



National Agenda



Early years



Special educational  
needs and disabilities



Innovation

## Inspection Report 2015-2016

Islamic School for Training and Education

Curriculum: MOE

Overall rating: Weak

Read more about the school



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“Do we have to  
stand still to  
avoid the risk  
of falling...?  
...I have encountered  
several challenges.  
But I never bowed  
to them”



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

### General information



Location	Al Muhaisnah
Type of school	Private
Opening year of school	1982
Website	www.sslootah.com
Telephone	04-2646001
Address	Muzher - Muhsena (1) Dubai
Principal	Faddah Said Ahmed Nasser Lootah
Language of instruction	Arabic
Inspection dates	22 to 25 February 2016

### Students



Gender of students	Boys and girls
Age range	4-16
Grades or year groups	Kindergarten 1 to Grade 10
Number of students on roll	601
Number of children in pre-kindergarten	0
Number of Emirati students	203
Number of students with SEND	1
Largest nationality group of students	Emirati

### Teachers / Support staff



Number of teachers	37
Largest nationality group of teachers	Egyptian
Number of teaching assistants	0
Teacher-student ratio	1:16
Number of guidance counsellors	0
Teacher turnover	0%

### Curriculum



Educational permit / License	MoE
Main curriculum	MoE
External tests and examinations	NAP
Accreditation	None
National Agenda benchmark tests	None

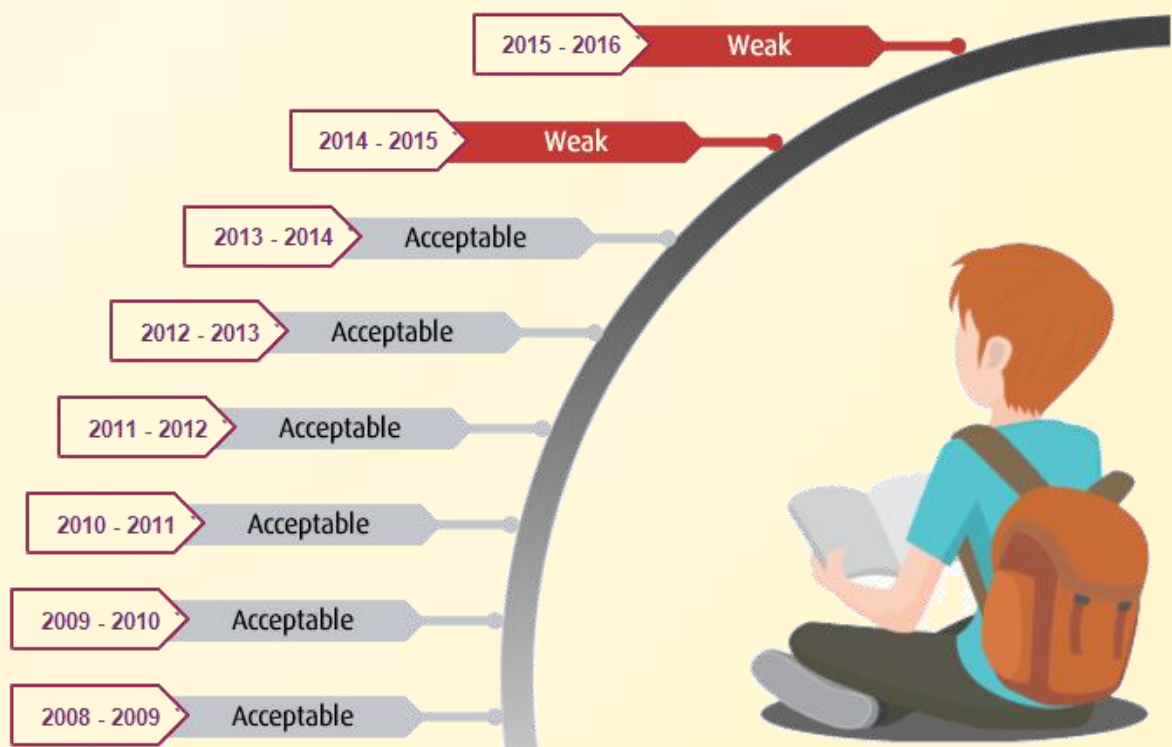


## Summary for parents and the community

**Islamic School for Training and Education** was inspected by DSIB from 22 to 25 February 2016. The overall quality of education provided by the school was found to be **weak**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.







### How well did the school perform overall?

Overall, the **Islamic School for Training and Education** provided a **weak** quality of education for its students.

- Students' attainment and progress were good in Islamic education and Arabic as a first language, with the exception of cycle 3. However, in English, mathematics and science, attainment and progress were acceptable. Students' progress in English had improved to good in cycle 3. Most students were positive learners and when given the opportunity they engaged appropriately. However, limited opportunities were given to develop collaborative and independent learning skills.
- Students across the school were well behaved. The school's strong Islamic ethos enabled all students to develop a clear understanding of Islamic values, UAE culture and heritage. Students had improved their knowledge of environmental issues.
- The quality of teaching was acceptable overall. It was better in Islamic education and Arabic as a first language. Student-teacher interactions were positive, but teaching styles to meet the different needs of students were often ineffective. Assessment processes were appropriate in Kindergarten (KG), but weak across other phases. The school has yet to develop coherent assessment practices, analyse data related to students' outcomes and make the required adjustments to lessons.
- The school had improved the quality of its curriculum. It was better aligned to the Ministry of Education (MoE) curriculum. The curriculum was enriched by a range of interesting subjects such as jewelry making and photography. It was linked to the UAE context, but lacked modifications to meet the different needs of students.
- Arrangements to safeguard students were ineffective overall. The school did not have a clear or documented child protection policy and it did not carry out risk assessments of the school premises. Students had positive relationships with all staff. Guidance for Grade 10 students was adequate, but the school's processes for identifying students with special educational needs and disabilities (SEND) were not developed.
- The school lacked effective leadership, especially at the middle management level. Senior leaders carried multiple and heavy workloads of assignments including teaching. The senior leadership team lacked an effective instructional leader. The school self-evaluation and improvement processes were underdeveloped. Consequently, the school's knowledge of its strengths and weakness were limited.
- Parents were very pleased with the school and felt their children were well supported. The principal took the early positive steps to establish a board of trustees for the school. However, the board had yet to formally assume its role. The school's daily routines were appropriately managed, but lacked sufficient staff at the support, teaching and leadership levels.



### What did the school do well?

- Good attainment and progress in Islamic education in all phases and good Arabic as a first language in KG, cycle 1 and cycle 2
- Students' personal and social development across all phases of the school
- Strong Islamic ethos throughout the school community nurtured by the family atmosphere of the school.



### What does the school need to do next?

- Improve students' learning through:
  - establishing and implementing school wide systematic procedures for assessing students' learning
  - using assessment information accurately to adapt the curriculum and modify lesson plans so that tasks are more closely matched to students learning needs.
- Safeguard all students by:
  - ensuring that the school implements and communicates clear child protection policies and procedures
  - establishing and carrying out rigorous risk assessments and take action to address issues of health, safety and security of students.
- Improve the provision for students with SEND by:
  - implementing a fully inclusive school admission's policy
  - appointing appropriately qualified staff to support the accurate identification of students with SEND and the development of individualised learning plan.
- Develop the leadership and management of the school so that the school has:
  - competent senior and middle leaders that have the capacity, resources and authority to plan, improve and monitor all aspects of the school including the quality of teaching and learning
  - sufficiently deployed staff with clear roles and responsibilities to ensure students achieve optimum success
  - professional training and development for all teachers to help them improve teaching approaches and classroom experiences to match the learning needs of all students.



### How well did the school provide for students with special educational needs and disabilities?

- Most students who needed more support were helped to make at least adequate progress in their learning against lesson outcomes. A few students did not have their individual targets for learning planned or assessed well and did not make adequate progress.
- For a few students, parents were kept well informed of their child's specific learning development, for example through a daily diary. This was not a regular feature for all students with additional needs.
- The school had helpful links with parents about their child's social development. The social worker had positive relationships with parents of students who needed more help with behaviour. Communication with parents about specific learning needs was insufficient.
- The school had not developed appropriate policies and procedures for supporting students with SEND. In classes, students with SEND received inconsistent help and support, which hindered their progress.
- The vice-principal had made a helpful start to developing procedures in the school for the improvement of support for students with SEND. However, there were still not enough specialised staff or resources to make sure improvements could be put into place effectively across the school.

### 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 intent 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. This academic year, KHDA introduced 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.

#### Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. The attainment data was not sufficient to make a full judgement on the progress towards meeting National Agenda targets. The school leadership had not actively promoted the National Agenda; therefore there was limited awareness and understanding of the requirements across the whole community.
- The school had made some minor modifications to align its curriculum to future requirements of TIMSS and PISA and was preparing to make changes to the curriculum to accommodate the Arabic language requirements of PISA 2018.
- Teachers were only just beginning to implement strategies in the classroom that would promote critical thinking and inquiry, for example collaborative group work and research projects. They were hindered by a lack of resources and appropriate professional development on how to implement critical thinking strategies in the classroom.
- The limited access to adequate resources, for example library resources and computers for students in the classroom during the school day, restricted the development of effective and appropriate research skills. Students' work completed outside of school, showed that they were capable of developing more effective research skills. These were however, currently limited to finding and copying, rather than any analysis and evaluation of the information they found.

## Innovation in education

The *UAE Vision 2021* sets out the National Agenda 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'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



### Promoting a culture of innovation:







- While the school acknowledged innovation as a national priority, it remained steadfast in its traditional approach to vocational training. The school's capacity for innovation was limited by a traditional vocational training programme that prepared students for the workplace. The school's infrastructure supported its vocational programmes encompassing many facets of production, photography, and homemaking. The curriculum design facilitated learning through work experience encouraging students to explore vocational opportunities.



Overall school performance

Weak

1. Students' achievement

		KG	Cycle 1	Cycle 2	Cycle 3
<b>Islamic education</b> 	<b>Attainment</b>	Good	Good	Good	Good ↑
	<b>Progress</b>	Good	Good	Good	Good ↑
<b>Arabic as a first language</b> 	<b>Attainment</b>	Good ↑	Good	Good	Acceptable
	<b>Progress</b>	Good ↑	Good ↑	Good	Acceptable
<b>Arabic as an additional language</b> 	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
<b>English</b> 	<b>Attainment</b>	Acceptable	Acceptable	Acceptable ↓	Acceptable
	<b>Progress</b>	Acceptable	Acceptable	Acceptable ↓	Good ↑
<b>Mathematics</b> 	<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Science</b> 	<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Acceptable	Acceptable	Acceptable	Acceptable

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

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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



## Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

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



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

## 1. Students' achievement

### KG

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, the majority of children demonstrated attainment levels above the expectation of MoE curriculum standards. In lessons, children showed a good memorisation of the Holy Qur'an, and could recall basic Islamic principles such as the Five Pillars of Islam. Children's attainment had been at least good over the past few years. Over time, children progressed well in developing their knowledge of Islamic manner and knew how to apply them to their day-to-day practices. Boys and girls made similar progress.
- In Arabic as a first language, the majority of children demonstrated levels of attainment and progress that were above national curriculum expectations. Children communicated their understanding with appropriate clarity. The attainment level of the majority of children had improved since the previous inspection. Children's reading and writing were developing well. In lessons, a majority of them were beginning to apply basic grammar when speaking and writing basic sentence. There was no difference in progress between boys and girls.
- In English, most children displayed acceptable language skills when measured against age-appropriate expectations. For all children, English was a second or a third language. The attainment levels of children had remained at acceptable levels for the past few years. The listening and speaking skills of most children were acceptable. Most children developed their knowledge of words appropriately and were beginning to build sentences. Progress in reading was slower than in speaking because there were fewer opportunities for children to look at and enjoy books. Consequently the rate of children's progress in emergent writing was very slow. Both boys and girls progressed at a similar rate.
- In mathematics, most children attained in line with the expected curriculum standards. The attainment of children had been acceptable over the past few years. In KG 1, they counted reliably to ten and began to understand the relationship between numbers and quantities. They understood questions such as "How many?" and increased their understanding by using different apparatus to count. Children made acceptable progress in learning to identify missing numbers in a line and quickly put them into the correct order. However, they had a limited understanding of numbers in everyday life. Progress of children over time was at expected levels.
- In science, the attainment of most children was in line with curriculum expectations and had remained as such for the past few years. Most children had sufficient knowledge of scientific vocabulary. They knew about healthy eating and could name different fruits and vegetables. In workbooks children were confident about naming a range of animals and they could classify them into groups depending on what they ate. They then recorded their work. The progress of most children was acceptable across both KG 1 and KG 2. Children enjoyed exploring new objects but they did not have the opportunity to find out things for themselves, so their investigation skills were weak. Both boys and girls made similar progress.

**Cycle 1**

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, the majority of students demonstrated knowledge, skills and understanding above the national expectations of the MoE curriculum. Attainment levels had been at least good for the past few years. Students' knowledge was extensive. In lessons, they demonstrated good memorisation of the Holy Qur'an and Hadeeth. The progress of the majority of students was good across most aspects of the subject, both in lessons and over time. The progress of girls was generally better than that of the boys.
- In Arabic as a first language, the majority of students attained above the national MoE curriculum expectations. The attainment of students generally had been maintained for the past few years at a good level. Students had well developed listening, speaking and reading skills. Their use of standard Arabic was good and the majority progressed well, especially in developing their speaking and in knowledge of grammar. Students' writing skills were developing at an appropriate rate. Overall, girls made slightly better progress than boys.
- In English, most students attained in line with the expectations of the national curriculum. English was a second or a third language for the students. The attainment of most students had remained acceptable for the past few years. In lessons, students understood classroom instruction and responded using adequate sentences. Their progress in reading and their understanding what the reading meant was acceptable. However, they made slower progress in applying correct grammar and in developing creative writing skills. Girls made better progress than boys.
- In mathematics, attainment as measured against the MoE curriculum was at the expected level. It was not better because the quality of teaching for most students was too variable and not sufficiently focused on extending higher attaining students' performance. There were no recent international benchmarking test results. Internal data was generally inflated and did not reflect students' actual achievements. In lessons, students displayed adequate skills in computation, but less developed problem solving skills. They made acceptable progress in developing functional understanding of numbers. Both boys and girls made similarly acceptable progress.
- In science, students' attainment, when measured against the school's curriculum standards, showed that most of the students were in-line with the standards. Over the previous three years the school had maintained this standard of attainment and rate of student progress against its own curriculum standards. NAP test data over the same period was inconsistent. There was no significant difference between the performance of boys and girls. Students were beginning to develop some limited inquiry and investigation skills. They were good at knowledge recall, for example Grade 1 students could describe the seasons of the year and by Grade 5 students could describe the water cycle and weather patterns, but they were more limited in expressing their understanding of simple scientific concepts underlying this knowledge.



## Cycle 2

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 attainment was above national MoE curriculum expectations. Students' attainment had been good for the past few years. They demonstrated a clear knowledge of Islamic values and concepts such as the Pillars of Faith. Students' knowledge of the Holy Qur'an and Hadeeth was secure. In lessons and work samples, students explained verses from the Holy Qur'an to an appropriate level. Over time, the majority progressed well, especially the girls. However, the lack of consistent challenge in lessons restricted the progress of the most able students.
- In Arabic as a first language, the majority of students had attainment levels above the expectations of the MoE curriculum expectations. Students' attainment had been good for the past few years. Students' use of standard Arabic was developing well. Girls in particular had well-developed creative writing skills. Over time, the majority of students made good progress across most language skills. In lessons, students acquired a good knowledge of grammar. The progress of the students that needed extra support and the most able was often slower.
- In English, most students displayed acceptable language skills based on the school's curriculum expectations. For all students, English was a second or third language. Their attainment and progress had declined since the previous inspection. School's assessment data was too positive and did not present a true reflection of students' achievements. In lessons, most students demonstrated basic competency in English comprehension, but often with less clarity than expected. They made adequate progress in listening and in acquiring vocabulary. Opportunities to develop students' writing was limited, as a result their writing skills were less developed than they should be. Over time, most students progressed as expected in developing their abilities to reflect on their understanding using correct sentences. Girls had better English skills than boys.
- In mathematics, attainment was acceptable measured against the school's curriculum standards. Students' attainment had been acceptable for the past few years. Progress was better in classes for older students where tasks were more challenging and students had more opportunities to solve mathematical problems. However, this was not consistent across the cycle. Limited valid attainment data was available. Students were able to identify and measure the diameter and area of a range of geometric shapes, describe proportions and convert simple and complex fractions to decimals. Over time, most students made acceptable progress in their computation skills.
- In science attainment was in line with the school's curriculum standards. The school had maintained this acceptable attainment and rate of students' progress over the previous three years. External test results in NAP over the same period were inconsistent. The same data also identified significant difference between the performances of groups of students, in particular girls who out-performed boys. Students' inquiry and investigation skills were not well developed. Nevertheless, their science knowledge was secure. Grade 9 students knew that energy was neither created nor destroyed, but their understanding of the underlying scientific concepts remained under-developed.

### Cycle 3

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

- In Islamic education, the attainment level of the majority of students was above national curriculum expectations. Students' good memorisation of the Holy Qur'an was evident in the daily Qur'an lessons. The attainment level of students had improved since the last inspection. A majority of students could make appropriate references to verses from the Holy Qur'an. Students had developed a good knowledge of Islam's laws (Fiqh). Over time, the majority of students' had improved their progress. However, the lack of challenge to the more able students' restricted their progress.
- In Arabic as a first language, most students attained in line with MoE curriculum standards. Students' attainment had been acceptable for the past few years. However, internal data was too positive and did not present a valid picture of students' attainment levels. Students' use of standard Arabic was appropriate and their knowledge of grammar was secure. Although students had sufficient reading comprehension skills, their ability to conduct a deeper level of literature analyses was not evident due largely to the limited opportunity provided in lessons. Over time, students' progress was in line with expectations.
- In English, most students demonstrated language skills in line with curriculum standards. English was a second or third language for all students. Students' attainment had been acceptable for the past few years, but students' progress had improved since the last inspection. The listening and speaking skills were developing at a good rate, and students were increasingly developing more confidence to reflect on their understanding orally. Students' progress in developing extended and creative writing skills were slower. In lessons and over time, the majority of students made good progress.
- In mathematics, attainment was in line with the expectations of the curriculum standards. Students' attainment had remained acceptable over the past few years. They displayed secure computation skills and were developing more confidence in using information technology (IT) to conduct arithmetic operations. In lessons and over time, most made expected progress. However, students made less progress in developing higher order thinking, reasoning and problem solving skills.
- In science, most students' attained in line with the MoE curriculum standards. Students' attainment had remained acceptable for the past few years. In lessons, most students demonstrated sufficient understanding of scientific concepts. Although students were given opportunity to improve their practical skills, these remained underdeveloped. There was no significant performance difference between any group of students in this cohort. As with earlier cycles the students' recall of knowledge was good but their understanding and application of that knowledge to real-life situations needed further development. Students' progress over time was acceptable.

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

- Most students displayed positive attitudes towards learning. Students, especially in cycle 3, could work independently when given the opportunity, however, these were infrequent. Consequently, students were generally passive learners unless prompted to participate. In most subjects students knew what they had learned but they did not have a good understanding of how to improve.
- Students, when prompted, could discuss and explain their learning to others. When they were given the opportunity, for example in a practical science lesson, Grade 10 students worked collaboratively in small groups. Students sometimes took opportunities, in their research outside of school, to collaborate independently of the teacher. Students were able to communicate their learning more effectively in Islamic education and Arabic.
- Unless directed, students made few connections between their new and previous learning. Their learning was not always related effectively to the real world and therefore, they could usually only demonstrate their learning in familiar contexts and required significant support when attempting to apply their learning in unfamiliar situations. The school was beginning to address this aspect of student learning across all subjects.
- Some students could find things out for themselves, as shown by the research they completed outside of the classroom, but they had rudimentary inquiry and research skills that were below age expectations. In a few classes, teachers were beginning to use technology to provide additional stimulus for lessons. Students' critical thinking skills were generally under-developed but were better in Islamic education than the other subject areas.

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

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Personal development</b>	Good	Good	Good	Good

- Most students demonstrated positive attitude towards their school, and generally displayed a genuine happiness to be in school. However, excessive guidance restricted the demonstration of their ability to be self-reliant.
- In classrooms and around the school's premises, most students behaved well and were self-disciplined especially the girls. However, in the lower grades of cycle 1, a few boys did not behave as well.
- The school had a friendly and family atmosphere. As a result, positive relationships were evident across the school. All students enjoyed a very respectful and sensitive relationship with all staff, especially the principal.
- Most students understood the importance of following a healthy life style. Students generally made wise food choices and most exercised regularly.
- Students' attendance was overall good. With the exception of a few cases, students were often punctual to classes.

	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑	Very good ↑

- All students had a very clear understanding of Islamic values and their influence on society in the UAE. Students could talk and list the impact of these values on their lives.
- Students were proud of the UAE and its achievements. They had a good knowledge of the local heritage and culture. Students in cycles 2 and 3 displayed a very good understanding of the UAE's journey over the past 40 years. They made appropriate comparison between the past and present days.
- Students had a good knowledge of their own cultures. Students in cycles 2 and 3 had a better knowledge of world cultures than their peers in the lower cycles of the school.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good ↑	Good ↑	Good ↑	Good ↑

- Students knew the importance and impact of social responsibility. When given the opportunity, they contributed positively to initiatives organised and led by the school. For example, students at all levels participated in the International Peace and Environment Days; they also visited the Elderly Centre.
- Students had a good work ethic. They appreciated the value of hard work, patience and education as the ingredients to a successful life. Many of them participated in the school's Holy Qur'an recitation competitions, and some achieved good results at Dubai level. Children in the KG took good care of their surroundings.
- Students' environmental awareness was developing well. Senior students explained some of the environmental challenges in the modern world, such as the increased emission of carbon dioxide caused by cars and factories and explained its effect on global warming.

### 3. Teaching and assessment

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

- Most teachers used their subject knowledge appropriately in class, especially to explain new concepts. Their knowledge of how students learn was less secure. Some lessons often lacked a variety of stimulating tasks to engage and motivate students.
- Lesson plans followed a common format across the school. Learning objectives were not always clear or shared with students to help them understand what they were going to learn. Teachers' use of time was inconsistent and some talked for too long and gave their students too little time for independent work. The use of resources was variable but better for older students.



- Teacher-student interactions were consistently positive and reflected the school family ethos. In lessons, adequate questions were used but did not always identify weaknesses in learning or stimulate ideas, especially in English, mathematics, and science.
- Teaching strategies to meet the needs of all groups of students were strongest in Arabic and Islamic education. In other subjects, lessons were generally aimed at students of average abilities and in particular did not provide sufficient challenge for more able students.
- The promotion of critical thinking skills and exploring a topic to find deeper meaning was a feature of some Arabic and Islamic education classes but underdeveloped in other subject areas. In mathematics and science problem solving skills were developing slowly but did not consistently encourage students to extend their subject skills in exciting ways.
- The quality of teaching in Arabic as a first language was good overall. Lessons were planned to engage students' interest and stimulate their learning. Teacher-student interactions were positive and respectful so they helped to promote good language development.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Weak	Weak	Weak

- Internal assessment processes were developing slowly throughout the school. However, they remained inconsistent. They were stronger in KG, Arabic and Islamic education where teachers recorded and tracked students' performances. School's internal data was often inflated and did not reflect students' actual achievements.
- The school participated in the NAP, TIMSS and PISA tests. Results in the NAP tests were inconsistent, but significantly below the national and international averages in the TIMSS and PISA tests.
- A start had been made on collecting attainment data. Regular tests and in-class work were used to provide measures of students' attainment, but analysis of the data collected was not well developed to identify trends in progress for students.
- The use made of internal assessment data was variable across the school. It was not coordinated by subject leaders to identify where and how teaching strategies, the curriculum and lesson planning could be improved to raise levels of progress and attainment for all groups of students.
- Teachers had a clear personal understanding of students' needs and abilities. However, this knowledge and the growing body of data available in the school were not used effectively to plan appropriately challenging work for all students. Regular marking of students work did not include guidance on the next steps in their learning. The encouragement for students to assess their own learning was inconsistent; it was often used in cycle 3.



#### 4. Curriculum

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

- The curriculum was broad and balanced and mainly followed the MoE requirements. It was supplemented by some additions from other curriculum sources. Extra time was allocated for Islamic education to give greater provision for Holy Qur'an lessons. There was a strong emphasis on the development of knowledge.
- The curriculum provided progression in most subjects. In KG, the curriculum was developed from the interests and achievements of children. In cycles 1, 2 and 3, the range of knowledge across subjects was developed appropriately for most students, including older students preparing them for the world of work. There was too little attention on students' writing skills. In science the curriculum was a little repetitive but the sequence of planned programmes was appropriate.
- Although the school offered a range of interesting subjects such as jewelry-making, photography and IT, students did not have the freedom to select their subject of interest. Instead they were part of the mandatory subjects for all students. Other choices including those relating to students' personal development were provided through extra-curricular activities including visits outside school.
- There was inconsistent development of cross-curricular links between subjects. These were managed well in KG and were successful in helping children transfer learning between different subjects. For example, learning about healthy eating in an English lesson. Across the school, cross-curricular links were stronger in Islamic education and Arabic, this helped to make learning more meaningful.
- The school had regular reviews of its curriculum. In mathematics, recent changes were made from other curriculum sources to enhance the MoE curriculum. In science, the reviews were not fully focused on improvements for students. In KG, more practical activities had been introduced in science.
- The UAE social studies was taught in the school as discrete subjects, namely geography, history and national education. Social studies curriculum was broad, balance, age appropriate and it followed MoE curriculum. It provided a range of topics including national identity, government, UAE society and traditions, with particular links made with other subjects such as Islamic education, Arabic, mathematics and science.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- Across classes and subjects, there was limited modification of the curriculum. Most lessons lacked activities and resources to meet individual needs or interests. The curriculum was delivered from the core textbooks and did not have sufficient extension or diversity to match the differing abilities of students. Some development of differentiated experiences was taking place in KG and elsewhere, for example for Grade 7 girls in science.

- Students benefited from some additional curricular opportunities provided in the school. More innovative experiences included training in jewelry-making, engineering and using the media facilities in the school. These opportunities were not consistent for all students and there was little focus on developing enterprising ideas. For example, they did not build sufficiently on the positive re-cycling activities students enjoyed.
- The school's ethos was strongly linked to Islamic culture and appreciation of the UAE culture. Students gained a deep understanding through daily curricular opportunities and used their knowledge to make links across their subject of learning such as studying significant world events in Arabic classes.

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

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

- Systems and processes to safeguard students were underdeveloped including procedures to establish and communicate a child protection policy. Implementation of security measures lacked rigour.
- The school had sufficient arrangements to keep students healthy including the existence of an effective clinic. However, procedures to keep the school's premises secure were ineffective. Access to the school was not controlled. The school needed to urgently change its security measures around the many unsupervised entry points. The school had not carried out a comprehensive risk assessment of the whole school.
- The building and equipment were adequately maintained. However, some areas of the school needed some repair. For example, play areas and passages between building and classes. Record keeping was adequate.
- The building was generally fit for the purpose of a school and its daily routines. A few ramps were in place and the school was equipped with an elevator. Most specialist laboratories were safe; however, a few lacked safety instructions and sign posts.
- The school's nurse and doctor played an effective role in promoting a safe and healthy life style. They provided lectures on topics such as obesity.

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

- Teachers had developed positive relationships with students and most had appropriate expectations of behaviour. Students were respectful to teachers and most behaved well in class. Guidance on expectations of behaviour, with rewards and sanctions, were shared with teachers and students. The social worker kept appropriate records of any significant behavioural issues and the resulting action taken.

- The school had shared procedures and expectations of good attendance. Effective action was taken to ensure the wellbeing of students in the event of unexpected absence. Students' punctuality to lessons was good.
- The process of identifying students with SEND was underdeveloped; as a result, very few students had been identified. The Vice-principal for the girls' section had however introduced, at the beginning of the year, a more systematic assessment of students' starting points. This had helped to identify some of the differing ability levels of students. Those that were gifted or talented had few additional curricular activities provided.
- Support for students with SEND was still at a very early stage. A few students had been assessed with more specific needs and the procedures which had been introduced to support them offered a positive basis for further development. The insufficient provision and lack of clear diagnosis meant a minority of students did not make adequate progress.
- The school's social worker provided helpful guidance and support to students, ensuring their wellbeing. Students also received helpful support at significant transition points in their education such as moving on to other schools.

#### Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Weak

- Senior management had acknowledged the need for leadership for learning needs and had devolved this responsibility to the vice-principal for the girls' school. She had made a start at developing procedures for the improvement of support. Senior managers had not deployed staff with adequate experience or qualifications in SEND. As a result, the school had not focused sufficiently on the range of individual needs.
- Teachers used their professional knowledge in identifying students needing extra support in lessons. They did not have the expertise to identify students against the range or categories of needs.
- The school made helpful links with parents for social support. The social worker had positive relationships with parents of students who needed more help in behavioural issues. Communication and links with parents regarding specific learning needs were more limited. Positive communication did take place with the very few students identified.
- Most students identified by teachers as requiring more support were helped to make at least adequate progress in their learning against lesson outcomes. The lack of planned individual targets for improvement meant students' progress was not assessed or monitored effectively. As a result, a minority did not make appropriate progress taking account of their individual needs.
- Senior leaders had not provided effective leadership and guidance to implement systematic procedures to identify students with SEND. As a result, individualised targets were not in place to measure these students' progress.

## 6. Leadership and management

### The effectiveness of leadership

Weak

- The founder and leaders of the school had set a clear direction and vision for the school based on a sound foundation of Islamic ethos. Leaders were proud of the National Agenda and its objectives. However, minimal steps had been taken to meet those objectives.
- Leaders had a sufficient knowledge of the MoE curriculum. Their effective emphasis on students' personal development led to positive improvement. However, their ineffective knowledge of best teaching practices hindered the improvement of students' learning. Impractical assignments of roles and responsibilities led to limited supervision of the academic aspects of the school.
- Positive relationships were evident across the school, staff and leaders communicated regularly to enhance students' personal development. However, the school lacked effective and systematic communication channels to share best practices or discuss students' academic performances.
- The limitation of the senior leadership team in numbers and capabilities restricted the school's capacity to improve key aspects. The absence of effective instructional leadership and the excessive responsibilities for some senior staff, limited the school's ability to further improve. For example, with the exception of the vice-principal for the girls' section, other leaders had heavy teaching commitments and multiple responsibilities.
- Leaders were successful in improving some aspects of the school such as students' personal development and the quality of the curriculum. However, the school was slow in improving the procedures to safeguard students across the school's premises and students' outcomes.

### School self-evaluation and improvement planning

Weak

- The school had created a monitoring committee to conduct a self-evaluation for the school and for completing the DSIB self-evaluation document. However, the process lacked thoroughness; judgements were inflated, did not involve key staff such as teachers and some subject coordinators and did not result in an accurate view of the school's strengths and weaknesses.
- Lesson observations were conducted by different levels of leaders and staff. However, these observations did not result in an accurate view of the quality of teaching and learning across the school. The school's process for monitoring teaching and learning lacked rigour, purpose and did not take account of students' outcomes.
- Improvement planning processes were underdeveloped, and as a result the priorities were unclear. Although the school had recently written an improvement plan, it was generic, lacked detail and coherent action. It did not include achievable goals linked to accurate or measurable success criteria.
- Leaders had made sufficient progress in improving the curriculum and students' personal development. Although the leadership structure had been revised, effectiveness in prioritising and driving further improvement was unclear. Heavy workloads and additional assignments prevented much of this. Progress towards meeting key recommendations from the previous inspection, such as health and safety, provision for SEND and the quality of assessment and teaching, was inadequate.

Partnerships with parents and the community	Acceptable
<ul style="list-style-type: none"> <li>The school had positive relationships with parents. They were highly appreciative of its family atmosphere, driven largely by the principal's passion for providing a caring environment. Parents were involved, for example in supporting teachers in the lower phases. The school surveyed the views of the parents, but did not include them regularly in evaluating or improving aspects of the school.</li> <li>The principal, leaders and teachers were easily accessible to all parents. Appropriate communication channels were in place. For example, through the parents' council, meeting with staff, student's agenda or through a 'WhatsApp' (an electronic application) group.</li> <li>Reporting to parents was regular. The report card template was detailed, but a few comments and details were included beyond the KG. Parents had a general knowledge of their children's performance. Issues about students' personal, social and emotional development were communicated and discussed with parents promptly.</li> <li>The school's philosophy was built upon providing valuable social contribution through helping students develop sufficient skills to secure jobs upon graduation from the school. The founder of the school helped students get jobs either in the school or in adjacent institutions. The school had some links with local authorities but had not benefited fully from these partnerships to improve its performance.</li> </ul>	




Governance	Weak
<ul style="list-style-type: none"> <li>The principal had taken a positive step to establish a board of trustees to serve as the governing body for the school. All members were parents and selected by the principal. However, no formal meeting had as yet been held. Roles and, responsibilities of individual members were unclear.</li> <li>The board had not as yet formally assumed its intended role. Consequently, the process and mechanism to hold senior leaders accountable were not well established.</li> <li>Members of the board of trustees had a limited knowledge of the school's performance beyond the knowledge of their own children's achievements. The limited understanding of the role of the board resulted in little or no influence on the school's improvement or performance. The board was ineffective as it did not know how best to support the school.</li> </ul>	



Management, staffing, facilities and resources	Weak
<ul style="list-style-type: none"> <li>• The school's day-to-day operations were adequately managed. Although there was a lack of clear internal policies and procedures, all staff knew what was expected of them and conducted their duties appropriately. Time-tables were sufficiently organised and almost all students followed the school's routines well.</li> <li>• Most teachers had university degrees but only a minority had appropriate teaching qualifications. The school did not have enough staff at the support, teaching and leadership levels. The school lacked a specialist in SEND and an instructional leader. Middle leaders had multiple assignments including heavy teaching loads resulting in minimal development of students' academic outcomes. Opportunities for professional development for staff were very limited.</li> <li>• The premises were adequate and most classrooms were of sufficient size. Specialist facilities such as the photography studio and ICT laboratory had a positive impact on student's learning. However, areas used for physical education lessons were unsuitable as students were at risk of injury.</li> <li>• Classrooms lacked resources to promote and stimulate students' thinking. Although the learning environment enabled students to meet expectations, they were not inspiring especially in the boys' section. Classrooms lacked sufficient IT resources.</li> </ul>	

## The views of the parents, teachers and 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> 	2015-2016	68
	2014-2015	25
<b>Teachers</b> 	34	
<b>Students</b> 	11	

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

- Almost all parents, teachers and students who responded to the survey were satisfied with the quality of education in their school. They thought that inspections had improved the school.
- All students stated that they were making good progress in Arabic, English, mathematics and science and almost all parents agreed. However, half of the students did not know whether they were making good progress in Islamic education.
- Most students believed that they were offered a good range of subjects and almost all were satisfied with the extra-curricular activities that were offered by the school.
- All parents and students agreed that the school provided a safe environment.
- Teachers believed that school assessment procedures helped students improve but a significant minority of students disagreed that teachers' comments, assessments and marking helped them improve.
- Almost all parents, teachers and students agreed that the school was well led.

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)