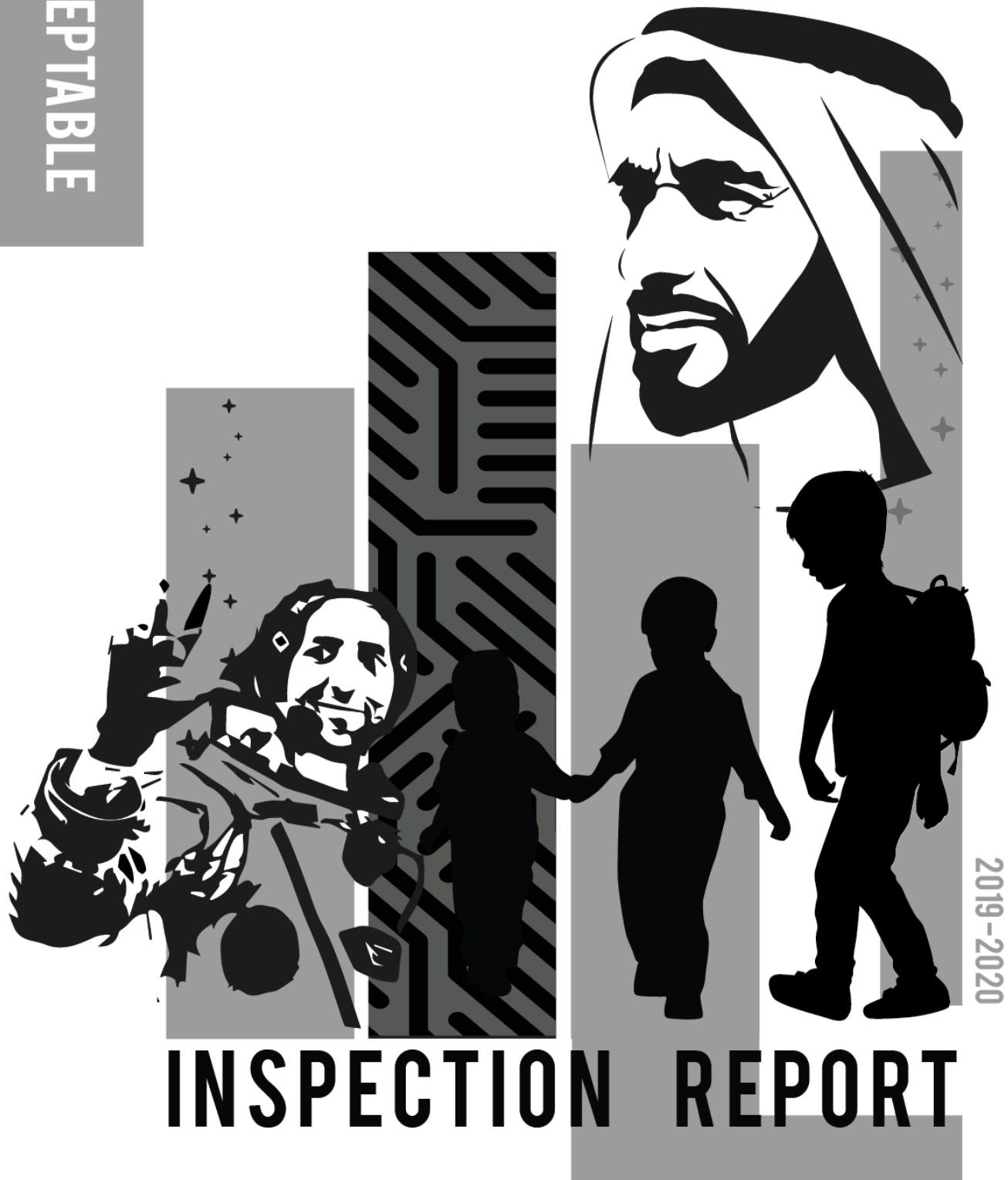




























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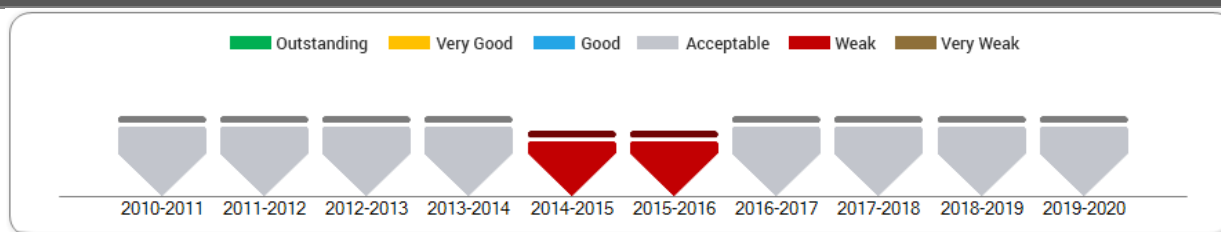
MOE CURRICULUM

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School Information

General Information	 Location	Al Muhaisnah
	 Opening year of School	1983
	 Website	www.lootah.com/eng/school/schlfrmset.htm
	 Telephone	+97142646001
	 Principal	الحاج سعيد بن أحمد آل لوتاه
	 Principal - Date appointed	1/10/2018
	 Language of Instruction	Arabic
	 Inspection Dates	20 to 23 January 2020
Students	 Gender of students	Boys and girls
	 Age range	4-16
	 Grades or year groups	KG 1-Grade 10
	 Number of students on roll	467
	 Number of Emirati students	97
	 Number of students of determination	25
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	38
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	6
	 Teacher-student ratio	1:8
	 Number of guidance counsellors	2
	 Teacher turnover	8%
Curriculum	 Educational Permit/ License	MoE
	 Main Curriculum	MoE
	 External Tests and Examinations	IBT
	 Accreditation	none
	 National Agenda Benchmark Tests	IBT

School Journey for ISLAMIC SCHOOL FOR TRAINING & EDUCATION



Summary of Inspection Findings 2019 -2020

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"> The students' achievements are generally acceptable in English, mathematics and science across all phases, with the exception of progress in Kindergarten (KG) English which is good. In Islamic education and Arabic, achievement is good across all phases. Students' learning skills are acceptable overall. They make some connections to the real world and between areas of learning, but their higher order thinking skills are underdeveloped. The students' attitudes and behaviour in the KG and Cycle 1 are good, but are very good in Cycles 2 and 3. Across the school, students consistently demonstrate very strong knowledge and understanding of Islamic values and Emirati cultures, traditions and heritage. Students' social development is good.
Provision for learners	<ul style="list-style-type: none"> The quality of teaching for effective learning is acceptable across the school. The use of assessment in Cycle 1 and 2 is weak, because of insufficient data analysis and a lack of understanding of how to use assessment information to enhance teaching and learning. The quality and use of assessment are stronger in the KG and Cycle 3, where teachers have greater knowledge of their students' learning and next steps for improvement. Curriculum design and modification are acceptable. The curriculum has a clear rational and is strongly linked to the UAE culture and traditions, but there are too few regular review processes. The modification of the curriculum by teachers during lessons to meet the needs of different groups of students, is not secure. The arrangements for the health and safety of students are acceptable overall. There have been improvements in the care and support for students in Cycles 1, 2 and 3. There is now sufficient provision for students, especially in the boys' section, where boys are able to share their concerns. The school's support for students of determination is weak. It does not follow the KHDA requirements for inclusion.
Leadership and management	<ul style="list-style-type: none"> School leadership and self-evaluation are acceptable. Senior leaders are committed to improving students' outcomes. They give appropriate direction to the school's activities, and have established a respectful atmosphere, with positive morale, throughout the school. The governing body now has a wider representation. Governors give clearer direction to school leaders and hold them more accountable for students' outcomes. Parents are supportive of the school, but communication is inconsistent. Staffing, facilities and resources are adequate.

The best features of the school:

- The school's community ethos and welcoming atmosphere based on strong Islamic values
- Students' deep appreciation of the UAE culture and its heritage and traditions
- Students' strong achievements in Islamic education and Arabic language
- Students' strong personal and social development.








Key Recommendations:

- Develop the provision for students of determination and those with gifts and talents by:
 - ensuring that identification follows KHDA categories
 - improving teachers' knowledge and understanding of individual needs and leaders' monitoring of the outcomes of students' learning from their starting points.
- Improve the school assessment processes by:
 - analysing and interpreting assessment data more effectively to inform the school's action planning
 - using analysed international assessment results to modify lessons and curriculum planning so that the needs of all groups of students are met.
- Accelerate students' progress in English, mathematics and science, in order to improve their attainment, by raising the levels of challenge in lessons and by providing consistent opportunities for independent learning.
- Leaders, particularly heads of departments, should:
 - measure, more effectively, the impact of actions taken to accelerate the rates of improvement
 - support and monitor teachers' use of assessment data to plan activities that build on what students already know, understand and can do.

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	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Good	Acceptable	Acceptable	Acceptable
 Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable	Acceptable
 UAE Social Studies	Attainment	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	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	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	Acceptable ↑
Management, staffing, facilities and resources	Acceptable

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

National Priorities

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 (NAP)r, 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 fully meet the registration requirements for the National Agenda Parameter for the 2019-2020 academic year.

The school's progression in international assessments

is approaching expectations.

- Between 2015 and 2018, the school's scores in the Programme for International Student Assessment (PISA) tests improved and exceeded the school's targets in reading, mathematics and science. Students also exceeded their targets in mathematics and science in Grades 4 and 8 in the Trends in Mathematics and Science Study (TIMSS) in 2015. In the International Benchmark Tests (IBT) between 2018 and 2019, students made acceptable progression in Arabic and science, but weak progression in mathematics. Students' progression against measured potential is not evaluated because the school does not have recent Cognitive Abilities Test (CAT4) data.

The impact of leadership

is approaching expectations.

- The school has a National Agenda action plan, but there are no processes to monitor its impact on students' learning outcomes. The school collects and analyses assessment data, but the analysis is sometimes inaccurate and does not follow DSIB guidelines. The school has been able to improve its score on PISA and TIMSS.

The impact on learning

is below expectations.

- Teachers do not provide sufficient opportunities to foster the development of students' critical thinking skills in lessons. Students use technology for basic research, such as for finding the definition of new words. They rarely use technology to carry out independent research.

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

For Development:

- Ensure that the school tests each student using the CAT4 tests and use the data to evaluate each student's progress against their measured potential.
- Work with students to raise their scores in English, mathematics and science in the IBT tests.
- Ensure that all teachers provide students with opportunities to develop their critical thinking and independent inquiry skills, in all lessons.

Moral Education

- The moral education curriculum covers the requirements of the Ministry of Education (MoE). Older students discuss the background of the UAE culture against an understanding of commerce. Younger students consider the way in which communities can support each other.
- Teaching delivers a range of topics, such as respect, tolerance and values. Discussion is part of the way lessons are delivered, but opportunities to share ideas and debate are not significant features of lessons in the lower phases.
- The assessment of students' achievements is just emerging. Methods are too prescriptive to be useful.

The school's implementation of moral education is below expectations.

For Development:

- Develop a monitoring process to ensure there is high quality delivery of moral education throughout the school.

Reading Across the Curriculum

- The school does not systematically assess reading. There are no ongoing assessments to track reading growth over time, or to identify groups of underperforming readers.
- The school does not have a specialist teacher responsible for supporting the development of reading literacy. The schools reading policy lacks clear guidance for teachers on reading skill improvement.
- The school is at an early stage in promoting reading as a lifelong learning skill. The few developments particularly in the boys' section, lack consistency.
- The school is at an early stage in promoting a schoolwide culture of reading literacy. A whole school approach is not yet evident in action planning or policy. Resources are too few. Reading specialists to coach existing staff are not in place. The library is underutilised.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For Development:

- Develop the strategies, provision and monitoring of reading across the school's curriculum.
- Reorganise the library, its staff and its resources, so that it is central in promoting reading in the school.

Innovation

- Students seldom demonstrate innovation when learning in lessons. Their use of technology does not support their creativity. They receive limited opportunities for critical thinking and problem-solving.
- A culture of innovation is not evident in most subjects across the school. Therefore, students' innovation skills are not nurtured.
- Teachers' questions present low levels of challenge and do not sufficiently promote the development of problem-solving and higher-order thinking skills. Consequently, these skills are underdeveloped.
- The curriculum provides a few opportunities to motivate and challenge students. The visual arts studio enables students to gain experience of media design and information technology.
- School leaders are aware of the need to promote innovation across the school. However, they provide only limited opportunities for it to be implemented.

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

For Development:

- Provide more opportunities and resources in all cycles and subjects for students to develop their innovation, problem-solving and critical thinking skills.
- Ensure that a culture of enquiry, independent learning and creative thinking is applied across of the school's curriculum.

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

- The school's internal data reflects high levels of attainment. Lesson observations and students' recent work confirm that the majority of students are attaining levels of knowledge, skills and understanding that are above the curriculum standards.
- In Cycles 2 and 3, students have a strong knowledge of Islamic concepts and understand a range of manners and values which they apply in their daily lives. Cycle 3 students demonstrate a secure understanding of prescribed Islamic laws and acts of worship.
- In all cycles, students are making significant improvements in their recitation skills of the Holy Qur'an. Their knowledge and understanding of Hadeeth and Islamic etiquette are also improving.

For Development:

- Further enhance students' recitation and memorisation skills of the Holy Qur'an.

Arabic as a First Language

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Good	Good ↑
Progress	Good	Good	Good	Good

- The majority of students in Cycle 1 achieve improved outcomes as a result of more effective teaching strategies. Students, particularly in Cycle 2, are acquiring a good range of vocabulary through a variety of topics, leading to better sentence structure.
- Students in Cycle 1 read well and draft sentences using good handwriting. Students speaking and listening skills are above expectations, with the majority of students progressing rapidly in most language skills. Their comprehension and writing skills are less strong, particularly in the boys' section.
- A majority of students, particularly in the lower grades, have extended their vocabulary to improve their structured writing. However, spoken communication is not well developed in the higher phase of the school.

For Development:

- Provide even more opportunities for students to use interactive dialogue in a wide range of real-life situations.
- Raise the level of challenge in order to extend students' comprehension and writing skills.

English

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Very good	Acceptable	Acceptable	Acceptable

- Most students achieve in line with MoE curriculum standards. Children in the KG make rapid progress and they can write simple words. Achievement in Cycle 2 is similar for boys and girls, but Cycle 3 boys achieve at a more modest level.
- Students' speaking and listening skills are more robust than their skills of reading and writing. Girls perform better than boys. They are more focused on their learning and they read more widely.
- KG children's phonetic knowledge is not developing sufficiently to support their reading and writing skills. Most students in Cycle 2 write short stories with support and arrange them into paragraphs. Across the school, reading and writing skills require further improvement.

For Development:

- Ensure that there are comprehensively planned and executed opportunities for students to read and to write, particularly at length.

Mathematics

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

- Across all phases, most students' acquisition of knowledge is better than their skill development. In KG1, most children can count to five securely, and by KG 2 children can add numbers to ten. Low levels of challenge do not enable more rapid progress, particularly for the more able children.
- In KG and Cycle 1, students are developing their mental mathematical skills slowly because of a lack of a strategic approach to improving them. Older students are beginning to develop their geometrical skills using practical activities.
- Across the school, students recall basic facts well and most can solve simple one-step problems. The wider range of mathematical skills is not fully developed. Problem-solving, critical thinking and application of skills in different contexts require further development.

For Development:

- Improve students' mental mathematical skills and calculations in KG and Cycle 1.
- Raise expectations and the level of challenge provided for different groups of students.
- Improve students' problem-solving, enquiry, critical thinking skills and their application in unfamiliar contexts.

Science

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

- In lessons across the school and in their most recent work, students demonstrate knowledge and understanding of scientific concepts that are in line with the MoE curriculum expectations. Although the internal assessment data support those levels of attainment and progress, external assessment information does not.
- Students' knowledge of scientific facts is stronger than their scientific skills as they do not get enough opportunities to develop those skills in lessons. They rarely acquire new understanding through the scientific method.
- The school has worked to increase opportunities for practical activities in lessons. However, this has not led to an improvement in students' engagement or learning outcomes, due to the teachers' excessive intervention in the learning process.

For Development:

- Provide students with more challenge in lessons to enable them to exceed the MoE curriculum expectations.
- Ensure that students receive enough opportunities to develop their scientific skills, such as the scientific methodology.

UAE Social Studies

All phases

Attainment	Acceptable
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- The school's internal data reflects high levels of attainment, whereas lesson observations and the student work confirm that they attain knowledge and understanding that are in line with curriculum standards. The achievement of the girls is slightly better than that of the boys.
- Most students in Cycle 2 know and understand key features of the history, geography and economic development of the UAE. Most students in upper grades demonstrate an acceptable level of knowledge and understanding of the UAE's national identity and development.
- Overall, students' attainment in social studies has improved since the previous inspection, especially in the lower grades, where students have developed an acceptable understanding of Emirati society and culture.

For Development:

- Improve the quality of internal assessments to reflect students' levels of achievement more accurately.
- Use effective teaching strategies, including technology, to enhance students' learning.

Learning Skills

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable
<ul style="list-style-type: none"> Across the school, students are often involved in group work, but do not always collaborate well. They are rarely independent in their learning in lessons as they depend too much on the teacher to complete their tasks or activities. Students make a very basic use of technology, such as using calculators to solve problems or computers to find facts online. They generally have positive attitudes towards their learning. This tends to be better for girls than for boys. With their teachers' help, students make some connections to the real world and between areas of learning. Students are at the early stages of developing their critical thinking and problem-solving skills, due to the lack of opportunities to do so. 				

For Development:

- Provide students with more opportunities to learn independently and to develop their critical thinking and problem-solving skills.

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
<ul style="list-style-type: none"> Students across the school cooperate and socialise well. In KG and Cycle 1, they are learning to share and take turns with equipment. The school's atmosphere is pleasant and cordial. Students collaborate very well in Cycles 2 and 3. Behaviour, attitudes and relationships are warm. The school has an ethos which is welcoming and supportive. Students in the senior school have very good attitudes to learning, but students in the lower cycles they are sometimes not as engaged or as motivated. The school has been very successful in improving attendance to its current high level, and in ensuring that students' personal development has maintained its strong position. Students make healthy eating choices, are active and energetic, and usually arrive at school on time. 				

	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 have a very good awareness and understanding of the Islamic values of tolerance, collaboration and honesty. They talk confidently about the impact of these values on the society of the UAE. This is evident in the morning assemblies and daily Holy Qur'an lessons.
- Across the phases, students are very knowledgeable about Emirati heritage and culture. They engage in a range of school events, and participate in celebrations for National Day, Martyrs' Day and Flag Day.
- Students have a clear understanding of a number of other cultures. However, this is not always consistent across the grades and in the separate boys' and girls' sections.

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

- Students are aware of their responsibilities to the life of the school. Some of them, especially girls, are involved in activities that demonstrate a sense of civic responsibility and benefit the community, by helping the elderly or by volunteering with the Red Crescent.
- Students have a positive attitude to work and they show empathy and consideration to other students. Some students help others during support classes. The students' council is helpful in organising special events, assemblies and prayer times.
- Students demonstrate a clear awareness about the need to protect the environment. They take part in projects to improve their school environment, like recycling materials and reusing paper. They also participate in projects beyond the school that promote ecological awareness.

For Development:

- Provide more opportunities to develop students' awareness and understanding of a broader range of world cultures.
- Strengthen the opportunities for students to develop a proactive approach to innovation and independent decision making.

3. Teaching and assessment

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

- Teaching is strong in Islamic education and Arabic, where teachers use of effective teaching methods generates dialogue and discussions. Most teachers have secure subject knowledge. However, they have an inconsistent understanding of how students learn best.
- Across the school, most teachers engage students but rather passively. Low expectations and quick interventions do not always allow the full development of independent learning skills. Interactions are generally positive, but mostly generate brief discussions that are not always sustained.
- Teachers do not use assessment information sufficiently or skilfully to meet the needs of all students. Questions are of a low level of challenge, and do not always promote deeper higher-order thinking skills. Limited resources, including technology, are limiting the development of enquiry skills.

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

- The school's analysis of assessment data is not always accurate or in line with the UAE expectations. In the KG and Cycle 3, teachers use their knowledge of students' strengths and weaknesses to support them more effectively than in the other two cycles.
- The school does not sufficiently monitor the progress of individuals or groups of students. In most lessons, teachers do not use the assessment information to plan tasks that meet students' different learning needs. Only a few teachers use assessment data adequately.
- Students are starting to use peer-assessment in several key subjects. Teachers check students' workbooks regularly but do not always provide them with sufficient guidance on how they can improve their work.

For Development:

- Provide students with appropriate levels of challenge and promote the development of higher-order thinking skills.
- Ensure that all teachers develop their capacity to use assessment information to plan tasks that meet students' different learning needs.
- Develop the quality of internal assessment data analysis to be more accurate and in line with DSIB expectations.

4. Curriculum

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

- The curriculum is compliant with MoE requirements and supported by the appropriate textbooks. It is, therefore, broad and based on a clear rationale. However, it does not always provide students with a wide range of subject choices.
- The curriculum is designed to take account of previous content and to build on the knowledge acquired in past years. Some meaningful cross-curricular links are made across the subjects, but they are neither consistent nor fully embedded in classroom practices.
- Through curricular reviews, the KG curriculum is now enriched by carefully designed activities and extra content. In other cycles, curricular choices are inconsistent, and the curriculum is not always reviewed or developed according to information provided by different forms of assessment.

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

- The curriculum is adequately adapted to meet the needs of most groups of students. In some classes and subjects, the grade level curriculum guidelines in the set textbooks are followed without sufficient regard to individual starting points or academic levels.
- Insufficient opportunities are provided within the curriculum for students to develop their thinking and investigative skills. However, students do participate in some activities that are starting to promote enterprise, innovation, creativity and social contribution. These include community and environmental projects, and cultural events.
- The curriculum includes programmes which enable students to gain a strong understanding of the values, culture and history of the UAE. These are integrated well within the Islamic education and social studies curricula.

For Development:

- Ensure that the curriculum is consistently modified in lessons to meet the needs of all groups of students.
- Provide opportunities for all students to engage in activities that promote their innovative, creative and problem-solving skills.
- Improve the implementation of cross-curricular links between different subjects.

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

- Staff are trained to deal with any incidents appropriately, including the application of child protection procedures. The new anti-bullying policy is promoting students' safety. Assigned members of staff and the counsellor are available for students to consult in case of issues.
- The school responded promptly and effectively to a few issues raised during the inspection. Systems and procedures for school transport are adequate. Regular checks of the buildings ensure that any issues are dealt with appropriately. However, the school's understanding of risk assessment is inconsistent.
- Systems and procedures for the recording of information are not always efficient. The medical staff monitor students and raise awareness of healthy lifestyles. The school meets all legal and regulatory requirements and is overall a safe and secure environment.

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

- Positive relationships between staff and students ensure that there is an atmosphere of mutual respect. Systems for managing behaviour are clear to students and followed well. Effective monitoring systems ensure the promotion of high attendance and punctuality.
- The school uses assessments and procedures which are beginning to ensure better identification of students of determination and of those with gifts and talents. Support for these students varies across the school with needs not always being met.
- The school counsellor and teachers provide useful advice for personal and academic needs. The school clinic successfully supports and monitors students' physical development. Older students receive appropriate guidance on their future educational pathways.

For Development:

- Ensure that all staff can identify risks and take the appropriate action to remedy them.
- Use the KHDA categories to identify students of determination and those with gifts and talents.
- Provide more consistent levels of support for students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak

- While leaders support an ethos of inclusion, this is not fully reflected in the school's policies. The recent appointments of a governor for inclusion, an inclusion champion and team, indicate that this is a priority for the school. The school's action plan contains appropriate areas for development.
- Processes to identify students of determination are still developing. The school does not use the KHDA categories. There is no centralised identification of those students with gifts and talents. As a result, many students do not receive the level of support required.
- Partnership with parents is positive. Parents receive regular reports and information on progress towards overcoming barriers to learning from most teachers and the school counsellor. However, parents would welcome additional training, which is a target in the school's inclusive action plan.
- Individual education plans (IEPs) generally relate to a specific student's needs. They are developed by teachers in collaboration with the school counsellor, inclusion team and parents. Lesson plans do not contain sufficient detail or clarity about the modification and support which the students will receive.
- Students' progress is variable across the school. The use of different task sheets is supporting some learning needs, but progress is restricted when the same exercise is required from all students.

For Development:

- Ensure that the KHDA requirements and categories are used to identify students of determination and provide the appropriate provision.
- Improve teachers' knowledge and understanding of individual needs and ensure that leaders monitor more closely the outcomes of students' progress from their starting points.

6. Leadership and management

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

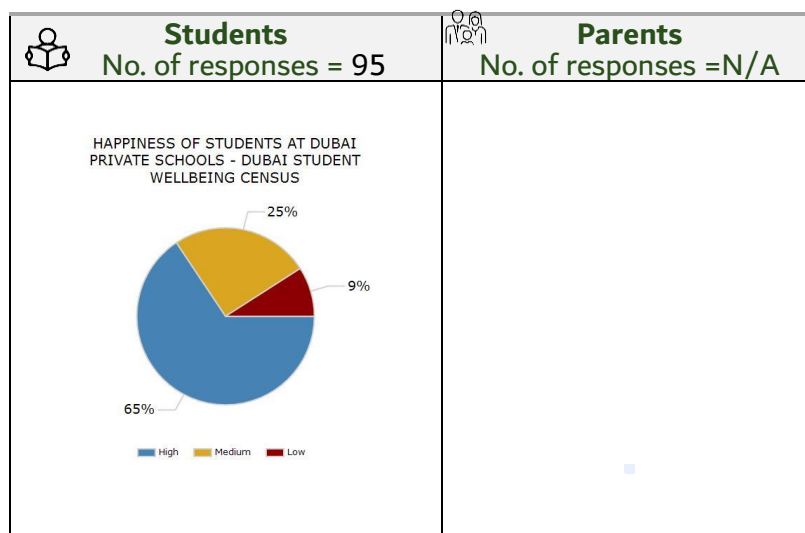
- The school's principal carefully delegates responsibilities in the boys' and girls' sections of the school. Senior leaders are committed to improving students' outcomes. They give appropriate direction to the school's activities, and have established a respectful atmosphere, with positive morale, throughout the school. Although their intention is to promote better quality of teaching, heavy teaching commitments of subject coordinators is preventing effective monitoring. Leaders recognise that the school's journey towards inclusion is just developing.
- The school evaluates the quality of teaching and learning, relying mostly on lesson observations. The school has made progress in meeting most of the inspection recommendations from the previous inspection report. Senior leaders have a more realistic view of the school's priorities, as noted in the school development plan. However, this is not focused on the appropriate analysis of assessment information by all subject leaders.
- The school involves parents in some aspects of their children's education. Parents are welcomed into the school and the school promptly acts on any of their concerns. Reporting on students' progress is regular, but not sufficiently detailed. Reports lack information about learning skills and students' next steps towards improvement. The school makes occasional social contributions to the local community but has not developed links with international organisations.
- The governing body represents almost all stakeholders, including parents and students. Governors are well aware of the school's areas of developments and have a clear vision for its future. They hold leaders accountable for students' outcomes and have now assigned an inclusion and well-being governor to improve the quality of support for students of determination. They are committed to the UAE national priorities and to meeting all statutory requirements, including the National Agenda.
- The routine operations of the school are adequately organised. The learning environments are clean and safe. Play areas are in an acceptable condition and are regularly used. Modest improvements have been made through the refurbishment of the heritage room and the activities room. However, the library is not effectively resourced or staffed, impairing its use as a key element for the promotion of reading in the school. Teachers are not fully trained in risk assessments.



For Development:

- Enhance teachers' and middle leaders' practice in using assessment information, and then monitor, more effectively its analysis to inform teaching, learning and student achievement.
- Improve the quality of reporting by including information about students' progress and next steps in learning.
- Ensure that all school leaders, are held more accountable for students' outcomes.
- Modernise the library and review staffing in order to attract students and enhance their reading skills.

Views of parents and students

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



 <p>Students</p>	<ul style="list-style-type: none"> The students who responded to the survey record similar rates to the Dubai average on levels of happiness and well-being. Their results are higher than the Dubai average in engagement with their teachers. They are positive about the climate of the school and their future. The inspection findings agree with most of the survey's outcomes.
 <p>Parents</p>	<ul style="list-style-type: none"> A very limited number responded to the parents' survey. It is not statistically reliable to represent their views. However, parents who spoke with inspectors stated that they are positive with the school's Islamic ethos and its open-door policy. Although parents receive regular reports about their children's achievements, they would like more details regarding their children's progress, and what they need to do to improve.

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