

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

ACCEPTABLE



المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

Islamic School  
for Training &  
Education

Celebrating  
10 years of  
inspections

ISLAMIC SCHOOL FOR  
TRAINING & EDUCATION

MoE CURRICULUM

## Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2017-2018.....	5
National Priorities .....	9
Main inspection report .....	12
1. Students' achievements.....	12
2. Students' personal and social development, and their innovation skills .....	15
3. Teaching and assessment.....	17
4. Curriculum.....	18
5. The protection, care, guidance and support of students .....	19
Inclusion of students with SEND (Students of determination) .....	20
6. Leadership and management.....	21
The views of parents, teachers and senior students.....	22



## School information

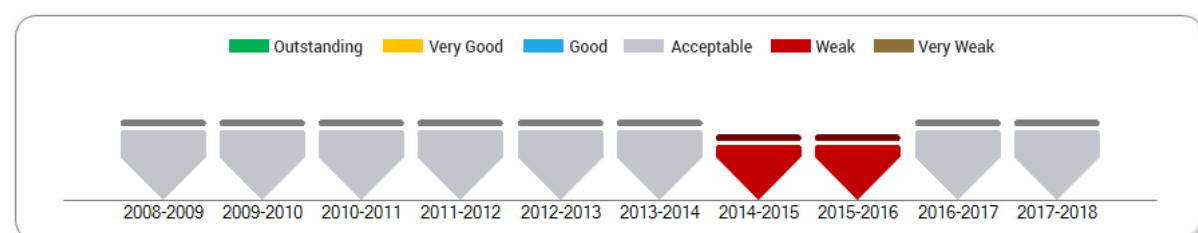
General information	
Location	Al Muhaisnah 1
Type of school	Private
Opening year of school	1983
Website	<a href="http://www.lootah.com/eng/school/schlfmset.htm">http://www.lootah.com/eng/school/schlfmset.htm</a>
Telephone	0097142646001
Address	Al Muhaisnah 1, Dubai, UAE
Principal	Fedda Saeed Ahmed Lootah
Principal - Date appointed	9/1/2000
Language of instruction	English, Arabic
Inspection dates	22 to 25 January 2018

Teachers / Support staff	
Number of teachers	41
Largest nationality group of teachers	Egyptian
Number of teaching assistants	6
Teacher-student ratio	1:22
Number of guidance counsellors	1
Teacher turnover	3%

Students	
Gender of students	Boys and girls
Age range	4-16
Grades or year groups	KG 1-Grade 10
Number of students on roll	549
Number of children in pre-kindergarten	0
Number of Emirati students	143
Number of students with SEND	3
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	MoE
Main curriculum	MoE
External tests and examinations	UAE NAP, IBT
Accreditation	N/A
National Agenda benchmark tests	UAE NAP, CAT4

## School Journey for Islamic School for Training & Education



## The DSIB inspection process

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

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

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

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

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

**Islamic School for Training & Education** was inspected by DSIB from 22 to 25 January 2018. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The school leaders' ability to evaluate their own practice has improved and has become more realistic. Changes in leadership have resulted in many new and rapidly-changing procedures. Most of these are not embedded enough in teachers' practices to have an impact on students' learning. Governors do not sufficiently hold school leaders to account for the performance of the school. Parents' views are welcomed but are not systematically used to inform development.

### Students' achievement

Students' achievement is mainly good in Arabic and Islamic education and is weaker in the other subjects. Students' attainment and progress in the Kindergarten (KG) and Cycle 3 are stronger than in Cycles 1 and 2. Arabic progress in Cycle 3 has improved, while progress in science, mathematics and English has declined in Cycle 2. Progress has declined in Cycle 1 in science and mathematics. Students' learning skills are acceptable across the phases.

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

Students' personal skills are well developed in all phases. Students demonstrate good behaviour and relationships. They are polite and willing to learn. Their attendance is very good, and they accept responsibility readily across all the phases. Active student councils and classroom discussion groups enrich the life of the school.

### Teaching and assessment

In the KG and Cycle 3, teaching and assessment are acceptable. They are weak in Cycles 1 and 2 because of teachers' insecure subject and pedagogical knowledge, ineffective differentiation in teaching strategies and insufficient use of data to drive adaptations. Lesson planning is adequate.

### Curriculum

The school's curriculum is aligned to the Ministry of Education (MoE) standards, but it does not sufficiently focus on the development of students' skills. The curriculum is coherent and has appropriate scope and sequence. Cross-curricular links are evident in lessons, but they are not planned or integrated into the curriculum. Opportunities for critical thinking and independent research are sporadic. Curriculum adaptations do not meet the needs of all groups of students.

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

The school ensures appropriate care and support for all students. Teachers know their students' needs and do their best to meet them. There is considerable mutual respect between students and staff. The management of behaviour and attendance is effective. Students receive advice on the adoption of healthy lifestyles and are kept safe at school. The school has appropriate arrangements for identifying students with special educational needs and disabilities (SEND), although the support for them is still developing.

### What the school does best

- Students' achievement in Islamic education and Arabic is strong across the phases.
- The school fosters a strong Islamic culture, which results in
  - respectful relationships among all members of the school community
  - a strong duty of care which pervades the school
  - positive attitudes and behaviour around the school
  - a deep appreciation of the traditions and culture of the UAE.







### Key recommendations

- Urgently address the weaknesses in teaching by
  - ensuring that teachers of English, mathematics, and science have sufficiently secure subject knowledge and understanding of how students learn
  - effectively monitoring the quality of teaching and linking it to a programme of external professional development.
- Ensure that the school governors
  - strengthen the capacity of school leadership at all levels
  - hold school leaders to account for students' progress
  - enable the school to meet the expectations of the National Agenda by systematically developing students' critical thinking and independent learning.
- Improve the school's assessment processes by ensuring that
  - teachers use assessment information more effectively to identify what students know and can do
  - lessons provide appropriate levels of challenge to meet the learning needs of all groups of students.

## Overall School Performance

Acceptable

### 1. Students' Achievement

		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Arabic as a first language 	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	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	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable ↓	Acceptable
Mathematics 	Attainment	Acceptable	Weak ↓	Weak ↓	Acceptable
	Progress	Acceptable	Weak ↓	Weak ↓	Acceptable
Science 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Weak ↓	Weak ↓	Acceptable
		KG	Cycle 1	Cycle 2	Cycle 3
Learning skills		Acceptable	Acceptable	Acceptable	Acceptable



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

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

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

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

## 6. Leadership and management

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



## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

- The school meets the registration requirements for the National Agenda Parameter (NAP).
- The NAP data are inconclusive to make a judgement on students' attainment.
- Leaders have prepared an action plan to address the N.A.P priorities. The action plan complies with the requirements but has not been fully embraced to drive school improvement.
- Data from the NAP tests have been analysed, and remedial actions have been taken for some students. However, the analysis of the data is not used effectively in lessons to set targets for all students. Staff are not trained in this area.
- The school has begun to focus on reading and comprehension in English and on problem solving in mathematics. In science, students now get more opportunities for practical work, but they have not improved their investigative skills.
- In lessons, teachers are using more active learning and are beginning to question for understanding. However, developing students' problem solving and critical thinking skills is not systematic.
- Students know their NAP results but do not know how to use these as a basis for self-improvement. They lack opportunities to develop their research and other independent learning skills.

**Overall, the school's provision for achieving its National Agenda targets is below expectations.**

## Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- School leaders have some awareness of the achievements of their Emirati students. Data and information related to Emirati students are available, but the analysis of the data is insufficient and lacks rigour. The school has not made full use of its strengths in relation to the high profile of the culture and heritage of the UAE and the philosophy of Islam. Engagement with parents and the feedback they receive from the school are acceptable. The governors' awareness of the achievements of Emirati students is limited.
- The learning skills of Emirati students vary. Girls demonstrate potential leadership skills in Cycle 1. Emirati girls demonstrate better presentation skills than Emirati boys. CAT4 tests are used, but the data analysis does not sufficiently inform teaching and learning.
- Teachers in the school are not always skilful or confident enough to make effective curriculum adaptations. The school finds it challenging to link CAT4 results with NAP data but understand the value in doing that. The school is aware of the need to focus on students' verbal reasoning skills and the associated implications for Emirati and other students.

**The school's provision for raising the achievement of Emirati students needs improvement.**

### Moral Education

- The moral education programme (MEP) is fully integrated into the school's curriculum, has a defined scope and sequence and engages families and staff effectively.
- Teachers use the MEP textbooks and additional materials to personalize lessons and to allow students to connect to their prior learning and to current affairs, both locally and globally.
- Students consistently share their prior knowledge and understanding. They collaborate actively to explore concepts and apply their understanding to personal, local and global contexts.
- Student learning is formally assessed. The assessment takes account of how students feel, think and act, and it is reported to parents as students' personal and social outcomes.

**The school's implementation of the UAE moral education programme is well developed.**

### Social Studies

- The school's implementation of the UAE social studies curriculum is well developed. It aligns fully with the UAE social studies learning outcomes.
- Teachers consistently demonstrate strong subject knowledge. They plan purposeful lessons and provide engaging learning environments to challenge students and enable them to be successful learners.
- Students learn through active participation in meaningful, complex projects that enable them to make connections to their everyday life and between areas of learning.
- Assessment information is used effectively to influence teaching and the curriculum in order to meet the learning needs of all groups of students and enhance their progress.

**The school's implementation of the UAE social studies programme is well developed.**


### Innovation in Education

- Students' independent learning skills are well established in Cycle 3, where they take responsibility for their own learning. This is less evident in the other phases.
- Student's work ethic is good enough to enable them to engage with innovative ideas and show initiative.
- Teachers' plans are not modified to include activities that promote the higher-order thinking skills necessary for innovation.
- 'Home Science' and 'Media Centre' lessons have started to promote students' creativity and innovation. Older girls play an effective role in organising and leading morning assemblies.
- School leaders have a limited understanding of how to innovate in the school. They have started some initiatives, but these have not had a sufficient impact.

**The school's promotion of a culture of innovation is underdeveloped.**

## Main inspection report

### 1. Students' achievements


		KG	Cycle 1	Cycle 2	Cycle 3
Islamic education 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

- Students in all the phases demonstrate strong understanding of Islamic concepts and values. KG children make rapid progress in recitation, supplication and memorisation. Across the school, students' ability to apply their understanding in new situations using analysis and inferences is less developed.
- Students' acquisition of age-appropriate knowledge and their recitation skills are strong. The majority of students memorise a large number of Surahs, which is beyond the curriculum requirements.
- Islam is in the heart of the school's curriculum. Students demonstrate Islamic values in their attitudes and behaviour. The Holy Qur'an is recited regularly and read in congregational prayers on daily basis.

#### For development

- Enhance opportunities for students to make deeper real-life connections between the concepts they learn and the modern world around them.




		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language 	Attainment	Good	Good	Good	Acceptable
	Progress	Good	Good	Good	Good ↑

- The majority of students in all the phases demonstrate good levels of reading and comprehension. In Cycle 3, their understanding of grammatical rules is not strong. In Cycle 2, students in Grades 6 and 9 are better at analysing literature independently than students in Grade 7. In the KG, children have good vocabulary and listening skills.
- Most students show improved listening skills. In Cycle 1, they respond well to instructions but do not speak with confidence. Students show improved dictation skills and undertake extra reading tasks. This extends their speaking and writing abilities.
- The speech program in place helps few students improve their fluency and confidence in speaking. Some teachers have insecure subject knowledge, and this has a negative impact on the development of students' language skills.

#### For development


- Ensure that all teachers have secure subject knowledge.
- Provide students with opportunities that are consistent across the phases to enable them to improve all their language skills.

		KG	Cycle 1	Cycle 2	Cycle 3
English 	Attainment	Good	Acceptable	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable ↓	Acceptable

- Children in the KG are developing their listening and speaking skills well and are learning the names and sounds of letters. Students in the other phases develop their vocabulary adequately but not their reading and writing skills, largely due to limited opportunities and guidance from teachers.
- Students' listening and speaking skills are relative strengths in Cycles 1, 2, and 3. Students in these phases speak confidently in formal presentations. They read for basic information but are less skilful at interpretative meaning. Their writing skills are relatively weak because of the lack of focus on writing in lessons.
- The school's plans to improve students' reading and writing skills in Cycles 1, 2, and 3 and the changes made to the English programme have resulted in better progress.

#### For development


- Provide students with more opportunities to read text with teachers' guidance to develop their reading comprehension skills.
- Ensure daily lessons include a focus on writing to enable students to extend their writing abilities.

		KG	Cycle 1	Cycle 2	Cycle 3
<b>Mathematics</b> 	Attainment	Acceptable	Weak ↓	Weak ↓	Acceptable
	Progress	Acceptable	Weak ↓	Weak ↓	Acceptable

- In the KG, most children sequence simple numbers and sort and classify basic 2D shapes in line with curriculum expectations. In Cycle 1, students have low arithmetic and mental mathematical skills. Cycle 2 students can solve simple problems in algebra. In Cycle 3, most students are confident in solving exponential equations.
- Students' critical thinking, problem solving, and reasoning skills are underdeveloped across the school. Students do not use appropriate mathematical language or terminology. Their progress, especially in Cycles 1 and 2, is hindered by teachers' questions that often do not provide them with appropriate levels of challenge.
- Students' understanding of mathematical concepts is not deep enough and is not age-appropriate. They have limited strategies to solve practical problems, and their knowledge is insecure because of weaknesses in the teaching.

#### For development

- Improve students' understanding of mathematical concepts by using practical activities that challenge them sufficiently in lessons.

		KG	Cycle 1	Cycle 2	Cycle 3
<b>Science</b> 	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Weak ↓	Weak ↓	Acceptable

- Students demonstrate age-appropriate knowledge of scientific topics but make weak progress in understanding the underpinning scientific concepts, particularly in Cycles 2 and 3. For example, students can describe the molecular arrangement of states of matter but not the kinetics involved in changing the state.
- Students can follow instructions and carry out simple practical procedures safely. However, they rarely link their work to real life examples or to other subjects.
- Children in the KG enquire well and find patterns such as, whether materials are magnetic or not. In Cycle 3, students can determine how to improve the accuracy of an experiment on motion. However, across the school, students do not get sufficient opportunities to develop their scientific skills, such as hypothesising or carrying out a fair test.

#### For development

- Provide opportunities to systematically develop students' scientific skills, especially those pertaining to the scientific method.

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

- Students have positive attitudes and most of them enjoy learning. They readily collaborate and share ideas when working in groups. When given the opportunity, they take responsibility for their own learning, especially in Cycle 3 and in Arabic lessons.
- Students' critical thinking, problem solving and research skills are still underdeveloped across the school. Students are beginning to develop these skills in the KG and in Arabic lessons. They rarely make connections between areas of learning or with the real world.
- Students' independent learning skills are well established in Cycle 3. When lessons do not engage them or provide them with the right level of challenge, students, including those with SEND and the gifted and talented, often become passive learners or misbehave.

#### For development

- Improve students' independent learning, critical thinking and problem-solving skills across the phases and in all subjects.
- Provide consistent opportunities for students to make links between the different areas of learning and to link their learning to the real world.

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

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

- Students' personal development is a strength across all the phases and is strongest in the upper two. Students have positive and responsible attitudes towards the school and learning. They are self-disciplined and respond positively to the needs of others. They thrive well when giving or receiving feedback.
- Students are respectful towards their peers and teachers, and they are involved well in the life of the school. Their attendance and punctuality are very good across the phases. They are aware of healthy life styles but show inconsistency in adopting them.
- Students are involved in the daily management of the school. They have opportunities to discuss their ideas with the school leaders and indicate that the school listens to their opinions.

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good ↑	Very good ↑	Very good	Very good

- Students in all the phases have a clear understanding of how Islamic values influence their daily lives and positively affect their manners and relationships with others. They know the relevance and importance of Emirati heritage and culture. Older students can ably discuss the traditions and routines of the UAE.
- Students take pride in celebrating a range of cultural events. In school assemblies, for example, they participate in singing and dancing in appreciation of the UAE culture. Older students explain that because the leaders of the UAE want the best for their people, they promote education, innovation, and multiculturalism in the country.
- The development of an integrated calendar that combines cultural events with curriculum-based activities is effective in developing a clear appreciation of the values of Islam and of Emirati culture.

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Social responsibility and innovation skills</b>	Good	Good	Good	Good

- Students across the phases display a strong sense of belonging to the school and the local community. In the upper phases, they demonstrate responsibility by suggesting ways to develop the school. They participate positively in volunteering initiatives such as collecting donations for the Red Crescent and visiting a residential care home for the elderly.
- Students demonstrate a good work ethic. When given the opportunity, they initiate projects or participate in them. They leave the school clean at the end of each school day. They show good understanding of sustainability and the importance of recycling.
- The student council gives students opportunities to participate in school activities and to express their opinions. They show willingness to generate useful ideas, if given more freedom in participating in the life of the school.

#### For development

- Encourage students to adopt healthier life styles, including eating healthily and engaging in sports, especially in the lower phases of the school.
- Enhance students' awareness of other world cultures and enable them to make deeper connections between their own cultures and those of others.



### 3. Teaching and assessment

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

- The quality of teaching is variable across the school. It is better in the KG and Cycle 3 because teachers in these phases use open-ended questions to challenge their students appropriately. Across the school, teaching does not systematically promote students' critical thinking, problem solving and independent learning skills.
- In the KG, teachers have secure subject knowledge and understand how children learn best. This is less secure in the other phases, especially in English, mathematics and science. This has had a negative impact on students' attainment and progress over time.
- Teaching in Arabic provides engaging, well-paced lessons that cater for most ability groups. This is inconsistent in the other subjects. Across the school, assessment results are not rigorously used to match tasks to students' individual abilities and needs.

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

- Assessment systems in the KG are aligned well with the MoE curriculum requirements. In the other phases, assessment is moving from using school-based tests to using MoE-set assessments. This ensures greater accuracy and rigour but has not yet had a measurable impact on students' learning.
- In Cycles 2 and 3, the school is beginning to use external data, including CAT4, to influence curriculum planning. The use of data to set targets for students and to track their progress is at an early stage of development.
- Lessons in Arabic encourage students' use of self-assessment. The quality of written feedback given to students is variable across the subjects. Most teachers, especially in Cycles 1 and 2, do not use information about students' abilities or learning styles to plan lessons. They also do not plan lessons based on students' prior learning.

#### For development

- Ensure that all teachers, especially teachers of English, mathematics and science, have secure subject knowledge and pedagogical understanding.
- Use assessment information more effectively to identify students' strengths and weaknesses and ensure that teachers plan lessons that take into consideration students' learning styles and prior learning.

#### 4. Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Curriculum design and implementation</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The school offers a balanced curriculum that is based largely on the MoE standards at all levels.
- The curriculum is planned appropriately and achieves progression in most areas. Cross-curricular links are evident in the better lessons, allowing students to transfer knowledge across the subjects. The formal planning of the sequence of targeted skills in each term is inconsistent across the school.
- The school reviews the curriculum to bring it into closer alignment with the MoE standards. However, lesson planning does not consistently promote the development of the full range of skills that students need to develop.
- In the KG, children are developing good vocabulary and listening skills in Arabic through rhymes and songs.

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Curriculum adaptation</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The school recognises the individual needs of different groups of students. Classroom teachers often consider curriculum modifications when planning lessons. However, their focus is on students with SEND and the low-achieving students not on those with gifts and talents or the high-achieving students.
- The promotion of students' innovative and creative skills is developing. Initiatives such as the 'Media Centre', 'Home Science' and the use of Bloom's Taxonomy in lesson planning are developing students' innovation and creative skills.
- The school's philosophy and vision for education are based on Islam. Students' awareness, appreciation and knowledge of the heritage, culture and values of the UAE is a strong feature of the school.

#### For development

- Adapt the curriculum to enable all students to make better progress, particularly those who are high-achieving or gifted and talented.
- Ensure that the sequence of targeted skills is planned consistently across the school for each term and for each subject.

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

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Acceptable	Acceptable	Acceptable	Acceptable

- The school has appropriate arrangements to ensure students' health, safety, and security across the phases. The system of supervision in place ensures that the physical environment is safe. The buildings and equipment are maintained in a sound condition.
- Students receive appropriate medical services in the clinic. The nurse provides them with guidance on healthy living. School transport is safe, and the school has good provision for child protection.
- Improvements in procedures for car traffic on school grounds has led to better separation of pedestrians and cars. The school is quick to address conditions that could reduce safety. The school has developed improved procedures for emergency evacuations that have not yet been implemented.

	KG	Cycle 1	Cycle 2	Cycle 3
<b>Care and support</b>	Acceptable	Acceptable	Acceptable	Acceptable

- Care and consideration for all students permeate the school. Good behaviour, attendance and punctuality are promoted effectively. Reflecting its unique philosophy, the school adopts a holistic approach to students' well-being and personal development.
- The school embraces inclusion of all learners and is developing adequate systems for identifying the needs of most learners, particularly the low-achievers and students with SEND. In the KG, children are identified and supported as early as possible.
- The school has recently identified the high-achieving and the gifted and talented students but has not provided these students with appropriate support.

### For development

- Conduct regular, full inspections of the entire premises and follow all the required procedures related to health and safety.
- Differentiate the teaching approaches in all lessons in a structured and consistent manner to ensure that all learners get appropriate and effective support.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Acceptable 

- The SEND team has developed much more effective systems for SEND. This has improved the identification and provision for students with SEND. An inclusion champion has been appointed.
- Systems have been set in place to enable the accurate identification of students with SEND. A variety of support models continue to be used, and these include in-class support, small-group support and one-to-one support.
- Students with SEND have individual educational plans (IEPs) that are based on input from teachers, parents and students and allow the tracking of students' progress. However, the IEPs and the targets within them are not reviewed on an on-going basis.
- Learning assistants have replaced the former shadow teachers in the school. In lessons, only few teachers modify the learning opportunities for students with SEND to promote their progress. Differentiation of instruction is not consistently implemented by all classroom teachers across the phases.
- Information from students' work and assessment results indicate that the students with SEND are making progress. Because they are new to the school, the systems for monitoring students' outcomes are still not completely embedded into teaching practices.

### For development

- Ensure that the school has a sufficient number of teachers with expertise and qualifications in SEND to improve the quality of support students receive in lessons.



## 6. Leadership and management

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

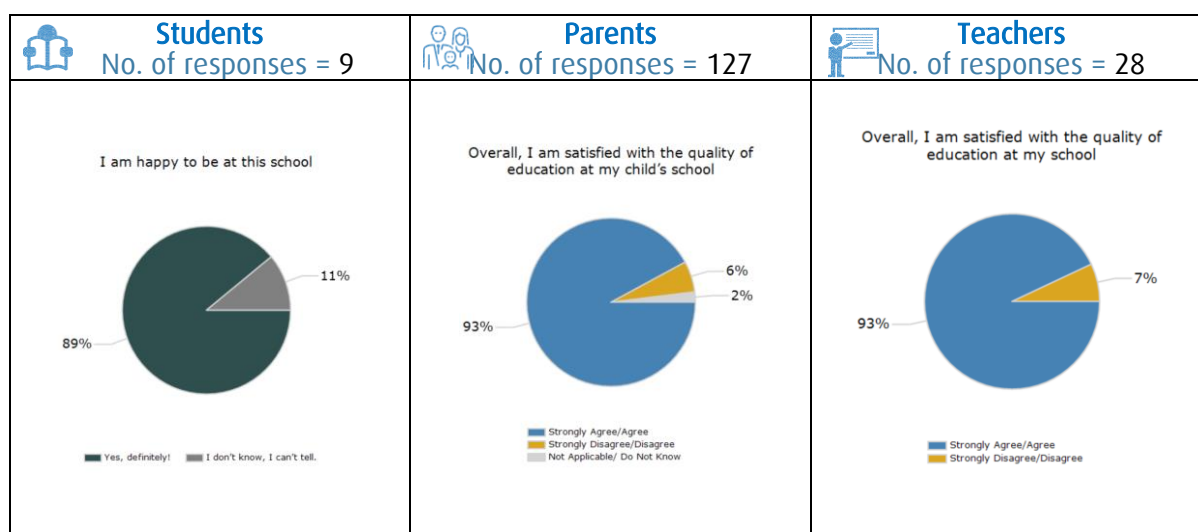
- The school has recently changed its vision and direction. School leaders prioritise key issues and address them appropriately, but their actions have had minimum impact on the school's performance. The culture of the school is now sufficiently inclusive, but it is not sufficiently focused on learning outcomes. Morale among staff is generally positive, but not all of them have secure subject knowledge.
- The school's self-evaluation processes are developing. They now involve many staff and produce a generally-accurate view of the school. Teaching and learning are appropriately monitored. A school improvement plan is produced based on a limited range of evidence. The plan's targets are insufficiently focused on learning outcomes. The school has made progress in addressing the majority of the recommendations from the previous inspection report.
- Parents are informed regularly about their children's work. However, they report that they would appreciate more face-to-face meetings with staff. They value the school's ethos, vision and values. They appreciate the involvement of the school in the community but indicate that they like to see more of it. They are pleased that their children feel safe, valued and cared for in the school.
- The governing body has representatives from all stakeholders, including the owner. They meet regularly and seek parents' views. They do not have an accurate view of the school and are not aware of some issues, such as failing to meet the National Agenda requirements. They do not evaluate the school leaders' work rigorously and do not hold them sufficiently to account for the performance of the school.
- The school has an adequate range of resources, including a laboratory, a media suite and a computer laboratory. Well-shaded areas are provided for outside breaks during the summer months. Staff are generally suitably qualified and appropriately deployed. The day-to-day operations of the school are smooth. The building is well-maintained, and the facilities are sufficient for learners' needs.




### For development

- Monitor and evaluate all recently-introduced changes in the school, in order to ensure a measurable positive impact on student outcomes.

## The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. Broadly, the survey data supported the findings from the inspection.



 <b>Students</b>	<ul style="list-style-type: none"> <li>There are only nine responses to the student survey. Most of them are positive and supportive of the school.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>The comments from the parent survey are mostly positive. A few parents raise concerns about safety on school transport, reading at home and the range of resources available to their children, including technology, to support their learning.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>Most teachers who responded to the survey have positive views. A few of them are concerned about the quality of school leadership, the value of the professional development they receive, cyber-safety for students, the available extracurricular activities and the care, identification and support for students with SEND.</li> </ul>

### What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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