



Islamic School for
Training & Education

Curriculum: MOE

Overall Rating:

Acceptable



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information

Location	Al Muhaisnah
Type of school	Private
Opening year of school	1982
Website	http://www.lootah.com/eng/school/schlfrmset.htm
Telephone	0097142646001
Address	Muzher - Muhsena (1) Dubai
Principal	Fedhah Saeed Ahmed Nasser Lootah
Language of instruction	Arabic
Inspection dates	6 th to 9 th February 2017

Teachers / Support staff

Number of teachers	41
Largest nationality group of teachers	Egyptian
Number of teaching assistants	7
Teacher-student ratio	1:15
Number of guidance counsellors	1
Teacher turnover	17%

Students

Gender of students	Boys and girls
Age range	4-16
Grades or year groups	KG 1-Grade 12
Number of students on roll	602
Number of children in pre-kindergarten	NA
Number of Emirati students	196
Number of students with SEND	36
Largest nationality group of students	Emirati

Curriculum

Educational permit / Licence	MoE
Main curriculum	MOE
External tests and examinations	UAE NAP,
Accreditation	None
National Agenda benchmark tests	UAE NAP



The DSIB inspection process



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

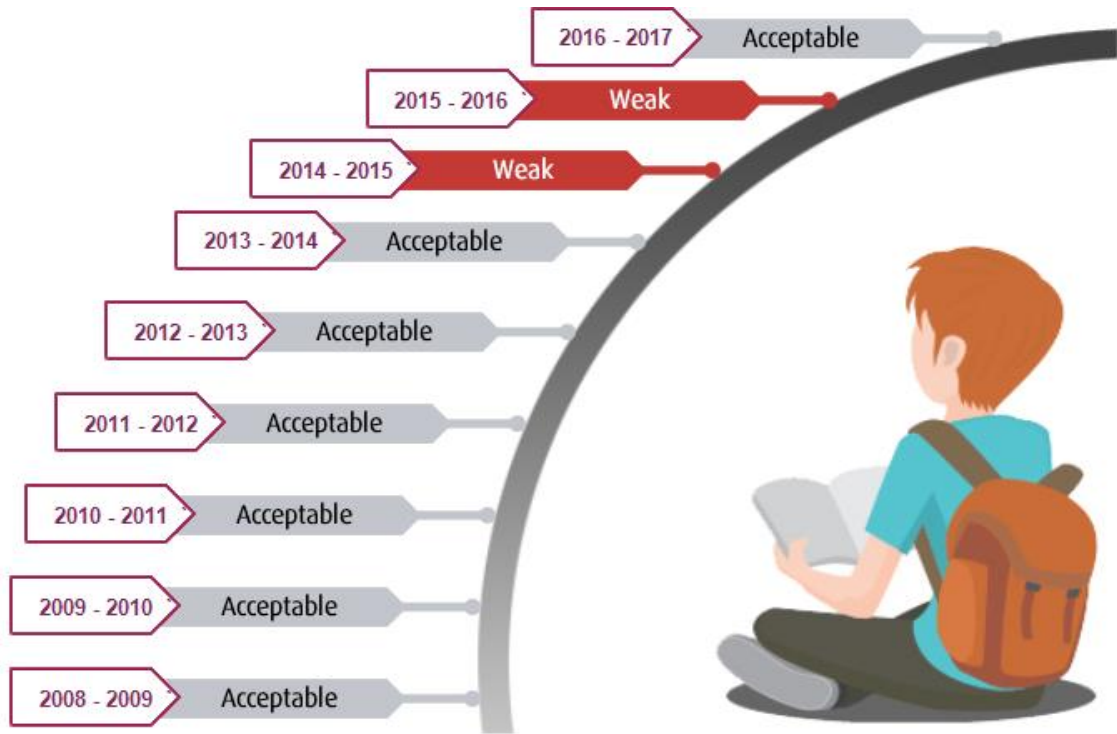
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Islamic School for Training & Education



- Islamic School for Training and Education was founded in 1982. It has 605 students on roll. About third of these students are Emiratis. Around 140 students have joined the school since the beginning of this academic year. Staff turnover this year has been around 20 percent.
- The school has a strong Islamic ethos, close ties with the local community and a history of supporting vocational training for its graduates after Grade 10.
- Recommendations from the 2015-2016 inspection of the school pointed out the need to build greater leadership capacity, improve students' learning and progress, develop rigorous systems for safeguarding students in the school and improve the quality of care and support for students with special educational needs (SEND).



Summary of inspection findings 2016-2017



Islamic School for Training & Education was inspected by DSIB from 6 to 9 February 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.

- Achievement in Islamic education and Arabic as a first language is good across almost all phases of the school. In English, attainment and progress are good in the kindergarten and mostly acceptable elsewhere. In mathematics and science, students' attainment and progress are acceptable in all phases. Although students are engaged in their learning they are frequently too reliant on their teachers during lessons.
- Students' behaviour and attitudes are positive across the school. They have a good understanding of Islamic values. Students possess a deep awareness of and they also value the unique culture of the UAE. Students' awareness of their social and environmental responsibilities is well developed.
- The quality of teaching is acceptable across all phases. Some of the best teaching is seen in Islamic education and Arabic, as well as in the lower grades in English. Teachers plan a range of activities to develop basic skills. However, the learning objectives they set too often lack challenge. Teachers make limited use of the assessment information available to address the different needs of students.
- The school meets the Ministry of Education (MoE) requirements to offer a curriculum that is reasonably broad and one which has sufficient enrichment opportunities for most students. However, the curriculum provides too few opportunities for the development of students' skills of investigation, enquiry and problem solving.
- Levels of monitoring and supervision around the school have improved and procedures to ensure that children are safe in classrooms and outdoor areas are in place. The school provides an acceptable level of care and support for most of its students although, for those with special educational needs, more limited support is available.
- The development of the roles and responsibilities of the senior team and subject co-ordinators has led to improved management systems and processes across the school. Self-evaluation in the school remains underdeveloped. The school enjoys positive relationships with parents. A new governing board has recently been established and governors are beginning to develop a clearer understanding of the school's priorities for improvement.

What the school does best

- Students' achievement in Islamic education and Arabic is good across almost all phases of the school.
- The school has a strong, positive ethos and its commitment to support the local community is clear.
- Students have deep appreciation and understanding of the Islamic values and the culture of UAE.
- Relationships between teachers and students are respectful and positive and a harmonious atmosphere prevail in the school community.

Recommendations

- Ensure self-evaluation is rigorous and is firmly based on robust evidence, providing the school with an accurate view of students' achievements, including those in relation to international standards.
- Ensure that all teachers, across all phases and subjects, consistently deliver well planned lessons that provide high levels of challenge, whilst also developing all students' skills in problem solving, investigation and critical thinking.
- Identify the varying needs of students more accurately and modify accordingly both the curriculum and teaching strategies so that the needs, particularly of students with SEND, are fully met.
- Improve assessment processes, with a particular focus on tracking students' progress, and effectively using the assessment information to further develop teaching and learning across all subjects.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

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

- The school meets the registration requirements for the National Agenda Parameter.
- The school has completed assessments in a National Agenda Parameter test. Attainment based on the National Assessment Programme (NAP) benchmark meets expectations in Arabic, English, mathematics and science. Analysis of the NAP highlights that there are weaknesses in writing, spelling and problem solving. Results from the NAP tests align well with the internal assessment information held by the school. The cognitive testing did not take place until the end of 2016 and the analysis has not yet been fully disseminated.
- The school has reviewed the curriculum in light of the findings from the data analyses. Adjustments have been made for example, to move towards a more student-centred approach. Problem solving, enquiry skills and critical thinking are all now features of provision. However, much of what has been aligned to meet the demands of the external tests is still to be embedded.
- Although adjustments to planned teaching and learning have been made, the majority of teachers have yet to fully develop their skills to implement the planned changes. The school recognises that there is some way to go to have all teachers adjust their teaching style. The key subjects are beginning to plan activities to support students' skills development but this is also at an early stage.
- Some students understand what their assessment data tells them about their achievement. Students lack the confidence and the necessary levels of independence to successfully develop the range of skills required. Students do not take sufficient personal responsibility for their learning to enable them to improve their ability to research, analyse and critically evaluate their findings.

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

Innovation in Education

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













Promoting a culture of innovation:

- Particularly in the upper grades, a few interested students actively engage in science competitions and get an opportunity to present the outcomes of their work. There are a few examples of planning to promote leadership skills and innovation in the curriculum for a small number of subjects, and the quality of teachers' questioning in lessons does not always promote critical thinking. The skills of enquiry and investigation do not feature strongly in students' learning experiences across the school. The school embeds some research activities, linked to specific curriculum topics in several subjects. School leaders are yet to fully embed innovation across all areas of its curriculum and also need to define vision and expectations in this aspect.

Overall school performance

Acceptable

1 Students' achievement

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic as a first language 	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Good 	Acceptable	Acceptable	Acceptable
	Progress	Good 	Acceptable	Good 	Acceptable 
Mathematics 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	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	Acceptable ↑	Acceptable ↑	Acceptable ↑

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	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑
Care and support	Acceptable	Acceptable	Acceptable	Acceptable




6. Leadership and management

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

Main inspection report



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	Good 	Good 
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, a majority of children attain levels that are above curriculum standards. They are able to memorise short chapters from the Holy Qur'an. They develop a strong knowledge and understanding of Islamic etiquette and values. Students are making steady progress in learning about Prophet Mohamed (PBUH) and simple Hadiths. In addition, students are beginning to apply Islamic etiquette in their own behaviour, as young Muslims.
- In Arabic as a first language, the majority of children attain levels that are above curriculum standards. Children's listening skills are very well developed and they are able to respond with confidence to questions using short phrases in clear, standard Arabic. In KG 1, most children write their names, identify and confidently shape letters with legible handwriting. By KG 2, they can read and write simple phrases and sentences. The majority of children are making better than expected progress in lessons and over time.
- The majority of children, demonstrate levels of knowledge, skills and understanding in English that are above the expected levels. The majority of KG 2 are able to speak in full sentences, communicate their ideas and present them confidently. They take part in conversations, supported by visual clues, to help them initiate and respond. Information from assessment and lesson observations indicates that the majority of children make better than expected progress in English language acquisition and communication, in relation to their starting point.
- In mathematics, most children demonstrate an understanding of fundamental numeracy concepts and skills that are in line with MoE curriculum standards and expectations. They are able to read and write numbers 1 to 15 independently, and make corresponding sets using a variety of practical resources. Most are beginning to solve simple addition problems using visual prompts and with teachers help.

- In science, children demonstrate an acceptable understanding of the basic scientific concepts in line with the MoE curriculum standards. They can identify characteristics of the environment and use the correct scientific vocabulary to justify their answers. Their theoretical knowledge is secure but they show a weaker capacity in their independent investigative and practical skills. In lessons and over time, most children make the expected progress in making sense of their physical world and their community through opportunities given to them to observe and reflect about scientific concepts taught.

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

- A majority of students in Islamic education have an above expected knowledge and understanding of the five pillars of Islam. Their knowledge of key Islamic values, for example, the importance of cleanliness and mercy is secure in the lower grades. Their understanding of seerah, hadith and Islamic principles is above expected levels. In lessons and over time, a majority have made good progress in Qur'an recitation and are steadily developing their knowledge and understanding of most Islamic values and principals.
- In Arabic as a first language, the majority of students attain levels that are above MoE curriculum standards. Most students have strong listening skills and speak using clear, confident, standard Arabic. Their reading comprehension improves rapidly each year and they show good understanding of poems and different texts. Their creative and extended writing is developing at an appropriate rate. The majority make good progress in their listening, speaking, reading and, to a lesser degree, in writing skills, in relation to their starting points.
- In English, students' attainment is in line with expectations. This is reflected in the outcomes of MoE tests. Students' rate of progress is inconsistent in Grades 2 and 3 but increases towards the end of Cycle 1. By Grade 5, students take part confidently in conversations. They respond to simple questions and use a reasonable range of adjectives when describing everyday events. Students read with increasing understanding and learn to write simple sentences, in line with curriculum expectations.
- In mathematics, most students' attainment when measured against curriculum expectations is acceptable. When compared with other students nationally, their attainment is as expected for their age. Over their time, students make progress at the rate expected. Most Grade 5 students are able to work with fluency on the multiplication of decimals. They develop their number skills to a competent level. Students grasp concepts with a degree of confidence. Progress of all groups of students matches expected levels but those with SEND move forward at a slower pace.

- In science, most students have an understanding of their work which is in line with the curriculum standards and this is confirmed by external test results. Similarly, most students make the progress expected of them over time. In lessons, most students make adequate gains in their scientific knowledge. Students' practical skills are developing. For example, students in Grade 2 can compare different soils in a simple way. Scientific enquiry and investigative skills remain undeveloped for a significant proportion of students.

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	Good ↑
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, students' attainment is above the MoE curriculum standards. The majority can link well what they learn to real life contexts. They develop a secure knowledge of the Fiqh in Islam and of different types of prayer and Islamic etiquettes. Their ability to use quotes from the Holy Qur'an to support their arguments in debates and discussions is developing. A majority make good progress in their knowledge and understanding of Islamic Shari'a. Students continue to improve their Qur'an memorisation and recitation skills.
- In Arabic as a first language, the majority of students attain levels that exceed the MoE curriculum standards. Their listening and responding skills are very well-developed. They demonstrate good use of standard Arabic when expressing their ideas and opinions. Students are able to make inferences, draw conclusions and reflect on age-appropriate literature. Their creative and extended writing skills are also developing well. Progress is generally good over time, although the most able students are not always sufficiently challenged to make the progress of which they are capable.
- Students' attainment in English, as evident from MoE test results and internal assessments broadly matches expectations. They make good progress and there has been an upward trend in attainment over the last three years. Students listen with reasonable understanding and can express themselves verbally. They acquire an increasing range of vocabulary and, by Grade 9, they write using appropriate sentence structures. Their spelling and grammar are mostly accurate.
- In mathematics, students' attainment is in line with expectations when measured against curriculum requirements. In comparison to the national outcomes, most students are at least in line and a minority exceed the expected level. Grade 7 students are able to work confidently with simple algebraic expressions. Most students across the cycle make the expected progress and this applies to most groups, both in lessons and over time. A majority of those students with specific learning needs progress at an acceptable rate.

- In science, most students achieve levels that are in line with the curriculum standards and make the expected progress. This is also confirmed by external assessment results. Practical skills, in the better lessons, are developing well, as when measuring and observing during a lesson on density. Acquisition of scientific knowledge is developing at an adequate rate. However, the development of scientific enquiry and investigation is at an early stage for many students. Students' hypothesising and fair testing skills remain underdeveloped.

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	Acceptable ↓
Mathematics	Acceptable	Acceptable
Science	Acceptable	Acceptable

- In Islamic education, a majority of students have strong, detailed knowledge and understanding of the Islamic principles, hadith and fiqh. Lessons and recent work have shown the steady progress made in learning about key Islamic laws, for example marriage. Qur'an recitation skills are above the expected levels for the majority of students. Their progress in understanding how to apply the Islamic morals and laws in modern, every day contexts is developing. Assessment results also indicate an above average attainment levels and good progress over time for most students.
- In Arabic as a first language, most students in Grade 10 attain levels that are in line with the MoE curriculum standards. They are able to express themselves in discussions, explaining their ideas with confidence. Listening skills are strong. Students' skills in analysing and evaluating literature independently are acceptable. Oral presentation skills are secure and most students can present their points of view in standard Arabic. Most students can write paragraphs on a range of familiar topics. Their extended and creative writing for a wider range of purposes is less well-developed.
- In English, external and internal assessments indicate that the attainment of the small number of students in Grade 10 is broadly in line with expectations, although there is a wide variation. Students make steady progress, building adequately on their starting points. They are reasonably assured when talking to their classmates, although some are rather reticent and show a lack of confidence during discussions. Students develop adequate skills in writing but tend to rely very much on dictionaries and internet sources for some of the vocabulary they need. Average levels of achievement vary from year to year due to the small numbers involved.
- In mathematics, Grade 10 students attain at the expected level and consistently produce work that meets the curriculum standards. Their attainment compares favourably with that of students nationally. The students work with fluency and confidence on the simplification of algebraic expressions, being able to justify their answers. Their progress in the subject is at the expected rate. This applies to all groups of students including those with particular needs. They demonstrate a sound grasp of the place of mathematics in the world.

- In science, students' attainment is in line with curriculum standards for most students and they are making expected progress. This is confirmed by the results of external tests. Knowledge and understanding of key concepts is secure, for example when looking at electronic configuration in chemistry. Practical skills are developing but are yet to be harnessed to tackle investigative work. Their higher order skills of analysing, synthesising and evaluating are developing.

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students have positive attitudes and generally try their best. In the older classes, students take some responsibility for their own learning. This is less evident in the rest of the school where teachers tend to direct all activities, leaving little room for students to develop their independence.
- Students willingly cooperate when asked to work in pairs or small groups. They listen to one another, exchange ideas increasingly maturely and share resources. However, collaboration is not a routine feature of learning across the school. Consequently, students are not always sure of what is expected during group work and how best to make contributions.
- Students studying Islamic education and Arabic show a good understanding of links between different strands of learning, making connections themselves. In all grades, there are many examples of students linking ideas from different subjects, for example, when using their scientific knowledge to inform discussions during English lessons about air pollution.
- Students in the lower grades have few opportunities in lessons to utilise learning technologies. Older students occasionally use their own mobile devices to search for information but lack experience in utilising Information Technology (IT) effectively, to research, compare, analyse and present information. Students' independent problem solving and critical thinking skills are not developed routinely in lessons. Consequently, these skills are not fully developed.

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

	KG	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good	Good

- Children eagerly enter the kindergarten each morning. They soon learn to get along with one another and their teachers. In the older grades, students benefit from increasing opportunities to work together. They are diligent when tackling independent tasks. However, some students are rather passive learners and rarely take the initiative. They tend to depend on teachers to prompt them for their next steps.
- Students behave well in lessons and around the school. Children in the kindergarten respond positively to the reassuring guidance of adults. They play and learn together harmoniously. Across the school, students behave well when under the direct eye of an adult and also when not so closely supervised. Adults seldom have to step in to resolve minor disputes. Bullying is rare in the school.

- A purposeful atmosphere permeates the school. Relationships between adults and students are mutually respectful. Students, especially in the older classes, cooperate with one another and often spontaneously support their classmates.
- Students are aware of the value of healthy eating and exercise. They generally follow advice on healthy eating. The school has recently begun to monitor levels of obesity and provide further guidance for students.
- Students' commitment to learning is evident in their response during lessons and their good attendance. They are mostly punctual in arriving at school and for lessons.

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

- Across all phases, and particularly further up the school, students demonstrate deep understanding and appreciation of Islamic values. These values are evident in their behaviour around the school. Students celebrate different Islamic occasions such as Ramadan, Eid, and Haj. Moreover, they pray on time during the school day, recite morning Duaa' and memorise the Holy Qur'an every morning.
- Students are very knowledgeable of the culture of the UAE. They show immense respect to the heritage and traditions of the UAE by taking part in the National Day and Martyr Day. Some trips are also organised to promote the UAE culture among students such as visits to Ajman museum.
- Students have sufficient knowledge and understanding of their culture. However, students' understanding and knowledge about other world cultures is less well-developed.

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

- Students realise that they are part of the school, and local community. They participate positively in volunteering initiatives in the school such as organising a sale to collect donations for Red Crescent and visiting residential care home for the elderly. They also initiate Campaigns such as the Breast Cancer Campaign.
- Students demonstrate a good work ethic. They appreciate the importance of hard work. When given the opportunity, they can initiate and take part in projects.
- Students appreciate the importance of cleanliness and of looking after the environment. They have an understanding of sustainability and participate well in relevant activities. They are also aware of various environmental challenges in the world. They have, for example participated in different recycling projects and won the recycling competition.

3. Teaching and assessment

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

- In almost all areas of the school, teachers' knowledge of their subject is secure, their understanding of how students learn is less so. Although the learning environments are mostly positive, an adherence to textbooks means that the majority of lessons do not fully engage or ignite students' enthusiasm in a way that moves learning forward.
- Lessons are planned to a common format and often include appropriate resources. Reference is made in the better lessons, such as in kindergarten, to clear learning objectives. These are, however, not always shared well with students nor signposted with clearly expected outcomes. Plenary sessions to examine whether these outcomes have been achieved are rarely seen.
- Teachers stimulate students' thinking by asking questions, yet these are often closed in style. In the better lessons, such as in Islamic education and Arabic, and with older grades in English, questions are more open. Discussion is built into the better lessons which link the lesson to a real life context and also create cross curricular links.
- Some examples of challenge are seen, in the better lessons, although this is not consistent across the school. Whilst teachers demonstrably know the students' strengths and weaknesses, they do not yet meet the needs of all groups of students. This is because teachers adopt an insufficient variety of strategies to allow all groups to engage with learning at an appropriate level.
- In the better lessons, such as in Islamic education, Arabic and Cycle 2 English, teachers create opportunities for students to think creatively. Whilst there is an expectation that students think independently, there is a tendency for teachers to dominate discussion. There is generally little use of technology to either support learning or to further research.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable ↑

- There are regular assessments across all grades, including baseline testing at the beginning of each grade. The assessments are closely aligned to the curriculum. These processes provide leaders with an amount of valid and reliable data with which they can monitor attainment. Assessment data, however, are not always used effectively to track the progress of individual students or groups across the grades.
- There is appropriate benchmarking that allows the school to compare the academic outcomes of students with those of students nationally. The data gained from the external testing are sufficiently comprehensive to enable an informed comparison of students' performance. However, this is not done by the school to a great enough depth.
- The school has considerable data from internal assessment, benchmark and cognitive testing. The school does analyse the data sufficiently to identify trends and gaps in curriculum. The school does not use the outcomes effectively to form an accurate view of the progress of groups or individual students.

- Generally, teachers in the school make limited use of data, which does have a positive impact in a minority of lessons, Across the school, data analysis does enable a minority of needs to be met, for example those requiring help and those who need greater challenge. The school does not have a robust strategy for setting and tracking targets, although a number of students do have individual learning plans.
- Teachers do know their students well and generally know their strengths and weaknesses. Oral feedback is usually given in lessons but there is very little written quality feedback provided in student books so that students know what to do to improve. Marking is generally cursory. The teachers do not make effective use of assessment to set next steps of learning for students. Examples of self and peer assessment are used but are not a regular feature of lessons.

4. Curriculum

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

- The school curriculum is broad, balanced and relevant. Although they focus more on knowledge of content, curriculum plans do contain some elements to develop the students' skills. These are not always implemented fully in lessons. The curriculum is compliant with the new MoE curriculum requirements and has been supplemented by some useful additions in the kindergarten and in other cycles such as daily recitation lessons, Family Studies and Media subjects.
- The curriculum is designed to prepare students for the next phases, for example, in kindergarten, additional support classes for new entrants are in place to ensure that they are ready for Cycle 1. Regular reviews take place in order to enhance the curriculum. For example in science, some practical work has been added however students have insufficient exposure to investigative work.
- The school offers a reasonable range of subjects including crafts, photography, Information, Communication Technology (ICT) and Design. These subjects are set in the main timetable for all students and they have some limited choice. The curriculum includes a suitable number of visits, projects and events to ensure that the students' personal and social skills are developing.
- Some planned cross-curricular links exist in most subjects and cycles to provide the students with the opportunities to make connections between subjects and to enhance their own learning. This is a strong feature in Arabic, Islamic education, English and it is embedded in the kindergarten to help children to make connections between subjects and relate them to real life. However, this is less well developed in mathematics and science.
- The school senior management team and heads of subjects play an active role in curriculum review. In the majority of the subjects, the curriculum is developed to address gaps in students' knowledge and understanding rather than skills. The curriculum is not sufficiently adapted in line with the international assessment results or to meet the needs of individuals, including those with SEND.

- The school teaches the MoE social studies curriculum as a discrete subject, in Arabic. The school uses MoE textbooks and enriches them with activities and worksheets. The curriculum is balanced in term of concepts, knowledge and skills. Teachers have secure subject knowledge and plan adequately for lessons. Lesson activities do not always develop critical thinking and independent learning skills. The subject is assessed through using MoE assessment tools.

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

- There are very few modifications made to the curriculum in order to meet the learning needs of most groups. Some modifications to the content in a few subjects are made and are based on assessment. Some additional support classes are organised for a minority of students. Curriculum modification is slightly better in the kindergarten. Modifications have not impacted positively on students with SEND across almost all of the subjects.
- The school offers some additional curricular opportunities and the students have some enterprise experiences, innovations projects such as the “Do it by yourself” programme, jewellery making and food sales. However, these opportunities are not consistently available to all students and grades.
- The promotion of Emirati and Arabic culture and heritage are an important element of the school curriculum. Very strong links between Islamic education, Arabic, social studies and the UAE culture, life and society exist. As a result of that, students have gained a deep understanding of it through daily curricular opportunities, events and celebrations. These links are less strong in science and mathematics.

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	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- A designated staff member is responsible for the child protection procedures in the school. These are outlined in a policy and the whole school community is made aware of them. A variety of measures are taken to safeguard student health and well-being. Adequate systems are in place to promote student awareness of the dangers in using the internet and social media.
- Staff and security guards carefully supervise student arrivals and departures including by the school bus and ensure students are safe at all times. Safety checks are carried out regularly by the school’s safety officer and engineer. Students are encouraged to move carefully and calmly when exiting and entering buildings especially on stairways. Staff and students understand evacuation procedures.

- The school has a positive approach to risk assessment and as a result there is a safe and secure environment for students. The school buildings and grounds are well maintained and clean. Most classrooms provide an adequate learning environment. Records of maintenance, and of incidents requiring subsequent actions, are up to date and kept secure. The doctor and nurse diligently monitor student health and keep confidential records locked.
- The premises are dated but maintained to an acceptable standard. A range of suitable facilities including a science laboratory, a kindergarten play area and sheltered court yards provide safe learning environments. However, there is no access to the first floor in any building for students with mobility difficulties.
- The doctor and nurse collaborate with the class teachers and physical education staff to deliver programs to promote good hygiene, dental care and a healthy lifestyle, and to encourage regular exercise. They work closely with the kitchen staff as well as parents to promote healthy eating and to ensure students have a balanced diet.

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

- Staff-student relationships are positive throughout the school and mutual respect is evident. Students subscribe to the school's code of behaviour and are generally well-behaved in and out of class rooms. Classroom teachers, section heads and the social worker monitor the well-being of students and provide pastoral care. Together, through their detailed knowledge of each student, they foster a caring environment
- Student attendance and punctuality is supported by the school's deployment of an efficient reporting, recording and monitoring structure as outlined in the school policy. The school collaborates with students and their parents in encouraging regular and punctual attendance. Issues of concern are dealt with promptly.
- There is a process in place to identify students with additional learning needs. However, this process requires further development and the information gathered is yet to be used effectively to inform planning for targeted interventions. There is currently no system for the formal identification of students who are gifted or talented although some students are recognised through their achievements.
- There is little planned and structured support available for students with specific learning needs. In many lessons, attempts to differentiate teaching are neither sufficient nor effective, and only a few students receive a weekly class of individualised learning support. Progress for students with SEND or who are gifted or talented is limited by the lack of targeted support.
- Advice and support for students with social and emotional needs is provided by the social worker as well as by class teachers and overseen by the section heads. Guidance for senior students focuses on future career choices and is provided on an individualised basis. Some students train for employment after graduation but many continue their education with the support of the school.

Inclusion

Provision and outcomes for students with SEND

Weak

- The school admits students with special educational needs but the admission policy does not make clear the school's position on inclusion. The school has appointed a SEND coordinator who leads the identification process, advises teachers and provides learning support. However, no one in the school holds sufficient qualifications in special education and this limits the further development of the provision.
- Students are identified through referrals, observations and professional reports. The process is yet to be enhanced with diagnostic testing and the use of checklists. Assessment data are not used to refine the process or to inform planning. The identification process on entry to the kindergarten is more advanced and includes the use of baseline assessments and simple learning plans.
- The coordinator maintains positive relationships with parents. They receive advice on how to support their children at home. Parents do not always meet regularly enough in the school to share personal experiences or to increase their knowledge and understanding of their children's abilities and difficulties. Parents are not currently involved in planning their children's education.
- Some classroom instruction is differentiated, but activities are not always relevant or meaningful and do not always consider the nature of the student's needs. Many teachers do provide personal support to keep students on task and to encourage task completion. However, support is not well-planned and does not always target each student's specific needs or promote their independence.
- The school does not create individual education plans with specific learning targets. This and insufficient data make it difficult to measure progress. Although students with SEND sit curriculum exams, there are no other monitoring tools in use and progress reports are based on informal measures. Students are not involved in planning, designing or reviewing their own educational programmes.

6. Leadership and management

The effectiveness of leadership

Acceptable

- The school's senior management team now has a clear understanding of the school's priorities and areas that require improvement. Most pressing issues have been prioritised and appropriately addressed. The team continues to review new strategies to achieve the school's vision.
- The leadership team is developing the role of middle leaders to focus more on the improvement of teaching and the curriculum. There are now clear expectations for the middle leadership regarding the monitoring of teaching and learning, curriculum development and assessment processes.
- Leaders maintain positive relationships in the school community and this has helped to create an organised learning environment. The collaboration between heads of subjects is in its early stages though, and common goals and strategies are yet to be identified.

- The decision to introduce more specialist staff in a number of subjects in Cycles 2 and 3 is starting to positively influence students' progress. Strengthening the teaching staff and providing high-quality training are identified as key school priorities.
- The school's senior management team has been effective in addressing some of the key recommendations from the previous inspection report, particularly with health and safety and building the capacity of instructional leadership.

School self-evaluation and improvement planning

Weak

- Processes for self-evaluation in the school remain underdeveloped. This has led to an inaccurate view of students' achievement in relation to international standards and the UAE's National Agenda.
- The school has made a start in developing middle leaders' capacity to influence the quality of teaching and students' progress in all subjects. However, this is still in an early stage of development. Leaders have so far taken limited steps to measure the impact of new processes or modifications on students' achievement.
- School leaders have succeeded in addressing some of the key recommendation from last year's inspection report. They have improved the quality of health and safety and have built leadership capacity. The school has yet to positively impact on improving both the quality of teaching and the curriculum in a number of subjects.
- Whilst some success has been achieved in a few areas in the school, leaders have not yet taken sufficient action towards promoting greater investigation, enquiry and problem solving skills development in mathematics, science and English. Furthermore, provision for SEND students remains weak.

Partnerships with parents and the community

Acceptable

- The school enjoys positive relationships with parents who are, in turn supportive of the school and its vision. This is encouraged by the school's open door policy and the willingness to listen and act upon the comments and suggestions of all parents at all times on all school matters.
- The school occasionally invites parents to meet with staff to enquire about the achievements of their children. Regular instructions and guidance, for example, on child protection is sent to parents. However, overall, parents are not sufficiently involved in their children's learning.
- The school sends regular reports to parents on students' achievement in the different school subjects. However, these do not always include sufficient details on their children's targets in learning and how to support them at home.
- The school actively supports vocational training for students, securing employment for them after graduation. It also has a long history of supporting many disadvantaged children from different parts of the world. The parents on the governing board are also helping the school establish useful links with the Dubai Policy and local heritage institutions.

Governance

Acceptable

- A new governing board has recently been established and has wide representation of the school community. It meets regularly and members are starting to use the wealth of experience they possess to benefit the school community.
- There are clear processes for the board's work. These have allowed the members to support students' learning through a number of initiatives and curriculum enrichment programmes. However, the board has yet to align its work to the school's top priorities.
- Members of the board have a basic knowledge of the students' achievement. It is has started to discuss a few school policies but is still developing its understanding of holding school leaders to account for the performance of the school overall.

Management, staffing, facilities and resources




Acceptable

- The school is organised and manages its day-to-day operations adequately. Members of the teaching staff know their roles and duties and understand what is expected of them. Timetables are appropriately set and supervision and co-ordination duties are conducted adequately.
- The school has an adequate number of teaching staff. Subject co-ordinators, with reduced teaching loads monitor and supervise teaching and learning in the classrooms. A sufficient number of security and health and safety staff are appropriately deployed. A social worker is beginning to support students' wellbeing and oversees many aspects of the cases of students with SEND.
- Classrooms are adequate in size and sufficiently resourced. Outdoor areas are suitable and there have been some recent improvements, for example, in outdoor play area in the kindergarten section. Access to a number of areas and facilities in the school for students with SEND is limited.
- Specialist facilities, including ICT suite, are in an acceptable condition and appropriately resourced. Subject resources are basic but adequate and used to an acceptable level to support learning. However, in a few subjects, learning resources are not well matched to students' needs.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	109
	2015-2016	71
 Teachers	41	
 Students	67	

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

- Most of the parents who responded to the survey, indicated that they are satisfied with the quality of education the school provides.
- Most parents feel the school is well led and their views are listened to and acted upon.
- Most parents feel that teaching has been effective in supporting their children's learning. They feel teachers know their children's strengths and weaknesses very well.
- Almost all have expressed their satisfaction with their children's personal development particularly their understanding of Islamic values and their social responsibility.
- Almost parents and students feel that the school is generally a safe place and that teachers and leaders in the school show good care and support for students. Most parents feel that bullying, when it occurs, is dealt with effectively in the school.
- A minority of parents believe that school is not doing enough to promote their children's use of technology or to provide sufficient extracurricular activities.

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