

Inspection Report



National Charity School

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Garhoud
Type of school	Private
Opening year of school	1983
Website	www.charityschools.com
Telephone	04-2821942
Address	Al Garhoud, Dubai
Principal	Dr.Kamal Farhat
Language of instruction	Arabic
Inspection dates	2 nd - 12 th February 2015



Students

Gender of students	Boys and Girls
Age range	6-18
Grades or year groups	Grade 1-Grade 12
Number of students on roll	5409
Number of children in Pre-K	0
Number of Emirati students	18
Number of students with SEN	54
Largest nationality group of students	Arab



Teachers / Support staff

Number of teachers	131
Largest nationality group of teachers	Jordanian
Number of teacher assistants	3
Teacher-student ratio	1:22
Number of guidance counsellors	7
Teacher turnover	15%



Curriculum

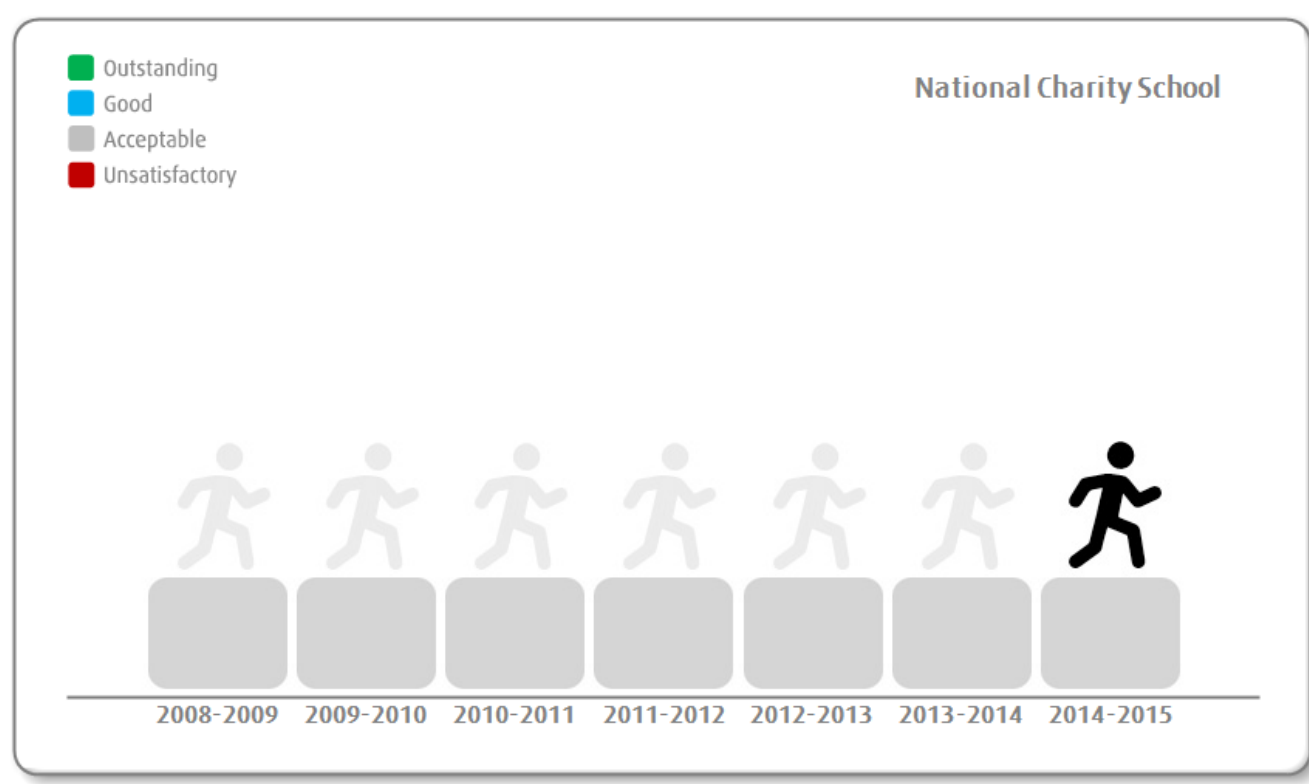
Educational Permit	MoE
Main Curriculum / Other	MOE
Standardised tests / board exams	MoE, UAE NAP
Accreditation	-



Dear Parents,

National Charity School was inspected by DSIB from 2nd - 12th February 2015, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Across the schools, students' attainment and progress in Islamic Education, Arabic and mathematics at Cycles 2 and 3 were good.
- The quality of teaching and students' learning skills in Cycle 3 were good.
- Students, across the schools demonstrated good personal responsibility. They exhibited mature and sensible attitudes. In almost all Cycles, students' understanding of Islamic values and Emirati culture and heritage was outstanding.
- Senior leaders successfully shared and developed an inclusive school ethos.

Areas for improvement

- Improve students' attainment and progress particularly in English and science, by ensuring the quality of teaching is consistently good and students have opportunities to think, reflect and collaborate.
- Improve the quality of assessment by recording and analysing the progress of each student carefully, and using the information gained to modify the curriculum and plan lessons which meet the needs of all students.
- Effectively identify the learning needs of students with special educational needs and ensure targeted support to improve their progress.
- Governors must ensure any overcrowding in classrooms is minimized, so that students are not restricted in their learning and development, including those with special educational needs.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at National Charity School



How well does the school perform overall?

Overall, National Charity School provided an **'acceptable'** quality of education for its students.


- Attainment and progress across most Cycles in both the day and evening schools, were at least acceptable. In Islamic Education, both attainment and progress were good across all phases. The majority of judgements in Arabic as a first language and in mathematics were also good. In Cycle 3, students' learning skills were well developed. For example, students could confidently link learned concepts to the real world. Students in other Cycles did not always have the skills to think critically or to develop an argument in writing. They interacted with each other positively and worked together collaboratively.
- Across the school, students' attitudes to learning were positive. Their behaviour, relationships and sense of responsibility towards others in the school and the community were good. Attendance was generally outstanding. Students' understanding of Islamic values and awareness of Emirati culture were well developed across almost all Cycles in both the morning and evening schools. Students' awareness of responsibility towards the environment was less secure.
- Most teachers, particularly those in Cycle 3, had good subject knowledge, planned lessons well, encouraged cooperative learning and asked challenging questions to help students develop their understanding. Across the school, teachers missed opportunities to match tasks to the learning needs of different groups of students.
- The curriculum had a clear rationale; it was broad and balanced and when implemented appropriately allowed for continuity and progression in students' learning. Staff were beginning to enrich the curriculum. However, they made too few modifications to meet the learning needs of all students.
- The school had effective systems for promoting health and safety. Students' safety in the school and on school transport was supported by appropriate policies and procedures. Students received helpful careers advice, but support and provision for students with special educational needs were ineffective. The school facilities were acceptable; they did not provide for a stimulating learning environment.
- The management of the day-to-day running of the school was acceptable. However, school leaders had not been successful in ensuring consistent high quality of provision and student outcomes. They had not developed the capacity of middle leaders. Partnerships with parents and the community were positive. Senior leaders and the Governing Board lacked an accurate view of the quality of the school's work and educational outcomes.

How well does the school provide for students with special educational needs?



- Overall, the progress of students with special educational needs was unsatisfactory with the exception of students with physical disabilities. Teachers did not cater for individual student's needs and students' work was not modified sufficiently to ensure better progress.
- Although, the school had begun to address the needs of a few students with special educational needs, the level of support was inconsistent across departments.
- There were too few modifications to the curriculum to meet the learning needs of students with a special educational need.

1. How good are the students' attainment, progress and learning skills?

		Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
 Islamic Education	Attainment	Good	Good	Good	Good	Good	Good
	Progress	Good	Good	Good	Good	Good	Good
 Arabic as a First Language	Attainment	Acceptable	Good	Good	Acceptable	Good	Good
	Progress	Acceptable	Good	Good	Acceptable	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Good ↑	Good ↑	Acceptable	Good	Good
	Progress	Acceptable	Good ↑	Good ↑	Good	Good	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good
		Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Learning skills		Acceptable	Acceptable	Good ↑	Acceptable	Acceptable	Good

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Personal responsibility	Good	Good	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good

3. How good are teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory

5. How well does the school protect and support students?

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

6. How good are the leadership and management of the school?

	All cycles
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



School **Inspection** Report

Overall school judgement

Acceptable

Key strengths

- Students' well-developed knowledge, understanding and progress in Islamic Education across all Cycles and in Arabic and mathematics in Cycles 2 and 3.
- The good quality of teaching in Cycle 3, and the resultant good quality of students' learning skills.
- In all Cycles, students' well-developed personal responsibilities. Their understanding of Islamic values and the Emirati culture and heritage was outstanding in Cycles 2 and 3 in the morning school and in all Cycles in the evening school.
- Teachers, students and parents, under the leadership of senior staff, showed a strong and successful commitment to sustaining the school's inclusive ethos.

Changes since the last inspection

- The quality of students' attainment in mathematics in Cycle 2 had improved.
- Students' progress in mathematics in Cycle 1 and science in Cycle 3 in the evening school had improved to good. In addition, progress in mathematics in Cycle 2 in both schools had improved to good.
- As a result of the improved teaching strategies, the learning skills of students in Cycle 3 were now more secure.
- Students' understanding of Islamic values and the Emirati culture and heritage was now at an outstanding level in Cycles 2 and 3 in the morning school and in all Cycles in the evening school.
- Students' community and environmental responsibility improved to good in Cycles 2 and 3 in the evening school.
- Teaching for effective learning improved to good in Cycle 3 in both schools.

Recommendations

- Improve students' attainment and progress particularly in English and science by ensuring teaching quality is consistently good and all students have opportunities to think, reflect and collaborate.
- Improve the quality of assessment by recording and analysing the progress of each student carefully, and use the resultant information to modify the curriculum and plan lessons which meet the needs of all groups of students.
- Adopt a consistent and coordinated approach to the leadership of special educational needs, to ensure that students' learning needs are identified accurately and they are supported effectively to make good progress.
- Ensure school leaders consistently focus on improving the key aspects of teaching, assessment and curriculum across the schools and address the gaps in achievement between the boys' and the girls' sections.
- Governors must ensure any overcrowding in classrooms is minimised to ensure students are not restricted in their learning and development, including those with special educational needs.

 Improved from last inspection

 Declined from last inspection



1. How good are the students' attainment, progress and learning skills?

Cycle 1 - Morning

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

- The majority of students demonstrated better than expected attainment and progress in Islamic Education. They knew and understood the Pillars of Iman and could repeat Hadith related to Iman. They understood the meaning of short Surahs from the Holy Qur'an. Most students were making good progress in memorising and reciting them.
- Most students were making expected progress in Arabic as a first language. They had secure listening and comprehension skills. In writing, reading and speaking, most students met curriculum expectations.
- The attainment of most students in English was in line with curriculum expectations. Progress in writing and reading was lower than in listening and speaking. Students made better progress in spelling between Grades 3 and 5.
- Most students in mathematics were developing age-appropriate skills and knowledge. They could name shapes and applied mathematics to real life problems. Most made expected progress in acquiring numerical and calculation skills; they were slower in acquiring problem solving skills.
- Most students had a developing understanding of a range of appropriate scientific topics. However, their investigative skills were underdeveloped. They had too few opportunities to develop their understanding of science through investigation and enquiry.



Cycle 2 - Morning

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Good 	Good 
Science	Acceptable	Acceptable

- The majority of students had good knowledge, understanding and skills relating to Islamic education. They could infer from the Holy Qur'an and from Hadith ways to approach Allah. They understood the responsibilities of Muslims to be accountable to themselves and to Allah. They were making good progress in relating their knowledge to real life applications of Islam.
- In Arabic, the majority of students expressed themselves well in speaking and writing, and could read and understand appropriate texts. Progress in writing was good.

- Students' made acceptable progress in English. However, boys made less progress in writing and reading than girls. Students were benefiting from an enrichment and support programme. Students' speaking and listening skills were better developed than their reading or writing.
- In mathematics, most students developed a good understanding of geometry, algebra and the use of formulae in calculations. They were able to present their work in a correct format, and to apply their mathematical learning within real life contexts. Problem solving skills were less well developed.
- Students in science made variable progress. It was stronger at the end of the Cycle than at the beginning. Students knew about a variety of topics, including chemical and physical changes, units of measurement and astronomy. Opportunities to engage in practical applications were limited. As a result, students' investigative skills were underdeveloped.

Cycle 3 - Morning

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not applicable	Not applicable
English	Acceptable	Acceptable
Mathematics	Good 	Good 
Science	Acceptable	Acceptable

- The majority of students had good knowledge and understanding in Islamic Education. They could make inferences from the Holy Qur'an and the Hadith. They could explain what the message of Islam in the new century should be. They made good progress in discussing Islamic concepts and beliefs in details.
- In Arabic as a first language, the majority of students demonstrated listening skills and understanding which exceeded curriculum expectations. They spoke confidently, made presentations, and took part in role-playing activities. Most were making good progress in free writing.
- Students' skills in speaking and listening for understanding, in English were secure. However, skills in writing and reading were less positive. Students were beginning to benefit from research projects, they studied literature such as King Lear, and texts from classic literature in English to improve their vocabulary and writing abilities.
- In mathematics, the majority of students' achievement levels in algebra, geometry, and data analysis exceeded curriculum expectations. Problem-solving skills were less well developed. Progress was better where lessons provided appropriate levels of challenge for all groups of students.
- Most students had developed an acceptable understanding of scientific concepts in line with curriculum expectations. Almost all students, were able to observe and understand demonstrations of scientific experiments. Their enquiry and investigation skills were underdeveloped. Progress was better for girls than for boys.

Cycle 1 - Evening

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	Good
Science	Acceptable	Acceptable

- In Islamic Education, most students demonstrated good knowledge of the key principles of faith and worship in Islam. They confidently explained the five Pillars of Islam. Most were making good progress in memorising and reciting short verses of the Holy Qur'an using an appropriate range of Tajweed rules.
- Most students made expected progress in Arabic as a first language. Their listening and comprehension skills exceeded the curriculum expectations. However, reading, speaking and writing skills were acceptable. A few students spoke expressively, read accurately and wrote freely. Most students had achieved acceptable levels in regular tests.
- The attainment of most students in English was in line with curriculum expectations. Progress in writing and reading was lower than in listening and speaking.
- The majority of students in mathematics demonstrated adequate skills and understanding of quantity and the ordering of numbers. They were able to draw conclusions and make links to previous learning. Most students were making steady progress in their understanding of space and using geometrical tools to measure.
- In science, most students knew about a range of appropriate scientific topics, such as the four seasons and the properties of rocks and minerals. Although, their understanding of concepts was developing well, their investigative skills were underdeveloped. They had too few opportunities to learn about science through enquiry.

Cycle 2 - Evening

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Acceptable


- In Islamic Education, the majority of students had good knowledge, understanding and skills. They could infer, from the Holy Qur'an and from Hadith, ways to approach Allah. They had good knowledge of the Prophet's (PBUH) life before the revelation and had extensive information about his companions and followers.

- In Arabic as a first language, the majority of students demonstrated good listening and responding skills. They could express themselves well in speaking and writing, and read and comprehended appropriate level texts. Progress in writing was good.
- In English, girls' progress in reading and writing was better than that of the boys. The school had created an enrichment program that included support booklets to provide students with the opportunity for extra practice. Skills in speaking and listening were better developed than those of reading and writing.
- In mathematics, most students understood how mathematical formulae were derived and knew how to apply them. Students ensured their work was presented in a correct, logical and accurate manner.
- Students in science knew about topics including chemical and physical changes, units of measurement and the harmful effects of greenhouse gases. Their investigative skills were emerging.

Cycle 3 - Evening



Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Acceptable
Mathematics	Good	Good
Science	Acceptable	Good

- In Islamic Education, the majority of students could understand and discuss the miracles in the Holy Qur'an and the impact of humility and arrogance on society. They were making good progress in their understanding and communication of Islamic concepts and beliefs.
- In Arabic as a first language, the majority of students were showing good levels of skill in listening and understanding. The majority of students were able to speak and express their ideas to a good level using correct standard Arabic language. Most students made good progress in their free writing in a variety of topics.
- In English, students' speaking and listening skills were appropriately developed. Students were beginning to benefit from research projects and studying texts from classic literature in English to improve their vocabulary and writing abilities.
- In mathematics, students were able to generalise patterns using functions. They understood and analysed relations and functions using different representations, such as ordered pairs, tables, graphs and algebraic expressions. Students' progress had improved over the last three years, but for the most able students, progress was restricted due to low teacher expectations.
- In science, almost all students were able to observe and understand demonstrations of scientific experiments; their enquiry skills were underdeveloped. Girls made better progress than boys. The progress in physics was less positive than in other science content areas.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Learning skills	Acceptable	Acceptable	Good 	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> Students engaged well in their learning. They responded promptly to teachers' questions and could work independently while undertaking routine tasks. In most classes, students were dependent on teachers' directions. They had few opportunities to be reflective and independent in their own learning. Students interacted well with each other in small groups. They could collaborate on meaningful tasks when given the chance. This was particularly strong in Cycle 3. In Islamic Education, Arabic, and mathematics, students regularly applied their knowledge to the real world. This skill was less evident in other subjects. When given opportunities, students were able to make connections between varieties of learning areas. The development of enquiry, research and critical thinking skills, including the use of technology, was limited throughout the school. The strongest development of critical thinking skills was in Cycle 3. 						

2. How good is the students' personal and social development?

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Personal responsibility	Good	Good	Good	Good	Good	Good
<ul style="list-style-type: none"> Students' attitude to their learning was positive. In the upper classes, girls were particularly enthusiastic. They responded positively to critical feedback from their teachers and peers. Behaviour was good overall. It was slightly better in the girls' classes. The behaviour of some of the older boys during the changing of lessons in the evening school did not reach expected standard. Relationships between teachers, students and their peers were warm and respectful. Students were almost always courteous, positive and welcoming. The school effectively promoted healthy living. Older students had initiated a healthy eating canteen. However, not all students in Cycle 1 were making appropriate choices of healthy food. Students participated enthusiastically in the school's physical education programme. Attendance was outstanding in the morning school, and good in the evening school. Punctuality particularly at the start of the morning school was less positive. 						


	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Outstanding 	Outstanding 	Outstanding	Outstanding	Outstanding

- Almost all students, showed outstanding appreciation of the role and values of Islam and their impact on the society of Dubai. Forty students had taken part in Hajj with their teachers.
- Through social studies, various visits to museums and heritage sites, students had gained a high level of understanding of the uniqueness of Dubai and the Emirati culture. This was demonstrated through their displayed research on old and new Dubai, poems, manuscripts and famous Arab scientists and mathematicians.
- Students' had broad knowledge and understanding of different countries and their cultures. However this was less strong in Cycle 1 in the morning school.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Community and environmental responsibility	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good

- The majority of students, particularly senior students in the evening school, showed better than expected understanding of their responsibilities as members of the school community. The student council had a clear voice. It made suggestions directly to the school's management. The strongest contributions were provided by the evening school students. Students understood their roles as citizens and showed respect and consideration to their peers, including those with disabilities.
- Most students had good work ethic. Opportunities to show initiative and prepare mini-enterprises were more evident in the evening school than in the morning school.
- Students across the school especially in the evening school, demonstrated strong understanding of environmental issues. They could describe in detail how they kept the environment clean and green. Initiatives by the Environmental Club included the cleaning up the school, picking up litter on beaches and recycling paper and plastic. Students were proud to have made collections to help provide clean water in overseas countries.

3. How good are teaching and assessment?

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

- Most teachers, particularly those in Cycle 3, had good subject knowledge. They also had well-developed understanding of how students learn.
- Almost all teachers planned lessons well. However, there were inconsistencies in teachers' skills in matching tasks and activities to students' varying abilities. Most teachers used a range of resources such as worksheets, presentations and videos well to supplement students' textbooks.
- Teachers questioning was most effective in Cycle 3. It helped students to deepen their understanding, to make connections with other subjects and to apply their knowledge to new contexts. Most teachers, particularly in Cycles 2 and 3, used cooperative learning to support the development of understanding.
- Teachers used a limited range of teaching approaches to meet the individual needs of students. In a few better examples, teachers used their knowledge of students' strengths and weaknesses to implement a range of strategies to meet students' varying needs. Extension and challenge for the more able students were underdeveloped.
- The development of enquiry, reflection and critical thinking skills was limited. Most students were too dependent on the teacher's input and direction. They did not have sufficient opportunity to learn by investigating, or to critically reflect on their own learning.
- Teaching in Arabic as a first language, particularly in Cycles 2 and 3, was of good quality.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Assessment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable

- The school used the Ministry of Education (MOE) assessment system. It included regular tests to measure students' learning progress. However there was little analysis of the results of individual students to identify weaknesses in their learning.
- Subject leaders used international assessment standards and benchmarks such as Trends in International Mathematics and Science Study (TIMSS), Programme on International Student Achievement (PISA), and MOE end of term examinations to compare students' performance with international and local expectations.
- The tracking of students' progress across all subjects was limited.
- Assessment information was not used effectively. Few staff used it in their lesson planning or in reviewing the curriculum to ensure that it met the learning needs of all groups of students.
- Teachers regularly marked students' work. Their feedback comments to students were inconsistent and did little to guide students towards their next steps in learning. Students' assessment of their own work was not a regular feature across the schools.

4. How well does the curriculum meet the educational needs of all students?

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The curriculum had a rationale. However, it was not sufficiently aligned to, nor did it meet, the key requirements of the Ministry of Education (MoE). The evening school in particular, had restricted teaching time. This limited opportunities in most classes to focus on knowledge acquisition. There were too few opportunities for the development of skills. The curriculum reflected sufficient planning for progression and continuity with strengths in mathematics and Arabic as a first language. Projects in some Grades in these subjects provided opportunities for independent research and application to real life contexts. Elsewhere such applications were inconsistent. Students were adequately prepared for the next phase of education within and beyond the schools. The curriculum was largely textbook based. This restricted opportunities for enrichment, interest and imagination. Cross-curricular links were strongest in Cycle 3 classes, where connections between English and other subjects encouraged the development of different perspectives. The curriculum was reviewed annually by departmental leaders. Assessment information from NAP, TIMSS and PISA had led to some modifications but more was required. The curriculum in Arabic as a first language followed MOE guidelines and was supported by a range of visual aids. Students engaged in independent research and there were clear cross-curricular links with Islamic Education and science. 						

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Curriculum design to meet the individual needs of students	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory	Unsatisfactory
<ul style="list-style-type: none"> The curriculum did not adequately meet the educational needs of all groups of students. The same tasks were given rigidly to all students regardless of their different needs. There was minor recognition of different abilities and the learning needs of low-attaining students. Subject choice was generally limited in the school. Girls could choose a science or an arts pathway for their Grade 11 and 12 studies. Boys were restricted to the science pathway. The school did not offer elective programmes. Fewer art and music lessons were offered in the evening school than in the morning school. In the morning school there was a developing extra-curricular programme. Sporting teams existed at each Grade level, and staff organised competitive matches with other schools. There were active scouts, camping and environment clubs. However, in the evening school, there were no planned extra-curricular activities. Visits and other activities were organised, but not integrated into the curriculum. There was occasional collaboration with local businesses, especially in Grades 11 and 12. These students were involved in a range of activities that served the community. 						

5. How well does the school protect and support students?

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Health and safety	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> The school had adequate arrangements to protect its students. Staff awareness of child protection procedures was more secure. Incidents of bullying were promptly and effectively managed. Internet safety policies and procedures supported secure best practice. Arrangements for general supervision, transport and well-being of students were appropriately implemented. However, students who arrived at school very early were not always appropriately cared for. There were efficient systems to monitor and promote health, safety and security. The school's clinics supported students; all incidents were recorded. The systems for transitioning students around the school resulted in orderly movements. Emergency evacuation procedures were regularly practiced. The buildings were safe and appropriately maintained. Students with a physical disability had restricted access to upper floor facilities; there were no lifts. School buses were well maintained and systems to ensure students' safety were thorough and efficient. The school-wide promotion of healthy living by the clinic, canteen staff and in lessons ensured broad coverage. Students were aware of how to remain healthy. 						

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Quality of support	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Relationships between students and staff were positive, and staff managed student behaviour well. Staff successfully encouraged students to be respectful. Students responded enthusiastically to their work and to school activities. Senior staff promoted the importance of regular school attendance. Attendance was outstanding in the morning school, and good in the evening school. The identification of students with special educational needs was inconsistent across different sections of the school; it was unsatisfactory overall. Support for the few identified students was unsatisfactory. Teachers did not modify tasks or activities sufficiently to address the needs of individual students. Social workers provided helpful support to the wider student body. They gave older students appropriate advice regarding their future education and careers. 						

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Unsatisfactory
<ul style="list-style-type: none"> The provision for students with special educational needs lacked leadership and continuity across schools. It remained unsatisfactory. School leaders were committed to improvement and had begun the process of developing systems to meet the needs of students. The special needs' policy was not yet effectively or consistently applied across the schools. The formal identification processes were unsatisfactory. Many students were not identified and consequently, their learning needs were not met. Parents of those students who had been identified, were positive about the support for their children and the information they received from the school. Subject leaders and teachers made limited modifications to the curriculum, to help meet students' learning needs. A few lessons plans addressed students' need and support was inconsistent across the school. The records for students identified with special educational needs lacked information about their progress. Overall, students' progress was unsatisfactory. It was strongest in mathematics and Arabic. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> Senior leaders ensured that all staff were committed to the school's vision. Leaders worked towards enhancing the school environment, resources and raising standards in teaching, learning and students' outcomes. However, not all leaders had a clear understanding of how levels of attainment and progress could be improved. Senior leaders and subject coordinators had clear roles and responsibilities. They performed their roles with varying degrees of success. They had large workloads and insufficient time to perform delegated tasks. As a result, their effectiveness was limited. Relationships among staff were positive. However, there was a lack of effective teamwork among senior and middle leaders. Teachers were increasingly aware of the school's expectations and standards. Senior and middle leaders showed variable levels of capacity to identify and apply effective measures to improve student learning. They had not been successful in their attempts to identify, share and improve the consistency of good teaching practice. Leaders were not complacent, but they had low expectations of teacher performance levels. As a result, several aspects of school performance remained at an acceptable or unsatisfactory level. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> Senior staff employed an acceptable range of evaluative processes for identifying strengths and weaknesses in the school's work. This process involved only a limited number of staff. The school self-evaluation documentation was mainly descriptive, and the judgements towards most aspects of school performance were over-inflated. The school had appropriate performance management arrangements. Senior and middle leaders observed lessons to evaluate the effectiveness of teachers. However, there was an excessive focus on teachers' skills and strategies, rather than on the impact of these strategies in improving student learning. The school's approach to training and supporting staff was improving with some stronger teaching being evident. School and department action plans were set out systematically and were based on simple analyses of student performance using internal and external data. The school had made some progress in addressing most of the recommendations from the previous inspection report. However, there were considerable improvements still to be made. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parents were highly supportive of the school and the senior leadership team. They had opportunities to be involved in the Parents' Association which had a positive influence on the school. Some parents were able to give advice to students about careers. Parents were happy about most aspects of communication to and from the school. They appreciated the personal calls, student journals, and one-to-one meetings to keep them informed of their children's progress and important events. Regular reports gave parents an adequate indication of their children's levels of attainment. However, information on progress and the required next steps in learning were not provided. Both the school and community gained from several strong partnerships that effectively supported students' development. The school had varied and mutually beneficial links with external partners, including other schools, businesses, charities and community organisations. Such links were productive in improving learning experiences for most students in the upper phases, especially the students in Grades 7 and 11. 	




	Overall
Governance	Acceptable
<ul style="list-style-type: none"> The Governing Board included one parent and representatives from business and education. It took account of parents' views. It communicated with the Parents' Association and conducted regular surveys of the views of the wider parent body. The Board met regularly and received reports from the Principal about the quality of the school's work. Overall, governors' views of the school's performance were too positive, and not based on sufficiently objective information. The overlapping roles and responsibilities of Board members and senior leaders and the lack of coordination between them clouded the Board's objectivity when attempting to hold leaders to account for the school's performance. 	

- The Board had been successful in acquiring a limited range of resources and support from the community to improve the school's provision. However, it had not been successful in reducing class sizes or in providing specialist staff for students with special educational needs.

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> • The quality of day-to-day management of the school was adequate. It ensured the operation of the school was broadly effective. Attendance levels were monitored rigorously and systems for moving students around the school were efficient. • Class sizes were excessive. There was no specialist to ensure effective management or provision for students with special educational needs. The majority of teachers were suitably qualified. Training for staff had improved, and had resulted in emerging improvements in teaching quality. • The buildings were generally well maintained to an acceptable level. Specialist facilities for science and arts were limited. Access to upper floors for physically impaired students was restricted. • The range of learning resources provided by the school was acceptable overall with some noted improvement since the previous inspection. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	158	0%
	Last year	147	0%
 Teachers	39		30%
 Students	204		5%

- Most parents and students who responded to this year's survey expressed their satisfaction with the quality of education provided by the school. Parents agreed that their children were kept safe and that they enjoyed being in the school. A majority of students agreed they felt safe at the school.
- Parents and students had positive views about the quality of teaching and assessment. High proportions thought that students made good progress in all of the key subjects, particularly in Islamic Education and Arabic. The majority of parents were also happy with English.
- Views about the quality of the curriculum were less positive. Only the majority of parents and students agreed that the range of subjects offered was sufficient. Only around half of the students agreed that there was a suitable range of extra-curricular activities for them to choose.
- Parents agreed that the school provided their children with good understanding of Islam and helped them to become positive members of the community. Students agreed with this statement.
- Most teachers and parents were supportive of the school leadership. However, only a minority of students and the majority of parents felt that the school listened to their opinions.
- Most parents and students, and almost all teachers, agreed that the school was well led.
- A significant minority of teachers felt that they were not fully included in reviewing the curriculum or in school's self-evaluation activities.

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

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae