

INSPECTION REPORT

2022-2023



ISLAMIC SCHOOL FOR TRAINING & EDUCATION

MOE CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|--|----------------------------|--|
| | Location | Al Muhaisnah |
| | Opening year of School | 1982 |
| | Website | www.lootah.com/eng/school/schlfrmset.htm |
| | Telephone | 97142646001 |
| | Principal | Fedah Saeed Ahmad Nasser Lootah |
| | Principal - Date appointed | 8/20/2020 |
| | Language of Instruction | English, Arabic |
| | Inspection Dates | 21 to 25 November 2022 |

STUDENTS

| | | |
|--|---------------------------------------|------------------|
| | Gender of students | Boys and girls |
| | Age range | 4 to 16 |
| | Grades or year groups | KG 1 to Grade 12 |
| | Number of students on roll | 579 |
| | Number of Emirati students | 90 |
| | Number of students of determination | 4 |
| | Largest nationality group of students | Arab |

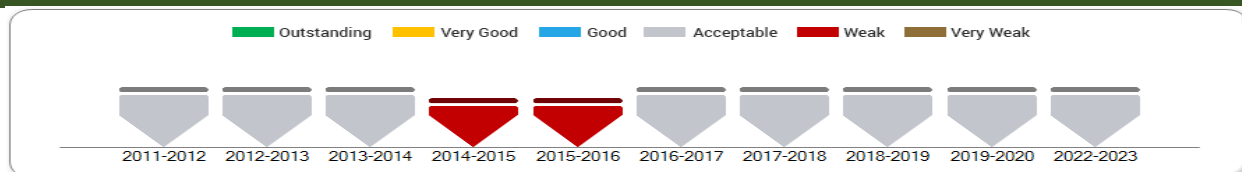
TEACHERS

| | | |
|--|---------------------------------------|----------|
| | Number of teachers | 51 |
| | Largest nationality group of teachers | Egyptian |
| | Number of teaching assistants | 4 |
| | Teacher-student ratio | 1:11 |
| | Number of guidance counsellors | 0 |
| | Teacher turnover | 1% |

CURRICULUM

| | | |
|--|---------------------------------|------|
| | Educational Permit/ License | MoE |
| | Main Curriculum | MoE |
| | External Tests and Examinations | MoE |
| | Accreditation | None |

School Journey for ISLAMIC SCHOOL FOR TRAINING & EDUCATION



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

| | |
|---------------------------|--|
| STUDENTS OUTCOMES | <ul style="list-style-type: none"> Students achieve well particularly in Islamic Education and Arabic. Students' progress in English is stronger in the Kindergarten (KG) and in Cycle 3. Girls demonstrate a stronger ability to recall, understand and apply knowledge, than boys. There is a need to improve achievement in science and mathematics. Across the school students' learning skills have improved since the previous inspection. Students' behaviour and attitudes are positive. Children in the KG are self-reliant. Across the school students live within the context of Islamic values and the Emirati culture. They apply the values of Islam; of tolerance, respect, and provide for the less fortunate. Students are aware of environmental issues and take part in helping to reduce plastic waste. They show a basic understanding of other world cultures. |
| PROVISION FOR LEARNERS | <ul style="list-style-type: none"> Most teachers have secure knowledge and plan lessons to meet the needs of most groups of students. In the better lessons and, particularly in the girls' section, skillful questioning helps to check for understanding and promote higher-order thinking skills. Internal assessments, linked to the MoE curriculum, are regular but lack validity and reliability. External benchmarking against international expectations, is unreliable because of the small proportion of students entered. The curriculum is designed to ensure smooth transitions between the grades and cycles. Progression is evident in most subjects but the review of the curriculum to ensure the quality of teaching and planning is underdeveloped. Curriculum links with Emirati culture and UAE society is stronger in Social Studies, Arabic and Islamic Education. Adaptation of the curriculum to meet the learning needs of students is stronger in Cycle 3. The school has updated the health, safeguarding and child protection policy and is working to raise students' awareness of bullying. Leaders have taken appropriate actions to address recommendations raised during the previous inspection. Students of determination including students with gifts and talents are identified and some modifications are being made to accommodate the wide range of additional needs. |
| LEADERSHIP AND MANAGEMENT | <ul style="list-style-type: none"> Leaders place high importance on the UAE national agenda and its priorities for student care, their wellbeing and inclusion. The roles and responsibilities of senior leaders require further clarification. Most middle leaders apply the best practices in teaching, learning, assessment. Governance contributes a range of experiences and expertise to the work of the school but needs to be more proactive in holding senior leaders to account for student outcomes. |

The best features of the school:

- Student achievement in Islamic Education and Arabic in the school and, in English in the KG and Cycle 3
- Students' personal development and their spiritual, moral, social and cultural values, within an Islamic context, and Emirati culture
- The health, safety, care, support and wellbeing of students and staff
- Parents support of the school's inclusive nature and their active involvement in their child's social, emotional and academic learning





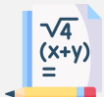

Key Recommendations:

- Ensure that the school benchmarks students' academic outcomes against appropriate external, national and international expectations and use this information to support school self-evaluation and improvement planning.
- Raise achievement across all subjects by improving the quality of teaching and by using valid internal and external assessments to plan lessons that meet individual needs.
- Define clearly the roles and responsibilities of senior leaders so that all leaders support the development of the school.
- Share the better teaching practices seen in English, and in the girls' section, to improve the quality of teaching in the other areas of the school.
- Provide high quality professional development to all subject leaders, and their teams, and enhance their capacity to improve, and to develop the best practices in teaching, learning and the use of assessment.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

| | |
|---|------------|
| 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 |

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

The school does not meet the registration requirements for the National Agenda Parameter

| | Whole school | Emirati cohort |
|--------------------------------------|--------------------|--------------------|
| Progress in international assessment | Meets expectations | Meets expectations |

- Progression in the international and benchmark assessments taken, based on the low proportions of students entered, is acceptable in mathematics and science. Progression is weak in Arabic.

| | Whole school |
|---|--------------------|
| Leadership: data analysis and curricular adaptation | Below expectations |

- Leaders are aware of the information in TIMSS and PISA. NAP data are unreliable because of the low number of students entered. Leaders do not use data analysis or report content for curriculum adaptation.

| | Whole school | Emirati cohort |
|--|--------------------|--------------------|
| Improving reading literacy and wider learning skills | Below expectations | Below expectations |

- The school makes reference to the PISA report as its external reading assessment. With little or no other reliable data, the reading literacy skills of a majority or even of more students remain unclear.

Overall, the school's progression to achieve the UAE National Agenda targets is below expectations.

For Development:

- Implement external reading tests to identify the areas for improvement in the reading literacy skills of all students.
- Compare these with the information provided by CAT4 and put interventions into place where students are underachieving.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- The school maintains its strong, longstanding vision for wellbeing across the school. The school administration has prioritised the wellbeing agenda by fostering the environment that focuses upon personal growth and development. The wellbeing coordinator leads an experienced team in implementing the programme. The school has carried out surveys and questionnaires to assist its development.
- Well informed staff accurately identify students with wellbeing issues. The teachers are available and accessible to students for advice, guidance and support when needed. Parents are becoming more involved and realise they are important partners in delivering a positive programme. The school is considerate of the needs of all teachers, and provides care and support for those who are newly inducted into the school.
- Time and planning are instrumental to the success of the wellbeing programme and the school is working to improve this area. Giving leaders more time to process surveys and plan activities and events will make the programme more rewarding. The school acknowledges it is at the early stages of integrating wellbeing into the curriculum but has a clear direction for this. Healthy lifestyle choices are very important to the school. The Fitness Centre provides opportunities for students to improve their physical health. Available information indicates that students feel safe, valued and engaged in the life of the school.

UAE social studies and Moral Education

- The Ministry of Education (MoE) recommended curriculum is being followed for UAE social studies using the Salama series for Grades 1 to 4 and MoE textbooks for Grades 5 to 12. In the Kindergarten (KG) the social studies and moral education are integrated within other subjects such as, Arabic and English. Lessons are well planned and delivered to ensure better understanding and often include activities to develop connections to improve students' personal skills.
- The UAE social studies and the moral education Programmes are taught as separate subjects in the school and each programme has distinct learning outcomes. A range of assessments, including integrated projects and worksheets, are used to determine students' knowledge, skills and understanding. The progress of students is reported to parents on a regular basis.

Main Inspection Report

1. Students' Achievement

Islamic Education

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|------------|------|---------|---------|---------|
| Attainment | Good | Good | Good | Good |
| Progress | Good | Good | Good | Good |

- Across all cycles, students demonstrate a good standard of achievement. Compared to boys, girls have a better knowledge of Islamic concepts. Students immerse themselves in Islamic concepts in such a way that impacts their thinking and their contributions positively to society.
- Students' skills of recitation and memorisation of the Holy Qur'an are strong. Student knowledge of the provisions for Tajweed and the Holy Qur'an in Cycle 3 is very secure. Research, investigation, and inference skills from Qur'anic evidence and Prophetic Hadeeths fluctuate in all cycles.
- Deepening the explanation of religious concepts and linking them to the reality of life, is having a positive impact on students' performance levels across the school. By teaching the subject in the KG, children are making more rapid progress.

For Development:

- Analyse and improve students' skills and progress when referring to the Holy Qur'an and Hadeeths.

Arabic as a First Language

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|------------|------|---------|---------|---------|
| Attainment | Good | Good | Good | Good |
| Progress | Good | Good | Good | Good |

- Students' achievement levels exceed curriculum expectations in all cycles. A majority of students demonstrate an ability to understand and practice language skills in a variety of contexts.
- Students display linguistic agility in the use of Standard Arabic language. In Cycles 2 and 3, students apply grammatical concepts to the texts they read. They also meet expectations in terms of rhetorical concepts and poetic technique. Creative writing skills are variable across all cycles.
- The reading platform adopted by the school to track the progress of students' skills in comprehension is showing some impact. However, its use requires further improvement to meet the learning needs of all students.

For Development:

- Ensure that all students' skills, especially the extended writing skills, are identified accurately and supported appropriately.
- Improve students' progress by making better use of their notebooks and written contributions.

English

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|------------|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| Progress | Good | Acceptable | Acceptable | Good ↑ |

- KG1 children have low starting points in English, but by KG2 they are able to recognise letter names and high frequency words. In the lower grade classes gaps in students' knowledge of phonics are barriers to reading particularly, for some boys. Cycle 3 students are making stronger progress in language.
- By Grade 4 most students can read and write simple texts. As they progress, they understand the overall meaning and retrieve information from listening and reading texts. Girls' ability to express themselves, and to read for non-literal meaning, is stronger than that of boys.
- Students now have more planned opportunities to read and write extendedly in lessons. By Grades 11 and 12 students read, write and talk about increasingly complex topics including, climate change, capitalism and 'what happiness means.' Students' technical accuracy in writing is inconsistent.

For Development:

- Strengthen the phonics knowledge of lower grade students, especially boys, and, in other grades, students' reading for literal and non-literal meaning.
- Improve students' grammatical and technical accuracy in writing by reinforcing these aspects in an integrated way.

Mathematics

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|------------|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| Progress | Acceptable | Acceptable | Acceptable | Acceptable |

- Attainment and progress across phases meet expectations. Girls demonstrate stronger rates of improvement than boys. In their lessons and recent work, students make links to prior knowledge and show some confidence in applying their skills in real life contexts.
- Across the cycles, number work and geometry are stronger than other areas of mathematics. Students perform well in solving numerical problems. A minority of students and especially in the boys' sections, are not as adept at communicating their mathematical thinking skills.
- The shared planning of the curriculum has positively impacted on students' achievements, for instance, in providing hands-on activities in the KG and class worksheets in Cycle 1. Cycle 3 students do not have sufficient opportunities to lead on their own learning in class or to conduct mathematical inquiry.

For Development:

- Provide more opportunities for all students to practice problem-solving skills and apply their mathematical knowledge, particularly in the boys' section.
- Enhance students reasoning skills and, their ability to assess what they need to develop next.

Science

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|------------|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable | Acceptable |
| Progress | Acceptable | Acceptable | Acceptable | Acceptable |

- Students' scientific knowledge and understanding is in line with expectations across the phases. In the KG, children's knowledge is age-appropriate but their observation and recording skills are underdeveloped. Girls in Cycle 1 make particularly strong progress when learning about different components of food and healthy diets. They show early innovation skills, for example, in designing and making models by selecting appropriate materials.
- In Cycles 2 and 3, students make good use of their mathematical knowledge when applying them to aspects of physical science. Older students become more independent in their learning, extracting information from different sources when researching scientific topics.
- Students' practical skills are underdeveloped. This limits their abilities to think critically about the basis of their scientific knowledge, and to question the reliability of their measurements and observations. Students' understanding of the scientific method of investigation is weak.

For Development:

- Provide regular timetabled lessons in the school laboratory so that students can deepen their understanding of topics learned from textbooks, improve their practical skills and develop their ability to think critically and, understand the process of scientific enquiry.

Learning Skills

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|-----------------|--------|---------|---------|---------|
| Learning skills | Good ↑ | Good ↑ | Good ↑ | Good ↑ |

- Students are engaged and interested learners in most subjects. They collaborate well especially in English, Arabic, Islamic Education and science. Students communicate their learning clearly. A minority of boys collaborate and communicate less well than girls across subjects.
- In most subjects, students are making strong connections between learning and real life, especially in relation to the UAE. In Islamic Education students link the Hadeeths to real life. In science they carry out mathematical calculations well, and in English students write about science and social studies topics.
- Students, particularly girls, work independently, think critically and problem-solve securely. They can justify their answers in science in Cycles 1 and 3, and also in English and Arabic. Although students carry out research, opportunities to use technology and engage in creative, extended exploration and discovery, are not common features of learning.

For Development:

- Increase students' use of technology and their creative and critical thinking through discovery learning and the in-depth exploration of topics.

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

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|----------------------|------|-------------|-----------|-----------|
| Personal development | Good | Very good ↑ | Very good | Very good |

- Students' behaviour is exemplary, and their attitudes to school are very positive. Children in the KG soon become self-reliant and slowly learn how they are expected to behave. Students are fully engaged in their learning during lessons and willingly receive and respond to feedback from their teachers and peers. Students' attitudes towards one another and to adults are always respectful.
- Students' positive attitudes and their willingness to help one another contribute to a harmonious atmosphere within the school community. As proud ambassadors of their school, students take their roles and responsibilities very seriously. In particular, Cycle 3 students reflect a mature sense towards their school.
- Students display a high commitment to safe and healthy living. They eagerly participate in various sports to support healthy life-style choices.

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

- Students fully understand how Islamic values influence contemporary society in the UAE. They demonstrate the values of tolerance, respect, and the importance of providing for the less fortunate as much as they can.
- Students are very knowledgeable and respectful of the heritage and culture of the UAE. They understand the Emirati culture and from different perspectives. They participate in various Emirati celebrations and assemblies. Field trips to museums, and national monuments, strengthen their perspective of modern and traditional local culture.
- Students show a basic understanding and appreciation of other world cultures. Due to some activities provided by the school in this area, their exposure to, and encounters with, diverse cultures are still in the formative stages.

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

- In all phases, students understand their responsibilities to the life of the school. They show consideration for others and take care of their school. Older students make contributions to the wider community through purposeful visits to help the elderly.
- Students demonstrate a positive work ethic. Children in the KG persevere with tasks and demonstrate resilience. Students are well aware of environmental issues and take an active part in reducing plastic waste. Student leaders generate good ideas that benefit others, for example, improving the quality of food served during break-times.
- The students' health and safety team has been proactive in keeping others safe and reducing incidents of bullying. Students' innovation and entrepreneurial skills are developing too slowly as there are insufficient opportunities to practice these skills.

For Development:

- Improve innovation and entrepreneurial skills in all cycles by providing more opportunities in the curriculum and through extra-curricular activities to practice these skills.

3. Teaching and assessment

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

- The range of teaching strategies and the way that time and resources are used are relatively more effective in the girls' section than in the boys' section. Teachers' subject knowledge and communication of learning are stronger in Cycles 2 and 3 and across most subjects.
- Lesson planning, in the best teaching, ensures activities and objectives are purposeful and well-sequenced. Most teachers use learning technologies to move through learning content and, in the more successful lessons, they make use of videos as a way to motivate, engage and support learning. Teaching in Arabic and Islamic Education is stronger than in other subjects.
- Teachers in most subjects plan to stretch and support students, but the implementation is not yet effective, especially for students who are more able. Questioning checks on learning and, in the better lessons, promotes higher-order thinking. Time given for student activities and reflection is not always enough.

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

- Internal assessments, linked to the MoE curriculum, are regular. However, the processes lack moderation to ensure that the tests are valid and reliable in measuring attainment and progress. External benchmarking against international expectations is unreliable because of the small proportion of students entered.
- Assessment data are analysed to show trends and differences between boys and girls. There are no data on students' potentials, and this restricts the extent to which the school can adjust curriculum planning and teaching to meet the students' needs.
- In KG and Cycle 3 where class sizes are smaller, teachers have a reasonable knowledge of their students' strengths and areas for improvement. They provide oral feedback in lessons but few informative comments on students' written work. Across Cycles 1 and 2, feedback is variable and less personalised.

For Development:

- Provide regular, diagnostic and written feedback on students' written work so that students learn what to do to achieve their potentials, and ensure students respond to this advice.
- Improve teachers' use of questioning and time in lessons to check for understanding and deepen learning.

4. Curriculum

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

- The school adopts the MoE curriculum which has a clear rationale and appropriate progression. Although it focuses more on knowledge, it has some elements that are now being planned to develop students' relevant disciplinary skills and according to various subjects.
- The curriculum is designed to ensure a smooth transition between grades and cycles. The progression is evident in most subjects with the relevant scope and sequence of activities. For example, subject teachers are using Standard Arabic to improve students' language skills.
- There is consistent development of cross-curricular links between subjects in all grades. For example, in science with Design and Technology (DT) and in Islamic Education with Arabic, which is helping to make learning more meaningful. However, the regular review of the curriculum to ensure the quality of teaching and planning is underdeveloped.

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|-----------------------|------------|------------|------------|---------|
| Curriculum adaptation | Acceptable | Acceptable | Acceptable | Good ↑ |

- Strategies for curriculum modification, adaptation, enhancement and enrichment have started this year. There is some recognition of the different abilities and learning needs of students, particularly at the beginning of each cycle. The school provide supportive resources for Arabic, English and mathematics.
- The curriculum is largely driven by the contents of textbooks. Links with Emirati culture and UAE society are stronger in social studies, Arabic and Islamic Education.
- Students have some opportunities to engage in activities that promote enterprise, innovation and creativity such as cooking, media and drama, and particularly in Cycle 3. Visits and other activities are organised to integrate with the learning experiences.
- The provision in Arabic in KG is in line with MoE curriculum standards.

For Development:

- Strengthen curriculum mapping to build on students' prior learning and skills and enhance independent learning, critical thinking, innovation and creativity.
- Adapt the curriculum to meet the learning needs of higher ability students.

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

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

- Regular checks of the buildings and premises, and training for students and staff, ensure that policies and practices for health and safety are effective throughout the school. The school site is secure, hygienic and well maintained. Record keeping and risk assessments are thorough.
- Effective cyber security is in place and the supervision of students, including on school transport, is carefully managed. Clinic staff are effectively involved in the school's promotion of healthy lifestyles and have a positive impact on students' health and their wellbeing.
- The school updated the safeguarding and child protection policy to provide clearer guidance for staff, students and parents. It has involved students very successfully in raising awareness of safety and in reducing incidents of bullying. Leaders took appropriate action to address points raised during this inspection.

| | KG | Cycle 1 | Cycle 2 | Cycle 3 |
|------------------|--------|---------|---------|---------|
| Care and support | Good ↑ | Good ↑ | Good ↑ | Good ↑ |

- The school operates in an atmosphere of mutual respect between students and teachers. The code of behaviour is understood by the whole school community including parents. Attendance records are accurate, and parents informed promptly of absences.
- Students of determination are identified as are those with gifts and talents . Some modifications have been made to accommodate the wide range of students' additional needs, but these are not yet comprehensive in ensuring their development nor in measuring their progress.
- Grade 12 students benefit from career guidance and advice on alternative future pathways. Personal, social and emotional counselling is made available to all students. The school offers a good range of vocational and technical programmes to enhance students' career options. Regular support is provided to students of determination to secure their future career pathways too.

For Development:

- Identify and improve the support for all students of determination and those who may be with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable ↑

- Leadership has resourced the recruitment, development and deployment of appropriate staff members to support inclusive practices. The inclusion policy is generally appropriate. However, it is not always applied consistently across the school.
- Procedures for identifying students of determination are appropriate. The range and number of students receiving support is expanding, including for more able students.
- Parents are encouraged to work with the school and are beginning to be more involved in their child's individual plan. They do respect what the school offers in its vocational and technical programmes and which are attended by boys and girls.
- Support is generally appropriate. However, resources are not sufficiently personalised to suit the development of specific skills. Consequently, the engagement and active learning of students is inconsistent across cycles.
- The expectations for students' progress are yet to be consistent and sufficiently high across teacher planning and in lessons. Greater support and training for Learning Support Assistants (LSA) has the potential to enhance outcomes for students with more severe learning needs.

For Development:

- Ensure procedures for identifying students of determination are developed and implemented.
- Ensure that teachers have higher expectations for students and plan and deliver for them in lessons.
- Measure the progress and the potential of students of determination more accurately.

6. Leadership and management

| | |
|---|------------|
| 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 |

- School leaders place high importance on the UAE national agenda and priorities particularly, the care, wellbeing and inclusion of students. The roles and responsibilities of the senior leadership team require further clarification for all to know. Middle leaders have an understanding of, and a majority apply, best practices in teaching, learning and assessment. Leaders have demonstrated their capacity to improve by appointing more specialist staff in the upper cycles. It is too soon to see the impact of these actions.
- The school's self-evaluation process, including the increasing use of internal and external data, supports planning for improvement. However, the data needs to be valid and reliable to diagnose the gaps more successfully. Improvement plans identify suitable priorities but require more measurable targets to monitor their success. Lesson observations are regular but need further focus on students' achievement in lessons and over time. Some progress has been achieved, although inconsistent, in addressing the recommendations from the previous report.
- The school is successful in engaging parents as partners in their child's learning. Parents contribute to the life of the school and to the development of the spiritual, moral, social and cultural values within an Islamic context. Parents have access to information about their children through social media, digital platforms, and engagements with staff and leaders. Progress reports are regular but need more details of how each child can improve further. The school benefits from partnership with the local community.
- The governing body bring a range of experiences and expertise to the work of the school. They pursue the goal of wellbeing and inclusion as a priority. Governors have adequate understanding of the school's priorities for improvement, and the progress made against previous recommendations. Some members take an active role in the self-evaluation and improvement planning processes. However, they do not check the validity of the information as thoroughly as they should.
- The school is managed effectively on a day-to-day basis. There are well established routines with assembly and Qur'an lessons at the beginning of each school day. The school is adequately staffed, and there are more specialist staff in Cycles 2 and 3. The staff benefit from occasional professional development. The premises and specialist facilities provide an appropriate learning environment, but further resources are required to support effective teaching and learning across the school, and particularly, in the KG.

For Development:

- Enhance the leadership skills of middle leaders.
- Governors to ensure that the school's self-evaluation process is rigorous, improvement plans are based on valid and reliable data, and leaders are held accountable for their success.
- Ensure that the professional development programmes target subject needs identified by the monitoring of teaching and learning.
- Improve all resources for learning in the school.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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