses is under developed. Students know and understand Islamic etiquettes that are derived from Sunna, especially those related to social life. Girls are making better progress than boys in this subject.
- In Arabic, a majority of students attain above age-related expectations. They are able to express their views through an impressive range of vocabulary. When speaking, students use modern standard Arabic appropriately most of the time. Students can read familiar texts with accuracy. They are steadily developing their extended and creative writing, alongside their listening skills. Students read well aloud but their understanding of what they read is less secure.
- In English, most students attain in line with curriculum standards. External data are not available to provide an independent, objective measure of attainment. Progress is acceptable in lessons, and better progress is seen in the girls' section. Students' notebooks show that progress is acceptable over time. Most students show age-appropriate reading skills. Few teachers use in-depth questioning and, partly as a result, students' critical thinking skills are typically less well developed.







- Internal school assessments in mathematics suggest that, by Grade 9, almost all students attain expected curriculum standards in mathematics. In lessons too, attainment for most students is in line with age-related expectations. By the end of the cycle, students can, for example, solve linear equations with one or two unknowns. Geometry and data-handling skills are underdeveloped, as are skills of application and reasoning. Girls make better progress than boys and their attainment is consistently higher. There are no external, national or international benchmarking data for students in this cycle.
- Attainment in science as measured by internal assessment is in line with expected curriculum standards. However it is not measured against an international benchmark. Some progress is being made in developing students' research and critical thinking skills. Nonetheless, most students do not possess sufficient skill in the application of scientific enquiry.

 Cycle 3 - Morning		
Subjects	Attainment	Progress
Islamic education	Good	Acceptable ↓
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable


- Students demonstrate good skills in Holy Qur'an recitation although with some variability in accuracy. To a limited extent, they are also able to apply their knowledge. Students possess a good knowledge, from an Islamic perspective, of values and virtues such as charity. Students' attainment and progress in analysing and interpreting texts is less secure.
- In Arabic as a first language, the majority of students' attain above curriculum expectation. They are able to share their point of views using a broad vocabulary. They read familiar topics with accuracy but face some challenges with unfamiliar poetry topics. Their free and creative skills writing are developing. Their progress is rapid in reading, listening and speaking. Their creative writing skills are less well developed.
- Results of internal tests in English suggest that students' attainment is better than expected. In lessons however, most students' attainment is in line with expected curriculum standards. There are no external data to help in resolving this contradiction. Opportunities for independent research are uncommon and, as a result, research skills are less well developed. Reading and speaking skills are developing well but writing skills are not improving at a fast enough rate.

- In mathematics, internal assessments show that most students are attaining expected standards and this is reflected in lessons. No international benchmark assessments are used by the school. By Grade 12, students can apply the power rule for differentiation and also solve related problems. They have good skills of memorisation and use formulae accurately. However, many students have difficulty in calculating probabilities for compound events when problems are expressed in words. Girls make better progress than boys and their attainment is consistently higher.
- In science, students attain broadly in line with curriculum expectations in MoE examinations. Grade 12 girls, who have some curricular choice, achieve higher standards than boys, who have had no curricular choice until this year. Students are beginning to develop their skills in research, critical thinking and analysis. Most students are able to solve scientific calculations with confidence but their investigation and enquiry skills are less well developed.

 Cycle 1 - Evening		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable 	Acceptable 
Mathematics	Weak	Acceptable 
Science	Acceptable	Acceptable

- Students show a good understanding of the belief in fate as one of the Pillars of Islam. A majority of students have a secure understanding of Islamic moral principles. Students' progress has been positively influenced by the high quality of a range of additional programmes put on by the school. Students' skills in recitation and memorisation have improved as a result of teachers and parents working together. Students' abilities to explain ideas conveyed in the verses or the prescribed Hadeeth are developing.
- Most students in Arabic as a first language attain in line with age-related expectations. Their listening and speaking skills are adequate. Students can read well but only from familiar texts. Their writing skills are the least well developed. Students make good progress in improving their listening and speaking skills, using modern standard Arabic. Students' abilities to read aloud and accurately is an emerging strength. Progress in writing skills is slower and the progress of different group of students remains inconsistent.
- Throughout Cycle 1, most students' English skills improve from their low levels of attainment on entry and reach standards broadly in line with curriculum expectations. Girls attain better than boys. External benchmarking data for students at this level are not available. Most students are developing effective communication skills and a few are able to follow and explain more complex ideas with confidence. Although most students are making progress in widening their vocabulary, extended writing skills remain underdeveloped.

- In mathematics, internal teacher assessments indicate good attainment. However, attainment in lessons is below curriculum standards, across most grades and especially so for boys. There are no external data available to compare actual attainment against international expectations. Students have difficulty solving problems involving all four operations and negative numbers, unless they are at a very basic level. Skills of reasoning and applying mathematical knowledge remain underdeveloped. Girls make much better progress than boys.
- In science, internally assessed examinations indicate that almost all students are above curriculum standards by the end of Cycle 1. However, lesson observations and students' notebooks show variable and generally lower levels of attainment and progress. These are only in line with expectations. Students display few scientific enquiry skills and only basic knowledge and understanding of scientific concepts. Data, based on class averages, are not robust enough to indicate trends reliably.

 Cycle 2 - Evening		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, students have a good knowledge regarding aspects such as the religious benefits of fasting. Only a minority, however, are able to explain confidently the rationale behind some Islamic laws and acts of worship. Recitation skills are strong but students have limited understanding of the meaning of the verses. Students make better progress in their understanding of Islamic values and good habits than, for example, in their knowledge of major Seerah events such as the liberation of Mecca.
- Most students in Arabic as a first language attain levels in line with curriculum expectations with a majority above this standard. Their listening and responding skills are adequate and improving. They can read familiar texts accurately and confidently. Students' writing skills are weaker, due to the limited opportunities they are given for extended writing. They have, however, made good progress in improving their speaking skills using modern standard Arabic. In addition, students are increasingly confident when reading aloud.
- In English, most students are generally in line with curriculum standards. External data are not available to help teachers to gauge student achievement reliably. Most students' listening and speaking skills are developing well. Students lack sufficient opportunities to write at length, and their skills in this important area are limited. Towards the end of cycle, students are able to communicate their ideas clearly and fluently to others and with a growing confidence.

- Internal tests show that most students are attaining expected curriculum standards in mathematics. This is also seen in lessons, though boys in the lower grades are performing below expectation in class. Most students can express mathematical relations using equations and solve linear equations with one variable. Skills in reasoning are less well developed. No external national or international benchmarking data are available to benchmark attainment reliably. Girls make better progress than boys, though the difference is declining over time.
- Towards the end of cycle, internal examinations indicate that most students attain in line with curriculum standards in science. Girls perform better than boys. During lessons, a majority of boys and girls display an acceptable grasp of scientific facts but investigation and enquiry skills are less well developed. Research skills are developing, with some progress towards better outcomes in project work. Trend data indicates variation over recent years.

Cycle 3 - Evening		
Subjects	Attainment	Progress
Islamic education	Acceptable ↓	Acceptable ↓
Arabic as a first language	Good	Good
Arabic as an additional language	Not applicable	Not applicable
English	Acceptable	Good ↑
Mathematics	Acceptable	Good
Science	Acceptable	Acceptable

- In Islamic education, most students demonstrate adequate Qur'an recitation skills, applying the required rules. Students are increasingly able to apply their learning to contemporary life scenarios. They have a secure knowledge of the key Islamic principles. Most students are making adequate progress in understanding and reflecting on the core concepts in Islam.
- In Arabic as a first language, a majority of students show attainment of knowledge, understanding and skills above expectations. They are able to read familiar texts with accuracy. Their listening and speaking skills are strong, while their writing is less well developed. The majority of students make good progress against the learning objectives in lessons. Their progress is good in listening, speaking and reading but their creative writing skills are developing less well. Girls are progressing at a faster rate than boys.
- The majority of students make better than expected progress in English. Better teaching contributes to improving speaking and writing skills, although opportunities for extended essay writing remain limited. Results of internal examinations show that most students are in line with curriculum standards, and girls perform slightly better than boys.
- In mathematics, attainment in lessons and in internal assessments show that students are attaining expected standards. No international assessments are used as a benchmark for attainment. Students are not attaining as well as they should do in the Grade 11 general course. Students are not adept at reasoning, prediction or the application of their knowledge to real-world problems. Students, particularly girls, are nevertheless making good progress over time.

- In science, MoE examination results illustrate that most students attain in line with curriculum standards, and that girls achieve better than boys. During some lessons, many students make better than expected progress in acquiring knowledge and understanding. Almost all students, for example can confidently work out chemical formulae and undertake calculations in science. Most are also beginning to develop skills in independent research but enquiry and investigation skills are less well developed.

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

- Students' attitudes to learning are generally positive, particularly in Cycle 3. When given the opportunity, students take significant responsibility for their own learning as seen, for example, in Arabic and science in Cycle 3 classes for girls. In too many lessons, however, students are frequently passive learners and too dependent upon their teachers.
- Students collaborate well with each other and, when given the opportunity, communicate effectively in groups. In mathematics, group work has been used to engage students in problem-solving activities, some of which have provided very good opportunities for productive student interactions.
- With high levels of support, students make meaningful connections between in-class learning and real life. These develop their understanding of the world. In mathematics, teachers plan so that students can make meaningful connections between mathematics and other subjects, including English and history.
- The intentional development of critical thinking and enquiry skills does not feature significantly across most subjects. Some good examples are seen, however. In Cycle 3, for example, Grade 12 girls debated using persuasive language and discussed objectively. In most lessons, students are given too few opportunities to be innovative or enterprising.

## 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	Good	Good	Very good ↑	Good	Good	Very good

- Almost all girls and most boys demonstrate responsible attitudes towards their learning and to other people. They respond well to critical feedback from teachers. Their personal development improves markedly as they move from Cycle 1 through the school. By Cycle 3, students show particularly mature dispositions as they contribute to the life and the work of the school.
- Students behave well and show courtesy towards adults and each other. They are self-disciplined, and act in ways which ensure that the community is well-ordered and safe. Even when lessons are less than inspiring, students remain attentive and respectful to teachers.



- Students are aware of the needs of others, and help each other when required. Relationships among students and with staff are friendly and purposeful. A spirit of teamwork is particularly notable in girls' classes.
- Most students understand and follow the advice they receive on healthy eating and active lifestyles. Most take advantage of opportunities to engage in sports and physical activities.
- Attendance levels are very good and only a few students are late at the beginning of the school day.

	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	Very good	Very good	Outstanding	Very good	Very good	Outstanding

- Students demonstrate a secure understanding and appreciation the role of Islam in UAE contemporary society. They appreciate the values of Islam and are true to them in their attitudes towards others. They can link many of Dubai's social aspects to the influence of Islam, including architecture and the different Islamic festivities.
- Students are well aware of Emirati heritage and culture. Older students can talk in detail about all important events in the history of the UAE. Students at that stage understand the economic and political development of the Emirates. Displays and traditional corners seen around the school help to raise students' awareness.
- Students show a very good understanding of cultural diversity in the country. While proud of their own heritage they can talk about the interesting things they know about other cultures. In a lesson in Cycle 2, girls had researched about the traditions in countries in the Middle East and others such as China and gave very interesting presentations. Most students demonstrate a basic understanding of the more diverse aspects of global cultures such as art, literature and tourist attractions.

	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

- Students are responsible and contribute actively to the school life. Volunteer activities and community outreach are part of their curriculum. Students are involved in successful charitable activities. Older students exhibit a very good awareness of community solidarity and show this, for example, when they launch a successful campaign to help centres for people with disabilities.
- Students have developed a good work ethic. Resilience and co-operation are features of the daily routines of most students. Older students, particularly girls, have a very positive attitude to work. They benefit from career and business investment lectures. Outreach relationships with local community institutions offer students internship opportunities.

- Students care for their school environment. They are aware of the measures the government carries out to maintain cleanliness. Older students have a good understanding of global climate change and can talk about their ideas on how to support global sustainability. Students have produced a number of projects that convey simple ideas about the conservation of nature, and utilising renewable resources.

### 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	Good ↑

- Most teachers have good subject knowledge and understand how students learn although there is some inconsistency in this, particularly in some science lessons. In a Grade 5 science lesson, for example, making a windmill became a craft activity without exploring the scientific ideas behind the design. Arabic is taught well as a modern language. However, some teachers struggle to manage students' learning and behaviour positively.
- Lesson planning is improving. Arabic teachers follow their plans closely and make links with other subjects. Plans are not used consistently in all subjects. Islamic education plans, particularly in Cycle 2, lack sufficient detail about challenge, resources and time management. Textbook-based lesson plans and limited resources restrict opportunities for investigations in science.
- Most teachers have good relationships with students. However, teachers' questioning skills are variable. Questioning in English sometimes helps students to make connections with the world beyond school. In general, teachers do not ask open-ended questions sufficiently often.
- Teachers in most subjects use a limited range of strategies to meet students' learning needs. In Arabic and Islamic education, teaching methods are not sufficiently varied and fail to meet the needs of different groups of students. In general, most activities lack extension and challenge for the most able and do not support those experiencing difficulties.
- Teaching rarely promotes critical thinking, problem solving and independent learning. Some Arabic teachers support students in research, but this type of activity does not happen often enough. Teachers of older students encourage and support higher-order thinking in science. Students' presentations illustrate research at home but teachers rarely encourage its extension beyond the MoE text during lessons.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
<b>Assessment</b>	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- The school uses tests prescribed by the Ministry of Education. Teachers keep records of the test marks which indicate the overall performance level of each student in each key subject. These records do not give any indication of progress in essential skills such as reading, investigation or reasoning. The assessments provide basic data from which to judge students' attainment and track their progress.
- The school does not benchmarks students' outcomes against a recommended national or international assessment. Results of internal teacher assessments are high in comparison to historical benchmarked student performance levels. The school has registered the appropriate grades for GL Cognitive Ability Tests.
- Teachers analyse assessment data but information about students' progress, as individuals and also about groups, is not sufficiently detailed across all subject areas. There is no whole-school tracking system to obtain accurate and detailed information about student performance over time.
- Lower and higher achieving students are identified through internal tests. Teachers do not sufficiently adapt their lesson plans to take account of their students' learning needs. This is limiting student' progress and attainment. Assessment information is not used sufficiently to inform curriculum planning.
- Teachers have a reasonable knowledge of the strengths and weaknesses of their students. They check students' workbooks regularly, but comments to help students improve are infrequently given. Teachers do not consistently offer enough challenge, support, feedback or follow-up. In some subjects, such as Arabic and science, teachers are developing more effective strategies. Students are rarely involved 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
<b>Curriculum design and implementation</b>	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- The school curriculum is based on the MoE curriculum. It complies with its requirements, has a clear rationale and provides an appropriate balance of subjects. Most programmes of study build well on relevant knowledge but less so on understanding and developing skills. The textbook is the main driver of the curriculum in most subjects, especially in mathematics.

- The curriculum is designed to ensure there are smooth transitions and progression in knowledge and understanding between the grades and cycles. It ensures a logical scope and sequence of activities. It enables students to be prepared for the next phase of their learning, although in mathematics this preparation is less effective than in some of the other subjects
- The school offers few extra-curricular activities, thus restricting student choice. Senior students have to study the subjects on which their stream is based; for girls, arts or sciences, for boys, only sciences. A significant number of senior boys and girls in both sessions are disappointed with the limited choices of subjects to meet their interests, aptitudes and ambitions for further study.
- There are planned cross-curricular links in most subjects. These give students the opportunities to make connections between subjects and enhance their own learning and, less often, to develop skills of research. Nevertheless, the curriculum in Arabic promotes enquiry and research skills. There are strong connections with UAE life in social studies lessons.
- Subject leaders conduct regular reviews of the curriculum in response to UAE National Curriculum developments. They make some changes to comply with the MoE curriculum, such as developing students' reading skills in Arabic. Amendments in response to international assessment results are limited.
- The social studies curriculum meets MoE requirements and is based on its textbook. It is taught as a stand-alone subject across all grades. It links with the other subjects well. Teachers of social studies have a strong subject knowledge and plan their lessons carefully to ensure that students develop research skills. They conduct regular assessments to ensure that students make sufficient progress.

	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

- Efforts to modify the curriculum, especially for students who have special educational needs and disabilities or who are academically gifted, are not sufficiently advanced to affect students' progress. The low level or poor quality of differentiation in lessons for groups means that some students are not sufficiently engaged or challenged. This is detrimental to their progress.
- The curriculum provides some opportunities for student engagement in activities promoting enterprise and innovation, and the development of personal, creative and social skills. Some enhancements are made to the English curriculum, including opportunities to explore literature. The science curriculum is beginning to focus more upon scientific enquiry, observation and evaluation.
- Aspects of Emirati culture and UAE society are frequently referenced in lessons. In social studies, students are able to establish strong links with UAE society and culture through their participation in a variety of field trips alongside school and community events. Students develop an understanding and an appreciation of the culture in which they live.

## 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	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- The school has adequate procedures to safeguard and protect students. All staff are aware of the schools' child protection policy, with training for new and existing staff on its procedures. Students are also aware of who to contact when any incidents occur. A cyber-bullying policy is in place with guidance for parents, students and staff.
- Safety measures are reviewed regularly with all stakeholders. Implementation of some procedures, such as the emergency evacuation process, are neither effective nor efficient. Supervision is generally effective when students arrive and leave school by bus or car, although, occasionally, a few areas of the school are unsupervised, especially during the transition from daytime to evening sessions.
- The buildings and equipment are well maintained. The medical clinics are appropriately staffed in all three cycles. Record keeping is thorough; records are accurate and securely maintained and minor emergencies are handled capably, recorded well and reported to parents promptly.
- The premises and facilities are, on the whole, suitable and safe, and support learning adequately for most students. In some science classrooms there is a need for additional safety equipment, and in hallways unsafe equipment such as workmen's tools is occasionally left unsecured. The school provides an appropriate environment for learning, with covered assembly and playground areas. Signs are posted and explained to students detailing safety rules.
- Staff promote healthy lifestyles through a variety of awareness campaigns, and they are well supported by the medical and nursing staff. Some volunteer students maintain the organic garden. Promotion of healthy lifestyles is not fully embedded into the curriculum, especially in key subject areas, although some good examples are displayed by students in hallways.

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

- Staff-student relationships are positive and respectful throughout the school and behaviour is well managed in most classrooms. Some boys in Cycles 1 and 2 are disrespectful to others and disrupt learning in a few lessons. Counsellors and teachers provide pastoral care and, through their detailed knowledge of students, foster a caring environment.



- Very good levels of student attendance and punctuality are achieved through the school's deployment of a reporting, recording and monitoring system. The school works with parents to promote attendance and punctuality. Issues of concern are followed up promptly and successfully by teachers, managers and counsellors.
- The school's policy is to accept and fully include students regardless of their abilities or difficulties. Students with additional needs are identified through observation, teacher and parent referrals, testing and professional reports. However, the information available is not used well enough to identify specific needs and to inform planning. There is no formal system in place to identify students who are gifted or talented.
- Teachers are expected to provide support for all of their students, including those with SEND and those who are academically able. However, in many lessons an inconsistent approach to differentiation limits the progress of some students. Individualised support in Arabic and mathematics is provided for students by SEND staff in the resource room. Classroom teachers provide extra tuition in English and Arabic.
- Advice and support for students with social and emotional needs is provided by student counsellors, and class and subject teachers. This pastoral care system is overseen by the section heads. Career guidance for senior students focuses on future career choices and is conducted on an individualised basis by counsellors and teachers. A large majority of former students attend university, many on scholarships.

## Inclusion

### Provision and outcomes for students with SEND

Acceptable 

- School leaders demonstrate a commitment to inclusion through an open enrolment policy, a range of inclusive practices and their investment in specialist staff and resources. An experienced and qualified special educational needs co-ordinator leads the provision. She advises and supports teachers. The co-ordinator develops appropriate policies and practices but these are not applied consistently across the school.
- Less than 2% of students are identified as having special educational needs and disabilities (SEND). The current practices are insufficient to ensure that all students are appropriately identified and provided for. Students with suspected learning difficulties are funded for assessment at a local clinic, but the school is not using all available information to identify accurately the needs of students.
- The majority of parents are positive about the care and support their children receives and are encouraged to be involved in their children's education. Some parents are reluctant and have limited knowledge and understanding. Most parents contribute to the individual planning process for their children and all receive regular progress reports.
- Although many classroom teachers provide some individualised support, the curriculum is not being sufficiently modified to match the needs of all students. Teachers have received professional development aimed at improving the quality of learning differentiation but this is not having a positive effect in all classes. Learning support in Arabic, mathematics and English provided outside of classrooms is of good quality and promotes personal development and academic progress.

- When individual education plans correctly identify needs and are implemented effectively within the classroom, students with SEND make acceptable to good academic progress in line with expectations. Students with SEND sit modified exams each term to evaluate academic progress but must take the final exams without modifications at the end of each year. During examinations, students receive support in reading and in understanding questions.

## 6. Leadership and management

### The effectiveness of leadership

Acceptable

- Leaders at all levels are committed to sustaining the vision of an inclusive school which prepares students for study and employment in the modern world. Senior leaders are generally effective in this, but are not promoting the importance of the UAE National Agenda sufficiently well. They are increasingly working together with the principal to try to improve this and other aspects of the school's work.
- Leaders are successful in ensuring that students' personal attributes develop well as they move through Cycle 1 to the end of Cycle 3. They are working to implement a new curriculum, and their emphasis on sharing good teaching practice is developing. Middle leaders are working hard to improve the quality of students' attainment, with some success in Arabic, English, mathematics and science.
- Relationships among staff and between senior leaders and others are professional and cordial. Communication is carried out in a generally effective way with a large staff in a split-shift school. Part-time teachers in the evening school are not fully integrated into the life and work of the school.
- Senior staff and middle leaders are aware of the aspects which need improvement. They are finding difficulty in ensuring that lessons are consistently of good or better quality. Some middle leaders have demonstrated sufficient capacity to improve various aspects of attainment or progress in their subjects.
- Leaders have ensured that the school is compliant with almost all statutory and regulatory requirements although some curriculum time allocations in the evening session are not in line with MoE requirements. Leaders have maintained the overall acceptable level of the school's work and the good or better aspects of students' personal development.

### School self-evaluation and improvement planning

Acceptable

- Staff carry out an acceptable range of procedures for gathering information on the quality of the school's work. However, for the last few years the school has not gathered or taken into account data on students' attainment from external tests. In addition, senior leaders do not analyse data or information sufficiently closely to allow them to reach accurate judgements on the quality of the school's work.

- Heads of department observe their colleagues' lessons and give feedback to them. The observations look at appropriate and relevant aspects of teaching but are not focused enough to allow them to evaluate fully the links between the teachers' actions and the impact upon students' learning, progress and attainment.
- The school's improvement plans have a useful structure and include projects aimed at developing prioritised aspects of the school's work. However, the plans are based on self-evaluation judgements that are not wholly accurate. The plans do not set out in full detail the actions that will be taken to implement changes.
- Senior staff are increasingly working together to share good practice. Progress in improving the development of students' higher-order thinking skills has been relatively slow. Staff have been successful in improving some aspects of progress and attainment. Behaviour of certain groups of students has seen a degree of positive change. There are signs of improving practice in relation to students with SEND.

#### Partnerships with parents and the community

Good

- Parents are very involved in their children's learning. Many support special events such as fundraising through food sales. They join the primary school during play days. The parents' association holds regular meetings which offer valued opportunities for school leaders to share plans and developments with parents. Many parents provide practical support in maintaining the premises.
- Parents largely feel that the school communicates well with them. They particularly value the use of electronic media such as e-mail and messaging applications. They appreciate the opportunity to contact teachers and school leaders via the website. More important to many of them is the ability for their children to access educational resources and support for their learning through this medium.
- Parents are very positive about the regular formal contact with them, through reports and consultations. Reports include academic progress and dialogue about behaviour when necessary. Reports for most students do not set out their next steps in learning. Parents of students with SEND feel well informed and appreciate the dialogue between home and school.
- The school engages with many organisations. Recent links with high performing schools are strengthening professional development. The school gives to, and receives financial and practical support from, local organisations and has links with further education institutions for support and resources. This includes further study for twenty-four teachers to improve the teaching of SEND.

#### Governance

Acceptable

- Membership of the Board of Trustees (governors) has been enhanced by the addition of an educationist who is starting to help the board to focus on key academic issues. The board takes parents' views into account in a range of ways including formal surveys of their views on the school's work.

- The board is encouraging school staff to implement plans to raise attainment. The board meets four times a year and receives reports on the school's performance. Board members have plans, not yet implemented, to observe some lessons jointly with staff, visit high-performing schools to see good practice, and to arrange professional development activities for staff on the UAE National Agenda. They are not fully holding the leaders of the school to account.
- The board influences the school in a range of ways, including supporting upgrades to the buildings and refurbishment projects. However, members have not managed to support the school to improve teaching or raise attainment significantly.

#### Management, staffing, facilities and resources




Acceptable

- Most of the school's daily routines are organised effectively. Each session starts with positive assemblies, and teaching timetables are well planned. The evening session only includes six 40-minute lessons, in contrast to the morning session where there are seven of the same duration.
- The school has enough suitably qualified teachers to take the necessary classes, but the average number of students in each class is high. Teachers in the morning session have in-school training meetings and attend compulsory training on some Saturdays. Weekend training is optional for those teachers who are part-time in the evening session.
- Senior staff have overseen a wide range of improvements to the fabric and décor of the buildings. For example, toilet walls and classroom floors have been re-tiled, and classrooms and corridors painted. There are high-quality shades in all playgrounds. The learning environment has been improved but access for people using wheelchairs would be difficult.
- The school has increased its stock of computers, interactive boards and library books, and has upgraded some classroom furniture. Small artefacts are being used more in Cycle 1 mathematics classes. There is internet access throughout the school but, most often, students have to use their home computers to find things out for themselves.

## The views of parents, teachers and senior students

### The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <b>Parents*</b>	2016-2017	212
	2015-2016	87
 <b>Teachers</b>	6	
 <b>Students</b>	9	

\*The number of responses from parents is based on the number of families.

- Around one tenth of parents responded to the questionnaire, an increase on last year's return. The number of students and teachers who responded is too low to allow valid conclusions to be drawn.
- Almost all parents who responded are satisfied with the quality of education at the school. They feel that their children are safe and enjoy being at the school. They have read the parent-school contract and understand the roles and responsibilities of both parties.
- Most parents think that students' behaviour is good and that their children learn well most of the time because of good teaching. They express positive views about teachers' marking of their children's work. They feel that students' personal attributes and academic progress are developed well.
- A significant minority of parents do not agree that the school helps students to develop independent learning skills, or to use learning technologies for research.
- Most parents who responded think that the school is well led, staff listen to parents and act upon their views, and staff are approachable and open to discussions and solutions to problems.
- Parents appreciate academic reports and parents' meetings and feel that they keep parents informed about how their children are progressing.



## 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)