

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

ACCEPTABLE



INSPECTION REPORT

2017-2018

National Charity
School-Boys
and Girls

Celebrating
10 years of
inspections

NATIONAL CHARITY SCHOOL
-BOYS AND GIRLS

MoE CURRICULUM

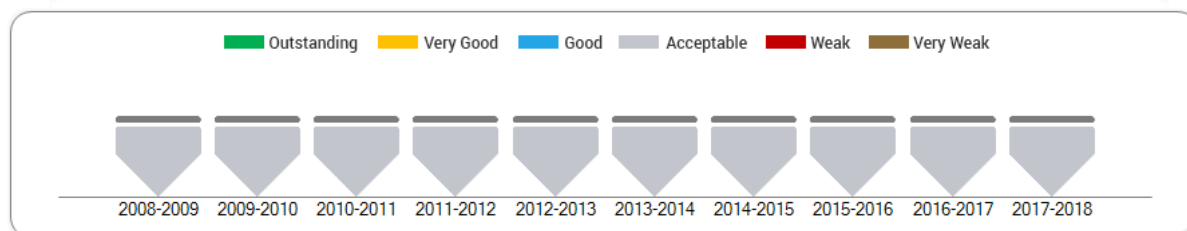
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School information

General information		Students	
Location	Al Garhoud	Gender of students	Boys and girls
Type of school	Private	Age range	5-17
Opening year of school	1983	Grades or year groups	Grades 1-12
Website	www.charityschools.com	Number of students on roll	5100
Telephone	0097142821942	Number of children in pre-kindergarten	0
Address	Al Garhoud, Dubai- P.O.BOX:2620	Number of Emirati students	10
Director General	Dr. Kamal Farhat	Number of students with SEND	88
Date appointed	9/1/2013	Largest nationality group of students	Arab
Language of instruction	Arabic		
Inspection dates	30 October to 09 November 2017		
Teachers / Support staff		Curriculum	
Number of teachers	274	Educational permit / Licence	MoE
Largest nationality group of teachers	Jordanian	Main curriculum	MOE
Number of teaching assistants	1	External tests and examinations	MoE, MSAT
Teacher-student ratio	1: 19	Accreditation	NA
Number of guidance counsellors	0	National Agenda benchmark tests	IBT
Teacher turnover	18%		

School Journey for National Charity School-Boys and Girls



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.

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

Summary of inspection findings 2017-2018

National Charity School - Boys and Girls was inspected by DSIB from 30 to 09 November 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.

Leadership and management

While the leadership team has been strengthened through the recruitment of a principal for Cycle 1, school leaders do not have an accurate view of the school's strengths and weaknesses. Partnerships with parents are positive. The professional development for teachers which is delivered through blended learning has not resulted in improvements in teaching and assessment. The school environment is now attractive as a result of student leadership of environmental projects. Although the Board of Trustees articulates aspirations for innovation, consistent improvements in students' achievements have not been secured.

Students' achievement

Students' achievement in both Arabic and Islamic education remains strong across all phases of the school. There have been improvements to both of these subjects, particularly in Cycle 3. Although mathematics attainment in Cycle 1 improved, progress has declined in Cycle 3. In science, students' attainment in Cycle 2 and their progress in Cycles 1 and 2 have declined and are now weak.

Students' personal and social development, and their innovation skills

Students have a very strong sense of personal and social responsibility and respect for themselves and others. Their understanding of Islamic values and awareness of Emirati culture is excellent. Students enjoy opportunities to develop their leadership skills. Most students are engaged in some environmental projects within the school.

Teaching and assessment

The teaching of both Islamic education and Arabic is stronger than teaching in other subjects. However, teaching and assessment have not improved since the last inspection. Assessment systems, analyses of data and the use of assessment information are not sufficient to inform changes to teaching strategies or to track students' progress accurately.

Curriculum

The curriculum is implemented effectively in Islamic education and Arabic, resulting in strong achievement in those subjects. Leaders are in the early stages of planning adaptations to the curriculum which meet the learning needs of different groups of students in all subjects. The school does not adapt the curriculum following international assessments. Consequently, it does not meet all the requirements of the UAE National Agenda.

The protection, care, guidance and support of students

The school provides a safe, hygienic and secure environment for its students. Parents appreciate the caring leadership and teachers' promotion of a strong work ethic. The systems for promoting attendance and punctuality are very strong. While the identification processes of need and support for students with special educational needs and disabilities (SEND) strengthens their personal development, their progress in learning is not as strong.

What the school does best

- Students' very strong sense of personal and social responsibility and their excellent respect for UAE values and culture
- The effective safeguarding, care, guidance and support for students
- The range of partnerships with parents, businesses, universities and community groups
- Students' strong achievement in both Arabic and Islamic education across all phases of the school.







Key recommendations

- Raise student achievement in science.
- Improve school self-evaluation and planning by:
 - ensuring whole school accountability for the implementation of effective assessment procedures
 - monitoring teaching for its impact on student learning outcomes
 - regularly reviewing plans to identify the impact of actions and identifying next steps for improvement.
- 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 of them and provide timely and effective interventions to meet their needs
 - giving individual students clear advice about what to do next to improve, and involving students in both self and peer assessment.
- Improve the quality of teaching to a consistently good or better standard by:
 - sharing 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
 - improving questioning, providing more challenging and open-ended group discussion tasks, enabling students to debate and pursue enquiry-based learning
 - providing more opportunities for students to work independently and carry out meaningful research.
- Immediately comply with the requirements of UAE National Agenda.

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	Good ↑	Good	Good	Good ↑
 Arabic as a first language	Attainment	Good	Good	Very good ↑	Good ↑	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	Acceptable ↑	Acceptable	Acceptable	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable ↓
 Science	Attainment	Acceptable	Weak ↓	Acceptable	Acceptable	Weak ↓	Acceptable
	Progress	Weak ↓	Weak ↓	Acceptable	Weak ↓	Weak ↓	Acceptable
		Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Learning skills		Acceptable	Acceptable	Acceptable ↓	Acceptable	Acceptable	Acceptable ↓

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Personal development	Very good ↑	Very good ↑	Very good	Very good ↑	Very good ↑	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Outstanding ↑	Outstanding	Very good	Outstanding ↑	Outstanding
Social responsibility and innovation skills	Good	Good	Very good	Good	Good	Very good

3. Teaching and assessment

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable ↓
Assessment	Weak ↓	Weak ↓	Weak ↓	Weak ↓	Weak ↓	Weak ↓

4. Curriculum

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑	Good ↑	Good ↑
Care and support	Good ↑	Good ↑	Good ↑	Good ↑	Good ↑	Good ↑

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, 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 the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (NAP).
- School leaders and governors are committed to the National Agenda and are in the early stages of developing a programme to increase the quality of data analysis.
- The N.A.P test (IBT) was not taken last year. Although school leaders are analysing CAT4 data, the results of the analysis have not been shared with staff.
- The school has not modified the curriculum following the UAE NAP, CAT4, TIMSS or PISA results but is planning to incorporate skill development into each subject area.
- Teaching is very teacher-led, and few strategies are evident which improve skill-based learning or critical thinking.
- Students' independent learning and their use of research skills are very underdeveloped.

Overall, the school's provision for achieving its National Agenda targets is below expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) **Governance and Leadership.** ii) **Learning and Intervention.** iii) **Personalisation**

- The progress of the small number of Emirati students is monitored, and additional assistance is provided where necessary. A member of the board advises the school on students' needs, and parents are kept informed of their children's progress.
- Most Emirati students engage well with their peers. They have a positive outlook towards their learning. Overall, they are achieving close to or above the level of their peers. The school is in the early stages of devising strategies to ensure that the expectations of all students are met.
- The school takes into account the particular learning skills of its Emirati students and utilises these strengths to promote their learning. While students' verbal reasoning skills across the school are weak, Emirati students' verbal reasoning is slightly better than their peers'. The school is initiating interventions to improve verbal reasoning skills for all groups of students, including Emirati students.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- Moral education is taught as a standalone subject. The school uses the Ministry of Education (MoE) curriculum.
- Teaching is in Arabic, which is the school's language of instruction. Lessons are adequately planned, and the most effective teachers use engaging strategies including drama and discussion.
- Students are keen to learn and, when given the opportunity, they cooperate well in discussions. They connect learning to real life but have few opportunities to think critically or solve problems.
- The school has begun to collect assessment information. However, this is insufficient to inform adjustments to teaching and the curriculum that match the learning needs of different groups of students.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The rationale for the social studies curriculum is based securely on the MoE requirements. The curriculum promotes factual knowledge well but develops students' understanding and skills less effectively.
- Although teachers successfully foster students' strong knowledge of the UAE culture, they sometimes miss opportunities which could enable students to discuss in depth and evaluate their own work.
- Students are very keen to learn but only occasionally show independence, choice and creativity in lessons.
- Assessment results are used to identify students' levels of attainment. However, teachers do not always inform students on how to improve their work when marking their books.

The school's implementation of the UAE social studies programme is developing.


Innovation in Education

- A mathematics programme has recently been introduced into Cycle 1 to support the development of students' skills of innovation. It is designed to develop memory and interpretation skills.
- A small number of students actively engage in innovative projects beyond the classroom, such as robot design.
- Digital technologies are not used in most lessons. Overall, opportunities for students to develop their innovation, research, critical thinking and problem solving skills are limited.
- The curriculum is adapted to enable students in the upper grades to develop innovative thinking. As a result, a small number of students entered and won a competition to reduce water and electricity consumption within the school.
- School leaders are beginning to look for ways in which they can engage the whole school community of students, parents and school staff in innovation.

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

Main inspection report

1. Students' achievements

		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	Good ↑	Good	Good	Good ↑

- A majority of students in Cycles 1 and 2 demonstrate levels of understanding in Islamic education that are above curriculum standards in lessons and in their recent work. However, these are not as high as the levels reflected in internal assessments, nor is attainment as strong in Cycle 3. Girls generally make better progress than boys.
- Students show particular strength in their knowledge of Seerah (life of the Prophet PBUH). However, their understanding of Hadeeth and the Holy Qur'an are still underdeveloped, which is evident when students need to refer to them for evidence of guidance or a ruling.
- Students' knowledge and application of Islamic values in real life situations in lessons is improving in Cycle 3 and is resulting in improved progress.

For development


- Ensure that the Holy Qur'an and Hadeeth are included in all areas of learning of the subject to enable students to refer to them for guidance or evidence.

		Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Arabic as a first language 	Attainment	Good	Good	Very good ↑	Good	Good	Good
	Progress	Good	Good	Good	Good ↑	Good	Good

- Students in Cycle 3 demonstrate levels of understanding and knowledge that are above the levels in the other cycles, especially in free writing, showing a clear improvement from the previous year. The level of students' understanding and knowledge in Cycle 1 and in Cycle 2 is similar, but their writing is more developed in Cycle 2.
- Internal assessments show that almost all students attain at a level that is above curriculum standards. MoE test results reflect better achievement for Emirati students and for girls than for boys.
- Students in all cycles make good progress during classes in all language skills, with Cycle 3 making the strongest progress. Students' reading is progressively more fluent from lower to higher grades. Emirati students make progress similar to that of their peers.

For development


- Increase the level of challenge for the boys to enable them to make better progress.

		Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
English 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good

- Although the results of internal and MoE tests vary across the grades, students' work shows that the majority of them achieve, broadly, at the MoE curriculum standards. In Cycle 3, girls outperform boys.
- Students use appropriate speech, especially given that many begin school with little or no English. Most students are good listeners. Their factual writing is stronger than their creative writing. Students' reading and writing in Cycle 1 do not improve consistently well.
- Students' achievements overall are at similar levels to those of previous years. A focus on word building in Cycles 1 and 2 has not resulted in improvements in students' achievements.

For development

- Increase the opportunities, especially in Cycles 2 and 3, for students to write creatively.

		Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Mathematics 	Attainment	Acceptable ↑	Acceptable	Acceptable	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable ↓

- Although students' achievement levels on curriculum examinations are above expectations in Cycles 1 and 3 and in line with expectations in Cycle 2, international benchmarking tests indicate low attainment. In Cycle 2, boys' achievement is not as strong as girls'.
- Students in Cycle 1 can correctly use mathematical operations but lack confidence in identifying the correct processes to use in interpreting word problems. Most students are confident in interpreting graphs, but their accuracy in plotting graphical information is variable. Their algebraic skills are more developed.
- A Japanese method and a mental arithmetic system, introduced into Cycle 1, are providing improved opportunities for practical investigative mathematics. This is increasing students' confidence in number mastery, memory, speed writing, and information collecting skills.

For development

- Identify the required mathematical skills and track students' progress in acquiring them.

Science		Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
	Attainment	Acceptable	Weak ↓	Acceptable	Acceptable	Weak ↓	Acceptable
	Progress	Weak ↓	Weak ↓	Acceptable	Weak ↓	Weak ↓	Acceptable

- While attainment as evident in lessons and in workbooks, for most students, is in line with curriculum expectations in Cycles 1 and 3, the UAENAP data suggest that attainment levels are weaker in Cycle 2. TIMSS and PISA results indicate low attainment and limited progress across all cycles.
- Although students' attainment levels and overall potential are not high, they are broadly similar for most groups. In Cycle 3, students' outcomes in physics are slightly weaker than their outcomes in the other sciences.
- Experimental work is rare and, as a result, the development of students' practical skills such as basic measuring, recording data, analysing data and evaluating results are very underdeveloped.

For development

- Implement a systematic programme of skill-based practical work and investigations to improve students' attainment and progress.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Learning Skills	Acceptable	Acceptable	Acceptable ↓	Acceptable	Acceptable	Acceptable ↓

- The acquisition of learning skills for most students is in line with grade expectations in all three cycles. Students' learning skills are improving particularly well in Cycle 1.
- Almost all students are enthusiastic and keen to learn. Students' positive attitudes ensure that they are active participants in their learning. They collaborate well when provided the opportunity to work in groups.
- Teachers' emphasis on knowledge acquisition has a limiting effect on the development of students' critical thinking and enquiry skills. Whilst problem solving is a feature of the learning of some students, insufficient emphasis is given to clarity of presentation in their written work.

For development

- Improve access to IT in lessons to promote students' research, enquiry and independent learning skills.
- Provide planned and challenging opportunities for students to think critically on a more regular basis.

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Personal development	Very good ↑	Very good ↑	Very good	Very good ↑	Very good ↑	Very good

- Students are self-disciplined and demonstrate highly-responsible attitudes towards their learning and towards each other. Their personal responsibility improves significantly as they move through the school, and many older students show particularly mature dispositions in contributing to the life and the work of the school.
- Students in all cycles develop increasing awareness of what constitutes healthy living, and most can make informed decisions about the choices they have. Students take advantage of sports and recreational activities to maintain healthy lifestyles.
- Very high attendance and punctuality levels are evident throughout the school. Any lateness is mainly attributable to transport delays at the start 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	Outstanding ↑	Outstanding	Very good	Outstanding ↑	Outstanding

- Students have a clear appreciation and understanding of how Islamic values influence the contemporary UAE society. For example, students apply the principles of Islam such as cooperation, respect and protection of the environment in their daily lives.
- Students are knowledgeable and appreciative of the UAE heritage and culture that underpin and influence their lives. They participate in a range of activities which have deepened their awareness of the cultural aspects of the UAE.
- Students have a very clear understanding, awareness and appreciation of their own culture. Their knowledge of other world cultures is stronger in Cycles 2 and 3 than in Cycle 1.

	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 willingly engage in projects to enhance the school environment. Members of student councils and clubs have a positive impact on the school community and environment. Older students willingly assist in the organisation of charitable activities.
- Most students have a strong work ethic and strive purposefully to complete all learning tasks. The innovation club provides opportunities for some students to develop their interests and creativity.
- Older students have a good understanding of 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 materials.

For development

- Create frequent opportunities to develop students' innovation, enterprise and entrepreneurship skills across the school.

3. Teaching and assessment

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- Most teachers have the secure subject knowledge to facilitate students' learning. However, some lessons are too teacher directed, which limits opportunities for independent learning. Teachers' planning does not identify the specific learning needs of different groups of students.
- Most teachers manage students well and have a positive working relationship with them. In a minority of lessons, teachers enable students to work in groups to promote their engagement and interest. The effectiveness of teachers' questioning is variable. In some lessons, teachers effectively promote a dialogue, but students' responses are often predominantly factual.
- Strategies to promote students' critical thinking, enquiry and research skills are not consistently evident in the teaching practice of the school. Overall, teaching is more effective in Arabic and Islamic education than in the other subjects.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Assessment	Weak ↓	Weak ↓	Weak ↓	Weak ↓	Weak ↓	Weak ↓

- Although school leaders analyse data from diagnostic, cognitive, MoE and internal tests, they have not disseminated the details of the analyses to all the teachers. Consequently, teachers are unable to make the necessary adjustments to their teaching or to modify the curriculum to meet students' needs.
- Internal assessment results are not benchmarked against national or international standards. As a result, modifications to the curriculum are not based on accurate information about students' achievements.
- The processes used to measure the progress made by students are inconsistent and generally underdeveloped. They offer students little information about how well their skills are developing and how they might improve them.

For development

- Use assessment data effectively to develop teaching strategies that support and challenge all students
- Measure and track the progress students make in developing their knowledge and skills.

4. Curriculum

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Curriculum design and implementation	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- The school curriculum is generally broad, balanced and meets the statutory requirements of the MoE. It is reasonably designed to meet the needs of most students. It has adequate progression in most of the key subjects, but that is stronger in Arabic and Islamic education than in the other subjects.
- The curriculum has been strengthened by the introduction of a mental mathematics programme and some extracurricular activities, which provide some choice for the talented and more able students. However, choices for the other groups of students are limited.
- The school has improved cross-curricular links, which are purposefully planned in most subjects. These links are more effectively and consistently implemented in Arabic and Islamic education than in English, mathematics and science.

	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

- Some modifications have been made to the curriculum to adequately accommodate the needs of different groups of students, especially in Arabic. In the other subjects, fewer adaptations have been made. There is little differentiation of teaching to ensure learning environments are fully inclusive.
- Some extra-curricular activities are provided to develop students' creative thinking, enterprise and innovation. The planned modifications are not fully implemented within the curriculum to provide access for all students.
- Opportunities to develop students' awareness, knowledge and appreciation of the Emirati culture and UAE society are incorporated well within the curriculum, particularly in social studies.

For development

- Adapt the curriculum to incorporate the requirements of TIMSS and PISA assessments.
- Provide opportunities for enterprise and innovation across all grade levels and in all subjects.

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

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Health and safety, including arrangements for child protection / safeguarding	Good ↑	Good ↑	Good ↑	Good ↑	Good ↑	Good ↑

- All staff effectively implement policies and procedures to ensure the safeguarding, care and welfare of students. Students, parents and teachers are aware of these policies and procedures. The clinic maintains detailed records of all the provided medical care.
- Procedures for the maintenance of premises, facilities and resources are effective. The school provides a welcoming, hygienic and safe environment. Detailed records are kept of all reported deficiencies, which are rectified quickly. Safety checks are regular but not always thorough.
- The school has responded rapidly and decisively to address the health and safety issues raised in the last inspection report. Regular programmes, provided by the nurses and guest speakers, increase students' awareness of healthy lifestyles.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Care and support	Good ↑	Good ↑	Good ↑	Good ↑	Good ↑	Good ↑

- Staff-student relationships are positive and respectful. Teachers support student counsellors and classroom monitors, which contributes to high standards of behaviour throughout the school. Systems and procedures for managing attendance and punctuality are effective.
- Procedures for the identification of students with SEND and those who are gifted and talented are improving. Specialist staff support students with SEND. A range of new initiatives are now in place to support students who are identified as gifted and talented.
- Staff routinely monitor students' health and wellbeing and engender a supportive and caring culture, which is evident throughout the school. Senior students benefit from good career advice and guidance.

For development

- Develop more comprehensive career advice and guidance from a younger age.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable

- The school has appointed a governor for inclusive education and is in the process of appointing an inclusion champion to form an inclusion team. The implementation of the action plan is in its early stages.
- The school uses an appropriate array of tests and procedures to identify students with SEND. Not all students with learning difficulties are identified early or provided with the support that removes barriers to learning.
- There is a positive relationship between parents and the school. Parents are kept informed of the progress of their children through formal and informal meetings with the coordinators. Parents are involved in supporting their children to achieve their individual educational plan (IEP) targets.
- Curriculum modifications in the withdrawal sessions are appropriately developed and are matched to students' needs. They are less developed in classes, where individualised support is not sufficiently targeted.
- Most students with SEND make progress in line with expectations. They make better progress in Arabic and Islamic education than in the other core subjects. Class and subject teachers are not sufficiently involved in the monitoring and tracking of the progress of students with SEND.

For development

- Improve procedures to ensure that all students with learning difficulties are identified in an appropriate and timely manner.
- Provide effective in-class support for students with SEND and the gifted and talented.

6. Leadership and management

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

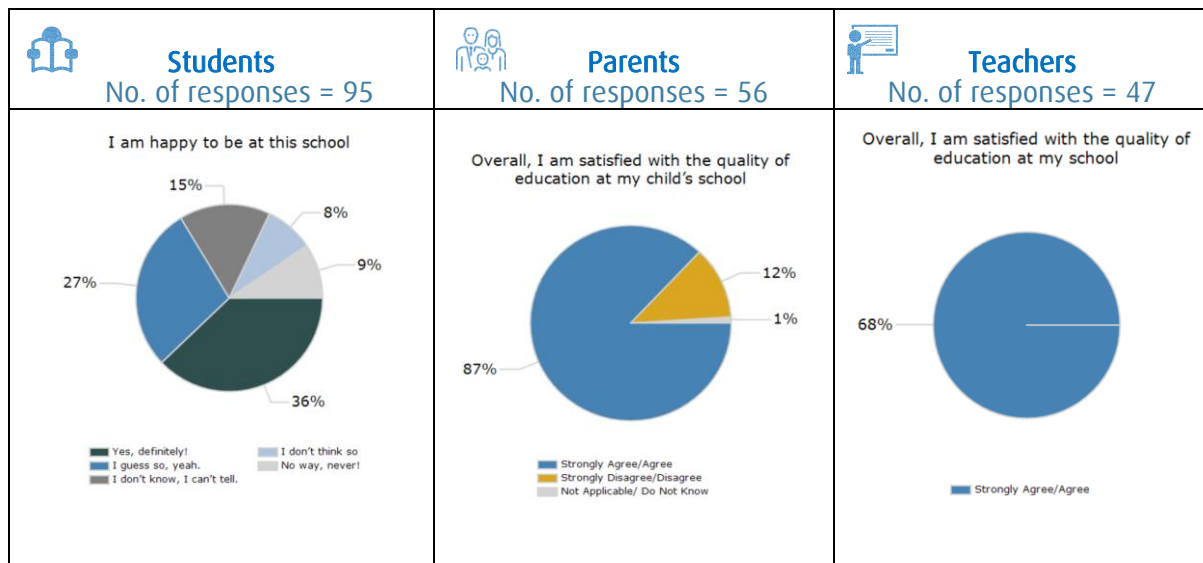
- The school has increased its leadership capacity by recruiting a new principal for Cycle 1. Although priorities for improvement have been accurately identified, the actions taken have had limited impact on students' achievement levels in the core subjects. However, improvements in students' personal development and the quality of care and support have been secured.
- School leaders have not evaluated the school's performance accurately. They do not sufficiently analyse the range of data to understand what actions can positively affect students' learning and achievement. Their monitoring of teaching does not focus on measuring progress made by students. While improvement plans are well structured, review and follow up on actions are inadequate. Recommendations identified by the last inspection have only been addressed partially.
- Parents express satisfaction with the leadership of the school, the management of student behaviour and the promotion of Islamic values. They appreciate the effective electronic communication with teachers. School leaders are developing learning support networks and sponsorship for scholarships.
- Governors have not ensured that the requirements of UAE National Agenda are fully implemented. The board of trustees continues to support refurbishment and upgrading projects across the school. Governors are devising a programme to provide more effective leadership and to improve students' learning outcomes.
- Students' and parents' volunteering work has contributed to the provision of a more attractive learning environment. Assemblies provide a positive corporate start to the daily school life. Teachers are appropriately experienced and benefit from targeted programmes of professional development. Some classrooms are too small for the large numbers of older students.




For development

- Ensure all school improvement priorities are implemented to positively impact students' achievements.
- Ensure governors hold school leaders fully to account for teachers' performance and students' learning outcomes.

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.



 Students	<ul style="list-style-type: none"> A large minority of students who responded to the survey feel they have difficulty reading English. They feel that some teachers do not treat them fairly, and that the school is not a friendly and welcoming place. Students are generally satisfied with their teachers. The inspection findings do not support all of the concerns raised by students.
 Parents	<ul style="list-style-type: none"> Parents who responded to the survey express a number of concerns, which include lack of counselling, resources and opportunities to develop their children's creativity and innovation. Inspection findings do not support all the concerns raised.
 Teachers	<ul style="list-style-type: none"> All teachers who responded to the survey are satisfied with the quality of education provided by the school. Teachers feel that this is a positive school to work for and that they have received professional development that has helped them become better teachers. They state there is trust and collegiality among members of staff. Inspection findings confirm these views.

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