



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

National Charity School

Curriculum: MoE

Overall rating: Acceptable

Read more about the school



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‘Without
challenges,
we won’t feel
the taste of
success and
happiness’



Sheikh Mohammed Bin Rashid Al Maktoum

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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	04-2824499
Address	Al Garhoud00 Dubai PO BOX: 2620
Principal	Dr.Kamal Farhat
Language of instruction	Arabic
Inspection dates	Morning School 15 to 18 February 2016 Afternoon School 22 to 25 February 2016

Students



Gender of students	Boys and girls
Age range	5-18
Grades or year groups	Grade 1 to Grade 12
Number of students on roll	5,184
Number of children in pre-kindergarten	0
Number of Emirati students	18
Number of students with SEND	124
Largest nationality group of students	Arab

Teachers / Support staff



Number of teachers	271
Largest nationality group of teachers	Jordanian
Number of teaching assistants	0
Teacher-student ratio	1:21
Number of guidance counsellors	3
Teacher turnover	24%

Curriculum



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

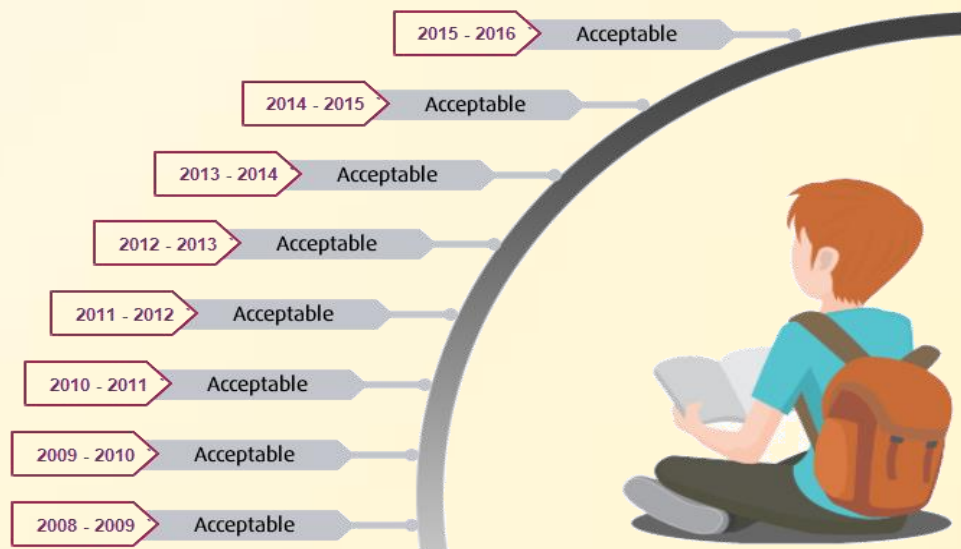


Summary for parents and the community

National Charity School was inspected by DSIB from 15 to 25 February 2016. 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 standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

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





How well did the school perform overall?

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

- Students' attainment and progress were mostly acceptable across all phases but better in Arabic and Islamic education, and weaker in English and mathematics where improvements had been slow to materialise. Student's learning skills were acceptable in all phases, except in Cycle 3, where they were good, as a result of students' better engagement, collaboration and determination. Enquiry, research and critical thinking were areas for further development.
- Students' personal and social development were good in all cycles, except Cycle 3, where they were very good. Attitudes, behaviour and relationships were strong especially in the girl's section. Attendance was very good across all phases in the morning and in the evening. Students demonstrated a very good understanding of Islamic values and a growing understanding of UAE culture and heritage. The school encouraged enterprise and entrepreneurship with the help of external sponsors but this did not involve all students. Environmental awareness and social awareness were good.
- Teaching was acceptable, but better in Cycle 3, where teachers' subject knowledge and range of strategies were strong. Relationships between teachers and students were positive. Teachers knew their students well. Procedures to assess learning were regular, but the resulting information was not used sufficiently to modify teaching and the curriculum. Teachers' marking of students' work was limited and students did not receive sufficient guidance on how to improve.
- The school followed the Ministry of Education (MoE) curriculum with little modification to meet the requirements of students' differing needs. The curriculum in the morning and the evening met statutory requirements. Modifications of the curriculum for students with special educational needs and disabilities (SEND) and those who were gifted and talented were improving. The curriculum supported students' understanding of aspects of UAE values, culture and society. Opportunities for students to engage in extra-curricular activities, or project work within the school day, were acceptable.
- The school provided a secure environment for students with adequate procedures to support the health and safety of all students. School facilities were suitably maintained but some classrooms were still too small for the number of students. Teachers knew their students well and students received appropriate advice and support for their personal well-being. Careers education and guidance was a strong feature of the provision especially in the evening school.
- Senior leaders were competent and had a strong commitment to the school's vision. Self-evaluation was rather generous but the school knew its relative strengths and weaknesses. Parental partnerships were strong and the school enjoyed increased assistance from the community which supported its charitable status. Governance, staffing, facilities and resources were acceptable.



What did the school do well?

- The good attainment and progress of students in Islamic education and their very strong understanding of Islamic values and culture. The good attainment and progress of students in Arabic in Cycle 2 and 3.
- Students' positive attitudes, behaviour and relationships especially in the girls' section.
- Students' strong personal and social development across all cycles including their very good or better understanding of Islamic values.
- Students' good understanding of issues related to conservation and care of the environment.
- Students' good engagement, enthusiasm and responsibility for learning, especially in the evening school.
- The good links with parents and the local community.



What does the school need to do next?

- Raise students' attainment by improving their progress in English, mathematics and science, especially in Cycle 1.
- Improve the quality of teaching, and learning across all cycles by:
 - ensuring that all work is challenging and well matched to students' individual needs
 - developing students' critical thinking, problem solving and independent learning skills
 - improving the behaviour of boys in Cycle 1 and the older boys in the morning school
 - checking students' progress regularly to identify and address gaps in their learning.
- Ensure that the systems for supporting students with SEND in lessons, and those who are gifted and talented, are rigorous and effective in supporting them to make good progress.
- Ensure that senior leaders, across both schools and across all cycles, work cooperatively together to identify and share good practice across the school.



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

- The new SEND coordinator provided acceptable leadership and had improved systems and provision in a relatively short time.
- The identification of students with SEND was more rigorous and more students were being assessed.
- Parents were closely involved in the process and were pleased with the recent improvements in provision.
- Modification of the curriculum in many lessons was weak, but better in small groups with specialist teachers.
- Students' progress was weak overall, as too many lessons were heavily teacher-centred, with tasks that did not take sufficient account of individual students' needs.

National Agenda Parameter



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

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

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter. No attainment data from the National Agenda Parameter was available to make a judgement on the progress towards meeting the National Agenda targets.
- There was a lack of understanding of the National Agenda, amongst students, parents and governors because the school had not adequately promoted awareness of it. The principal and senior teachers knew the requirements, but they had not fully understood their importance.
- The school had made some curriculum changes to align the curriculum to TIMSS and PISA tests in mathematics, English and science. For example, the Arabic department had a structured programme across all phases to develop the skills of comprehension and creative writing.
- A common understanding of critical thinking was lacking. Typically, teachers used short questions rather than setting challenging tasks that required students to think before making judgements.
- Students were routinely asked to develop improvement strategies. Such strategies were more effective in Arabic than in other subjects. The teaching of enquiry skills was underdeveloped in science.
- There were good examples of project work and innovation. For example, a few boys were involved in a 'young engineer' project. Generally, students were given opportunities in only a minority of lessons to develop the skills of independent research.

Innovation in education

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

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







Promoting a culture of innovation:

- School leaders understood the importance of innovation as a national priority, but had not developed strategies needed to embed it within their school community. The school's infrastructure, learning technologies and teachers' capacities had been given limited consideration in the planning. The school's afternoon session benefited from volunteers who provided individual student support. The curriculum was enriched by various activities that promoted students' leadership, creative, and entrepreneurial skills.

Overall school performance

Acceptable

1. Students' achievement

		Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Islamic education 	Attainment	Good	Good	Good	Good	Good	Good
	Progress	Good	Good	Good	Good	Good	Good
Arabic as a first language 	Attainment	Acceptable	Good	Good	Acceptable	Good	Good
	Progress	Good ↑	Good	Good	Good ↑	Good	Good
Arabic as an additional language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Weak ↓	Acceptable	Acceptable	Weak ↓	Acceptable	Acceptable
	Progress	Weak ↓	Acceptable	Acceptable	Weak ↓	Acceptable	Acceptable
Mathematics 	Attainment	Weak ↓	Acceptable ↓	Acceptable ↓	Weak ↓	Acceptable ↓	Acceptable ↓
	Progress	Weak ↓	Acceptable ↓	Acceptable ↓	Weak ↓	Acceptable ↓	Good
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable ↓

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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



Main inspection report

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

Judgements are made on a six-point scale



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

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

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

1. Students' achievement

Cycle 1 - Morning

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

- The majority of students attained levels that were above curriculum standards in Islamic education. The majority had a good knowledge and understanding of etiquettes and the Five Pillars of Islam. Recent work supported and reflected their strong understanding of Seerah and the steps of the prayer. They could memorise the required Surahs although their recitation skills were weak. The majority of students made rapid progress in obtaining knowledge, understanding and skills in relation to the learning objectives in lessons. Their progress was speedy in understanding Islamic concepts, Hadeeth, values and morals. Their recitation skills were less well developed. The progress of the different groups of students, including students with SEND was inconsistent. Girls' attainment and progress were better than boys.
- In Arabic as a first language, most students attained levels that were in line with curriculum standards and a minority were above. In external examinations and in lessons, most students attained levels that were in line with MoE expectations. A minority of older students involved in extra reading classes were able to express their ideas confidently. Their writing skills were still underdeveloped. Most students, over the past three years, had been broadly in line with national standards. Internal and external assessment indicators suggested that the majority of students made better than expected progress. In lessons in the upper grades, they were more fluent in their reading and better in their comprehension. Girls overall, and upper grade students made the best progress while progress in the lower grades was inconsistent.
- Virtually all students joined the school with little or no English. They developed a reasonable range of speaking and listening skills so that by Grade 5, the majority were able to ask and answer questions. However, only a minority was able to hold a conversation using full sentences. Weaknesses in teaching limited students' progress and attainment, particularly in reading and writing. Because early reading skills were not being taught systematically, students were not secure in their word building and reading. Weaknesses in comprehension were barriers in composing sentences linked to their learning.
- In mathematics lessons, the majority of students made progress in line with curriculum expectations. In Grades 1 to 3, students developed their understanding of numbers, calculations and shape. A minority in Grade 2 had difficulties in telling time from analogue clocks. Students' skills in calculations involving fractions were not well developed in Grade 5. In the MoE National Assessment Programme (NAP) tests, results were below the average for Dubai and the UAE over the last few years. These data also indicated that the gap widened as boys moved from Grade 3 to Grade 5, although the gap decreased for girls. Data showed that boys attained slightly better results than girls.
- In science, the attainment of most students was in line with curriculum standards. Over three years, school assessments had overstated attainment and progress compared to external benchmark assessments so that the school did not have an accurate understanding of students' levels of attainment. Students had stronger knowledge than understanding of science because of a focus on learning facts and testing recall. Students enjoyed opportunities to carry out practical work but had made better progress in developing skills of observation than of 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	Acceptable ↓	Acceptable ↓
Science	Acceptable	Acceptable

- In Islamic education, the majority of students attained levels that were above curriculum standards. They were able to link their knowledge and understanding to some real life situations well. Their knowledge and understanding of the Fiqh and Islamic morals and values were above expectations for the majority. Work samples confirmed their good attainment in Hadeeth, Seerah and the Pillars of Faith. However, recitation skills and using the Qur'anic verses and Hadeeth as a source and evidence were less strong. The majority of students made strong progress in their knowledge, understanding and skills in relation to the learning objectives in the lessons. Girls made better progress than boys. The progress of different groups of students including students with SEND was inconsistent.
- In Arabic as a first language, the majority of students attained levels that were above curriculum standards. In external examinations and in lessons, the majority of students attained levels above MoE expectations. A minority of students involved in extra reading classes in the girls' section were able to express their ideas confidently. They had a wider vocabulary and their writing skills had improved. Their work showed that they had appropriate research skills and could analyse literature texts skillfully. The majority of students, over the past three years, were above national standards. Internal and external assessment indicators showed that the majority of students made better than expected progress. Students in the girls' section were more fluent readers. Different groups made good progress, but the girls and upper grades were better.
- In English, the speaking and listening skills of the majority of students, particularly the girls, were sufficiently well developed to enable them to communicate their ideas clearly to others. A minority of students lacked the skills and confidence in speaking to answer simple questions without repetition or rephrasing. Reading skills were sufficiently well developed to enable the majority to cope with worksheets and to use dictionaries. The development of students' writing skills was restricted because they were not given enough opportunity to write beyond short simple sentences and short paragraphs.
- Most students made the expected progress against curriculum standards in mathematics. Their ability to use techniques in calculation and algebra developed well. For example, they progressively learned to solve linear equations in Grade 6 and then quadratic equations later. Grade 7 students could work out areas of shapes including circles, while Grade 9 students could perform calculations with exponents. Progress and attainment in problem solving and critical thinking were weak. The MoE NAP test results indicated good attainment and progress in techniques. International Benchmark Tests undertaken by a sample of students showed lower attainment.
- Attainment of most students in science was in line with expected standards and had been so for three years. Progress in acquiring knowledge was stronger than understanding, for example in Grade 6 students could describe changes in state but not explain the molecular basis of the change. In Grade 8 they could carry out simple calculations involving velocity and time but could not explain the basis of the work. By the end of the cycle, students had not reached the expected skill levels in scientific enquiry.

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	Acceptable ↓	Acceptable ↓
Science	Acceptable	Acceptable

- In Islamic education, the majority of students attained levels that were above curriculum standards. They had a good knowledge of the Islamic code of dress, principles and Fiqh. Their recent work mirrored their good understanding of the Muslim deities in the modern world, conditional terms of the Islamic law and the Holy Qur'an interpretation methods. Students' recitation skills and their ability to use Hadeeth and verses from the Holy Qur'an to support opinions was less strong. The majority of students made speedy progress in their knowledge, understanding and skills in relation to the learning objectives in lessons. Their progress in understanding Fiqh and Islamic morals and values was rapid but slower in recitation and Hadeeth. The progress of different groups, including students with SEND, was inconsistent.
- In Arabic as a first language, the majority of students attained levels that were above curriculum standards. In external examinations, the majority of students attained levels that were above MoE expectations especially in the girls' section. In lessons, the majority of students attained levels that were above expectations especially in analysing texts and independent writing. A minority of students involved in extra reading classes could express their ideas confidently with fluent intonation. Their writing skills were well developed. The majority of students, over the past three years, had attained above national standards. Internal and external assessment indicators, suggested that the majority of students made better than expected progress. In lessons, older students showed strengths in reading and comprehension. Different groups showed similar good progress, but girls and older students made better progress.
- In English, the speaking and listening skills of the majority of students were well developed. A few students were able to follow and explain complex ideas with confidence. However, a minority lacked fluency and accuracy in spoken English. Most were able to read and fully understand the texts and worksheets presented in lessons. These often lacked the level of challenge needed to develop higher order analytical skills. The writing skills of most students lagged behind speaking and listening skills in all grades. Students were not provided with enough opportunities to write creatively and at length, for different purposes and for different audiences.
- Students met increasingly complex topics in mathematics, and most made the expected progress. In Grade 10 they developed their ability to use techniques in shape, calculation, algebra, shape and trigonometry. In Grade 11 they showed acceptable knowledge of probability, and by Grade 12 could use calculus to find rates of change and areas and volumes. Skills in critical thinking and problem solving were not well developed. No international assessments had been used recently and MoE results were variable.
- In Science, most students attained standards broadly in line with curriculum expectations and had done so over the past three years. Attainment against MoE standards was variable; girls attained better outcomes than boys particularly in chemistry. Stronger progress was made by the older students of both genders which led to much better attainment in Grade 12 than in Grade 11. This pattern was also seen in lessons observed and in students' written work. Students had better recall of knowledge than understanding of concepts although they carried out scientific calculations well. Understanding and application of scientific methodology was weak across the cycle.

Cycle 1 - Evening

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

- A majority of students attained levels that were above the national curriculum standards in Islamic education. Their knowledge and understanding of the Five Pillars of Islam and the deference between Sadaqah and Zakat were strong. Their recent work supported their good understanding of Hadeeth and Seerah. However, their recitation skills were less developed. Their progress was rapid in attaining knowledge, understanding and skills in relation to the learning objectives in the lessons. A majority of students made good progress in understanding Islamic principles, morals and values. Girls' attainment and progress were better than those of the boys. The progress made by different groups of students, including those with SEND, was inconsistent.
- In Arabic as a first language, most students attained levels in line with national curriculum standards and a minority attained above the standards. In external examinations, most students attained levels in line with the MoE expectation. In lessons, most students attained levels that were in line with curriculum expectations. Students in the upper grades demonstrated better expression in speaking standard Arabic, confidently and fluently reading aloud. Their written work was in line with expectations. Students in the upper grades showed good reading comprehension and made better progress. Internal and external assessments indicated that the majority of students made better than expected progress.
- Almost all students were second language English learners. Weaknesses in teaching adversely affected students' progress and their attainment in speaking, listening, reading and writing. While the majority used appropriate vocabulary to answer basic questions, only a minority were able to engage in conversations with confidence. Because early reading skills were not being taught systematically, students were not secure in their word building and reading. Weaknesses in reading comprehension were barriers in composing sentences linked to their learning.
- In mathematics, a majority of students made progress in line with the curriculum expectations. In Grades 1 to 3, students developed their understanding of numbers, shape and simple calculations. Students' skills in calculations involving fractions were not well developed by Grade 5, and their progress in this topic was slow. In the NAP tests, results were below the average for Dubai and the UAE over the last few years. The results from internal tests showed that class average marks decreased as students moved through this cycle. Class average marks for boys and girls were broadly similar.
- In science, most students attained in line with curriculum standards. Their attainment was acceptable over the past three years. However, school assessments overstated the levels of students' attainment. Students generally had stronger knowledge than understanding of science, because of the focus on learning facts and testing the ability to recall them. This meant that students did not have an accurate understanding of their real levels of attainment. Students enjoyed opportunities to carry out practical work. For example, in Grade 4, students played roles to demonstrate understanding of the molecular differences between states of matter. They made better progress in developing skills of observation than those of enquiry. Overall, progress in lesson and overtime was acceptable.

Cycle 2 - Evening

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

- A majority of students in Islamic education attained levels that were above the national curriculum standards. Their knowledge and understanding of Islamic law, morals, principles and Sunnah were good. Workbooks reflected their strong attainment in Seerah, understanding of a Muslim's responsibilities in society and the Six Pillars of Faith. Their recitation skills and use of the Qur'anic verses were less strong. The progress of the majority of students in their knowledge, understanding and skills was above the learning objectives in lessons. Their progress in recitation and understanding the meanings of the Holy Qur'an verses was slow. The progress made by different groups of students, including students with SEND, was inconsistent. Girls' progress was better than that made by the boys.
- The majority of students attained levels above the national curriculum standards in Arabic as a first language. External examinations showed that the majority attained levels above the MoE expectations and this was confirmed in lessons. Boys demonstrated better expression of ideas; they were confident and fluent in reading aloud. Girls could analyse literature skillfully. Their writing skills had improved. Overtime, the majority progressed well. Students with SEND made inconsistent progress.
- In English, by Grade 9, the attainment of most students was in line with the curriculum expectations. A few students made good progress and were able to speak fluently, with clear intonation and humour. The speaking skills of a minority of students were not sufficient to enable them to answer simple questions. Students' reading skills were sufficiently developed to enable the majority to cope with worksheets and use dictionaries. The development of students' writing skills was restricted, they were not given enough opportunities to write beyond short, simple sentences and paragraphs. Over time, most made adequate progress.
- Most students made the expected progress against curriculum standards in mathematics. Their ability to carry out calculations and solve algebra developed well. For example, they learned to calculate the areas of simple shapes, including circles. In later grades they calculated more complex, composite shapes which included parts of circles. Grade 9 students could perform calculations involving exponents. But their progress in mathematical problem solving and critical thinking was slow. The MoE NAP test results indicated good attainment in mathematical techniques. International Benchmark Tests (IBT) taken by a sample of students showed lower attainment. Class average marks indicated acceptable progress. Grade 6 class marks were lower in 2015 than in previous years. Overall, girls performed slightly better than boys.
- Most science students attained in line with the curriculum expectations and had done so for three years. Their progress in acquiring knowledge was stronger than their development of understanding. For example, in Grade 9 students could calculate the work done but could not explain the basis of their work. They were competent at making observations and carrying out simple practical work, but they had not reached the expected skill levels in scientific enquiry.

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	Acceptable ↓	Good
Science	Acceptable	Acceptable ↓

- In Islamic education, the majority of students attained levels that were above the national curriculum standards. The majority had a good knowledge of Islamic Law, principles and different methods of interpreting the Holy Qur'an. Their recent work reflected their strong understanding of Muslim's duties towards others. The majority of students made good progress in their knowledge, understanding and skills in relation to the learning objectives in the lessons. Their progress was good in understanding Fiqh, Seerah, Hadeeth, morals and values while it was slow in recitation and using verses from the Holy Qur'an to support their opinions. Girls' attainment and progress were slightly better than the boys. In addition, the progress of the different groups of students was inconsistent.
- A majority of students attained levels above the national curriculum standards in Arabic as a first language. In external examinations and in lessons, the majority attained levels above MoE expectations. Students used good expression in discussions and could explain their ideas confidently. Their knowledge of grammar was secure and their writing skills were improving. Over time, the majority of students progressed well in most areas of the language with the girls slightly outperforming the boys.
- In English, the speaking and listening skills of the majority, and particularly the girls, were sufficiently developed to enable them to engage in discussions. However, the spoken English of a minority was limited by poor pronunciation, which restricted their communication. The progress of the most fluent English speakers was limited because the work they were given lacked challenge. Although, most students were able to read and understand their worksheets, they were not challenged to develop advanced analytical skills. Their writing skills generally lagged behind their speaking and listening skills, because they were not given enough opportunities to write creatively. Overall, most made acceptable progress over time in relation to their starting points.
- In mathematics, students studied advanced topics and the majority made better than expected progress, particularly in understanding techniques. In Grade 10, they developed the ability to calculate trigonometry and algebra. In Grade 11, they showed a well-developed understanding of discrete mathematics, such as permutations and combinations. By Grade 12 they could undertake techniques in calculus, including finding the rates of change in area and volume by mathematical differentiation. As in the other grades, their skills in critical thinking and problem solving were less well developed. No international assessments had been used in this cycle. The attainment by girls was better than boys. This gap in attainment was the largest of the three cycles in the school.
- Most students of science attained broadly in line with the curriculum's expectations. Their attainment against the MoE standards had varied over the previous three years. Girls attained better outcomes than boys in Grade 12. The overall progress between Grades 11 and 12 was inconsistent across the three sciences. Students made better progress acquiring knowledge than they did in understanding the underpinning concepts. Their investigative skills were underdeveloped in lessons, although there were examples of good extended project work.

	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

- Most students willingly followed their teachers' instructions. They had positive attitudes toward learning and were keen to succeed. In general, girls in the morning school displayed more mature attitudes towards school than boys. In many lessons students were only passively engaged because learning was overly directed by the teachers.
- When given opportunities, the majority of students showed that they were able to work effectively in pairs or small groups. Students enjoyed working together, but were not given enough opportunities to work collaboratively nor were they given enough time to explore topics in depth. As a result, a minority lacked the skills they needed to communicate their learning.
- In Arabic, Islamic education and science lessons, there were examples of appropriate connections being made between what students were learning, their own experiences and the wider world. However, these were not consistent features of most lessons in other subjects. As a result, the majority of students required support to apply their learning to different contexts.
- Other than in Arabic and Islamic education, critical thinking and enquiry skills did not feature in most subjects. Students were given too few opportunities to be innovative and enterprising. Although, students were reasonably competent in the use of modern technologies, they were rarely required to apply their skills in carrying out research or investigations.

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

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

- Most students had positive and responsible attitudes toward their school, especially in the girls' section. They supported each other well around school and in lessons. Most were able to work independently and many, particularly the older students, were self-reliant and well-motivated. Students responded well to a range of oral feedback and were keen to improve their work.
- Students' behaviour across the school was generally good. In Cycle 3, in the evening school, it was very good. On some occasions, when not closely supported by adults, the behaviour of some boys was inappropriate. Students were courteous toward adults, each other and followed the school's rules. As a result, the school was safe and orderly.
- Students respected the needs of others, including students with SEND. When given the opportunity, students collaborated well on a variety of tasks. They enthusiastically cooperated in whole school activities including assemblies, visits and special events. Relationships between the staff and the students were good.
- Most students had good understanding of healthy lifestyles. Not all applied this to their own lives. Some students were well supported by the clinic's programmes to lose weight. Most students were eager participants in the variety of physical activities. Students were aware of the benefits of healthy food. Products from the school's garden were prepared into salads for visitors by Grade 8 and 9 girls.

- The rates of students' attendance were consistently very good in all cycles and most students were on time for the start of lessons. A small minority of students who came to school by car arrived late for the daily assemblies.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↓	Outstanding	Very good ↓	Very good ↓	Outstanding

- Most students' understanding and appreciation of Islamic values were excellent. Students appreciated the relevance and impact of these values upon everyday life in their school and the wider UAE. They applied Islamic values to their daily life and this was demonstrated through assemblies and in displays across the school as well as their positive and determined attitudes.
- Emirati heritage and culture were well-known and understood by students, especially in the upper grades and the girls' section. They simulated heritage life and made interesting celebrations of National Day, Flag Day and Martyrs' Day. The school curriculum reflected Emirati culture across most subjects especially social studies.
- There were forty one nationalities in the school and they appreciated and respected each other. They had appropriate opportunities to share and learn about each other's cultures. However, this area was still developing.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Social responsibility and innovation skills	Good ↑	Good ↑	Very good ↑	Good ↑	Good	Very good ↑

- Students in the upper grades understood their responsibilities as members of the school community. There was a students' council in the morning school and a similar group in the afternoon. They effectively managed daily life in the school, especially in the girls' section. They contributed to the wider community in a variety of ways, including volunteer activities.
- Most students had good work ethic. Opportunities to show initiative and prepare mini-enterprises such as farm product, innovation, a car mechanic project, recycling and a natural fertilizer were available. Cycle 3 students demonstrated very good enterprise skills.
- Students across the school showed strong understanding of environmental issues. They could describe in detail how they kept the environment clean and green. They took part in projects by the environmental club with Dubai Municipality to support a green school. There were three beautiful gardens in the school cared for by the students. They had good awareness of the rationalisation of energy, global warming and climate change.

3. Teaching and assessment

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

- Most teachers in Cycles 2 and 3 had secure subject knowledge which they used at appropriate levels for their students. Although most knew how students learned their subjects, some did not adapt their teaching strategies to suit the particular needs of different groups of students. Weaknesses in teachers' knowledge of how English and mathematics should be taught adversely affected students' progress in these subjects in Cycle 1.
- Most lessons were adequately planned, with resources used effectively. Particularly effective lesson planning was in Islamic education and Arabic, with suitably challenging work provided for most groups of students. However, in most other subjects, teachers did not take account of students' attainment levels when planning. As a result, students' progress was slow because the work set was too easy for some, or too difficult for others.
- Respectful relationships between adults and students, particularly in the girls' sections, provided a firm base for the good class management observed in most lessons. Most students responded well, when they were given opportunities to take responsibility. However, this was not the norm. Most lessons were overly directed by teachers and students were not required to find things out for themselves.
- In a few lessons, students were provided with an appropriate mix of individual and whole class learning that resulted in good progress. However, in most lessons, teachers were unclear about how best to support the learning of different groups of students, particularly those of higher and lower ability. There were not enough checks on students' progress so that misunderstandings could be identified and corrected.
- In a few lessons students were provided with activities that promoted the development of critical thinking skills. This was observed for example, in Islamic education and Arabic. However, the development of research and reasoning skills was not built into the learning activities in most lessons. There were inconsistencies across all subjects in the development of high level enquiry and critical thinking skills.
- In Arabic, the quality of teaching was not consistent, especially in Cycle 1. Teachers' subject knowledge was secure across all cycles, but particularly strong in Cycle 3. Teachers had clear lesson objectives, but teaching strategies throughout the grades were not varied. Teachers developed students' collaborative skills in all grades. Teachers gave good feedback to students after tasks were completed.

	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

- Teachers in all key subjects regularly used tests which conformed to advice from the MoE. The records kept by teachers indicated in broad terms each student's overall levels of performance in each subject. The records did not provide useful data for measuring the students' progress in specific aspects, for example, in reading and writing in English, practical skills in science, or problem-solving skills in mathematics.
- Teachers used a range of national and international tests to gain insights into the performance of students against external expectations. This was not carried out consistently, for example, by regularly entering all students to take international benchmarked tests. Internal tests gave results which were generally higher than the results obtained by external tests, including the MoE tests in Grade 12.
- Teachers effectively recorded assessment data for each student. Their analysis of the data was sufficient to allow some higher or lower-attaining students to be identified. It was insufficient in helping teachers to address specific barriers to learning and track the progress by individual students or groups. The quality of this varied between subjects, for example being completed to an acceptable level in Arabic but less well in Islamic education.
- Leaders at middle level used assessment data to identify weaknesses in the curriculum in each subject. They were making some progress in amending the curriculum to meet the learning needs of different groups of students. The use of assessment data to improve the quality of teaching was weak.
- Most teachers had reasonable knowledge of the overall strengths and development needs of their students. Many adopted a teacher-led approach which hindered detailed observation of the work of each student over the course of a lesson. Written feedback to students was of poor quality overall. Students were rarely involved in self-assessment, although a few teachers were starting to encourage this activity

4. Curriculum

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

- The curriculum had a clear rationale and followed the MoE requirements. It was broad and provided an appropriate balance of subjects, but was more focused on the development of knowledge than of skills and understanding.
- Curriculum planning across all cycles of the school ensured the logical scope and sequence of activities. This meant that students' learning was built upon previous knowledge and thus provided appropriate continuity and progression for most of them. The curriculum met the needs of the majority of students. Students were adequately prepared for the next phases of education within the school and beyond.
- The curriculum in Cycle 3 allowed limited choices for the older students. This enabled them to choose subjects which met their interests, aptitudes and ambitions. Students achieved success in these subjects which prepared them for further study or the world of work.

- Some cross-curricular links were planned which gave students opportunities to make connections between subjects and enhance their learning. Teachers were developing plans for cross-curricular links between English, mathematics, science and technology. Students in science made good use of their mathematical knowledge. The curricula in Islamic education and Arabic encouraged enquiry and social studies delivered some cross-curricular links. However, the implementation of cross-curricular links was not sufficient to facilitate students' transfer of learning across subjects.
- The school conducted an annual review of the curriculum which involved heads of departments and subject teachers. They had introduced appropriate changes to comply with developments in the MoE curriculum.
- The UAE social studies was well linked to topics in other subjects. For example, study of the geography of the UAE was linked to lessons on the water cycle in science.

	Cycle 1 - Morning	Cycle 2 - Morning	Cycle 3 - Morning	Cycle 1 - Evening	Cycle 2 - Evening	Cycle 3 - Evening
Curriculum adaptation	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑	Acceptable ↑

- The school made a few modifications to the curriculum. For example, by providing alternative booklets or running catch-up classes at the beginning of the school day for low attaining students. Teachers rarely modified their lessons to meet the learning needs of different groups. There was a need for raising teachers' expectations of what high attaining students could achieve, so that they were appropriately challenged in their lessons.
- Opportunities for students to engage in extra-curricular activities, or enhanced projects within the school day, were of acceptable quality. Older students could carry out practical horticulture activities or engage in model-making. Teachers organised a range of visits to local attractions. Teachers organised some projects for students, but some omitted the related investigative work. Staff members organised Saturday activities for the students who attended classes in the evening.
- Senior leaders and others had ensured that appropriate learning experiences were integrated through most aspects of the curriculum. As a result, all students had a clear understanding of aspects of UAE values, culture and society. A positive feature was that work in social studies was well linked to topics in other subjects. For example, the study of geography of the UAE was linked to work on water cycles in science.

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

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

- The school had adequate procedures in place to safeguard all students. Parents appreciated the attention the school paid to the care, support and safety of their children. All staff members were made aware of the school child protection policy and procedures. Through contributions from the police and other external agencies, the school reinforced the message that bullying and any other form of abuse, including cyber bullying were unacceptable.
- The classrooms and common areas were in a reasonable state of cleanliness. However, there was an undue amount of litter in the boys' common areas after break times. Safety checks were made regularly. The supervision of students was effective both in the school and on the buses, particularly when the afternoon school students were leaving after dark.
- The school facilities were suitably maintained. Appropriate records were held of routine maintenance, incidents and any subsequent actions taken.
- The premises and facilities were generally suited to the learning needs of students, but some teaching rooms were too small for the numbers of students using them, particularly in science.
- The school placed an appropriate emphasis on the importance of safe and healthy lifestyles. Curriculum initiatives to educate students about healthy living were supported effectively by the school's medical staff. As a result, students had good awareness of the benefits of a healthy diet and physical exercise.

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

- Teachers knew the students well and provided good levels of personal support. Additional individual support and advice were provided by the school's counsellors and clinic staff. Teachers and students respected each other and their relationships were positive. There was an effective whole-school approach to managing students' behaviour which was understood by almost all students.
- The school had accurate records of students' attendance and punctuality. Efficient systems monitored their attendance and ensured that students were checked into every lesson. Absences were quickly followed up and enquiries made to individual parents regarding unauthorised absence or lateness.
- The identification of students with SEND and those who were gifted and talented had improved since the previous inspection and was acceptable. The school's admission policy was inclusive and all students were welcomed. The school had appointed a well-qualified special needs coordinator who had started to train other staff members.

- Students with SEND often had good support from the specialist staff and volunteers, but in lessons it remained weak. Too often, lessons had identical tasks set for all students. As result, students with SEND and the most able made slow progress. The SEND leader and team monitored students' progress against their individual education plans, which had appropriate targets that were shared with parents.
- Students received appropriate advice and support for their personal well-being from teachers, the clinic staff, and student counsellors. Students were confident to ask for advice as relationships were good with adults throughout the school. Academic guidance was provided in lessons following the outcome of a range of internal assessments. Older students received very good and continuing advice from the school's staff, external volunteers and a range of employers as to their future career options.

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

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

Weak

- The new special educational needs coordinator (SENCO) provided acceptable leadership and was well qualified and experienced. The reviewing and monitoring of students' progress was at an early stage and appropriate systems were in place. The SENCO was well supported by specialist teachers, but required additional support, especially for the evening session, in order to ensure the current provision could be extended.
- The school had acceptable and developing systems for identifying students with SEND. The identification process involved class and subject teachers and the school planned to extend the number of students requiring additional support. A variety of assessments were used for identification as well as privately generated specialist reports.
- Parents were involved in the process of planning support for their children. Regular meetings were held to review the individual education plans. Parents stated that the school provided a better quality of help and support than in the previous year.
- Many lesson plans included some modifications for students with SEND, but these were not used sufficiently to ensure that individual needs were met. When modifications were applied accurately, students' progress improved. Professional development for all teachers had focused on the need for modification of the curriculum in daily lessons.
- Overall, many students made slow progress in relation to their personal goals and starting points. Progress was better when students worked in small groups with specialist teachers. The monitoring of students' progress by the SENCO and teachers led to the revision of students' individual education plan.

6. Leadership and management

The effectiveness of leadership

Acceptable

- Senior leaders were determined and generally effective. They had a commitment to the school's vision, which was appreciated across the wider community. Middle leaders undertook their duties with varied levels of aptitude and efficiency. Parents expressed confidence in the leaders and direction of the school. There was too little cooperation by teachers and leaders between the boys' and girls' sections.
- Most leaders demonstrated secure knowledge of the curriculum and growing awareness of what constituted good teaching practice. Priorities for development were known, but there was not enough focus on raising the quality of teaching, especially in English and mathematics. Middle leaders offered support, especially to teachers of Arabic, and English in the morning school.
- Relationships and communications between staff members were professional but not always effective. There was not enough cooperation across the boys' and girls' sections. Consequently, the strengths in practice were not sufficiently shared. Morale throughout the school was generally positive, especially in the evening school where many staff members worked at the school on a part-time basis.
- Senior staff members had secure understanding of what needed to be done, especially in raising the quality of teaching, improving outcomes and addressing weaknesses in English and mathematics. Regardless, some barriers to learning were not being addressed, such as differentiation and challenge. The behaviour of boys in Cycle 1 and older boys in the morning school was condoned rather than acted upon.
- Leaders had partially addressed recommendations from the previous inspection report, especially the support for students with SEND and reducing the overcrowding in classrooms. However, students' achievement in English was still not good. The quality of assessment was still acceptable, but with too little analysis of progress to identify trends. The school accepted the differences between the boys' and girls' outcomes and did too little to address them.


School self-evaluation and improvement planning

Acceptable

- School self-evaluation procedures were dutifully carried out, but the result was overly optimistic in places. There was too little factual information to support the judgements given. Leaders at all levels appreciated the need to improve teaching and raise students' attainment, but their action planning was focused on other matters. Improving the quality of teaching and learning and addressing weaknesses in the provision of English and mathematics were not achieved.
- Lesson observations were carried out regularly and used well to offer support to teachers on how to improve. These observations were used to identify suitable professional development activities, which had recently included sessions on child protection, differential teaching and assessment. The impact of the training was not measured in terms of improved performance.
- The school had five year, three year and one year improvement plans, which had been compiled by involving a range of stakeholders and interested parties. The plans provided a coherent response to the school's strategic and operational goals, but failed to give sufficient focus and detail to the key priorities noted above.

- There had been some progress in addressing the recommendations from the previous inspection report. In particular, the school was identifying the learning needs of students with SEND and working hard to reduce overcrowding in classrooms. Students' attainment and progress had not improved and opportunities for students to think, reflect and collaborate were still limited. The assessment of learning was not sufficiently used to plan lessons which met the needs of all students.

Partnerships with parents and the community

Good 

- The school successfully involved parents in their children's learning and school life. There was an active parents' association which met regularly and organised various social events. The views of parents were actively sought and many had been engaged in preparing the five year plan for the school. The limited feedback from parents was mostly positive.
- Communication with parents was undertaken on a regular basis through e-mails, text messages and other social media. For example, parents were contacted in the event of unexpected absences or inappropriate behaviour. Parents said that teachers were always happy and willing to meet them if they had any concerns. Parents of students with SEND were grateful for the support they had received.
- Reporting was regular and offered parents updates on students' academic attainment, but there was little indication about how to improve further. Parents said that meetings were useful for discussing their children's work and raising any concerns.
- The school enjoyed extensive links with a range of organisations in the community. There were strong partnerships with the Red Crescent, as well as an engineering company and other businesses. Support from Action Care was particularly helpful in supporting students with SEND as well as supporting reading programmes and careers advice. The school also enjoyed good relationships with the other charity schools in Sharjah and Ajman.

Governance

Acceptable 

- The board of trustees (Governors) included representation by the school's owners as well as businesses, commerce and parents. The Governors actively sought the views of parents and enjoyed close and productive links with the parents' association. The Governors were responsive to parental concerns and valued their involvement and feedback.
- The Governors played a supportive role in holding the school accountable for its performance. Governors received regular feedback from the school about performance, but did not visit lessons or sufficiently monitor the progress made towards meeting improvement targets. Governors were aware of students' achievements, but their impact on raising outcomes was modest.
- Governors had good awareness of the strengths and weaknesses of the school. They had made some attempt at addressing the issues raised in the last inspection report, including identifying the needs of students with SEND and reducing overcrowding. However, students' attainment and progress were not improving and students' critical thinking, problem solving and independent learning skills remained underdeveloped.




Management, staffing, facilities and resources

Acceptable

- The premises were well maintained, but access to the upper floors limited access for anyone with a physical disability. Teaching areas were often too small for the number of students in them. The accommodation for physical education and sports had been significantly improved by the installation of a large, all-weather playing field.
- Resources were generally acceptable for the teaching of most subjects. The school was gradually upgrading the resources to support teaching and learning by, for example, installing smart boards in all classrooms.
- There were effective procedures to make sure that the school ran smoothly on a day-to-day basis. Timetabling made satisfactory use of the teaching areas and the staff had clear understanding of their roles.
- There were sufficient teachers to provide a suitable curriculum. Most teachers were appropriately qualified and deployed across the school. However, there were weaknesses in teachers' knowledge of how English should be taught in Cycle 1. Teachers in the morning school had access to relevant professional development. However, the significant number of teachers employed on part-time contracts were not required to attend such events.

The views of the parents, teachers and students

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

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	8
	2014-2015	161
Teachers 	3	
Students 	6	

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

- The number of responses received from parents, students and teachers were too small to undertake any meaningful analysis.

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