

# INSPECTION REPORT

2022-2023



**SHEIKH RASHID BIN SAEED ISLAMIC INSTITUTE**

**MOE CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION







### GENERAL INFORMATION

	Location	Dubai Academic City
	Opening year of School	2003
	Website	www.rid.ae
	Telephone	97143688532
	Principal	Ahmad Mohammad Noor Saif Almuhamari
	Principal - Date appointed	6/11/2003
	Language of Instruction	Arabic
	Inspection Dates	23 to 27 October 2022





### STUDENTS

	Gender of students	Boys
	Age range	11 to 18
	Grades or year groups	Grade 5 to Grade 12
	Number of students on roll	210
	Number of Emirati students	210
	Number of students of determination	5
	Largest nationality group of students	Emirati

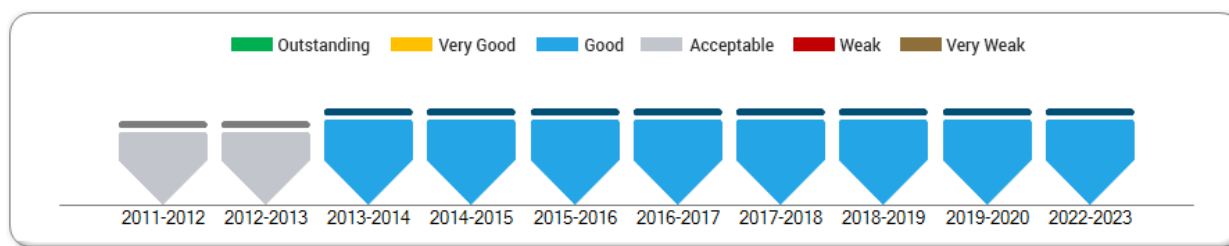
### TEACHERS

	Number of teachers	30
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	0
	Teacher-student ratio	1:7
	Number of guidance counsellors	2
	Teacher turnover	0

### CURRICULUM

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

## School Journey for SHEIKH RASHID BIN SAEED ISLAMIC INSTITUTE



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Students' achievements are good in almost all subjects across both cycles. Their attainment and progress in Islamic Education and attainment in Arabic in Cycle 3 are very good. In mathematics attainment in Cycle 2 has declined and is now acceptable. Students' learning skills remain at a good standard across the school.
- Students display exceptional attitudes towards learning and high standards of behaviour at all times. Students' relationships with their peers and teachers are excellent. Their knowledge and understanding of Islamic values and Emirati heritage are very strong in both cycles. However, their understanding of world-wide cultures is less secure. Students are clearly aware and concerned about issues affecting the environment.

### PROVISION FOR LEARNERS

- Teaching is good across the school, although there is reliance on the use of worksheets for learning rather than other strategies to engage students more effectively. Assessment systems, including international tests, are securely in place. The analyses of data and the application of them to inform teaching and learning are at early stages of development.
- The quality of the school's curriculum is good. It provides an appropriate variety of subjects and activities, including optional clubs. It meets the Ministry of Education (MoE) requirements. Based on students' choices every year, the school offers a general stream in Cycle 3, but no alternative stream. Curriculum modifications to meet the needs of different groups of students vary in quality.
- The quality of health and safety in the school is outstanding. School leaders with supporting staff members ensure that students always have a safe learning environment. Students have very supportive and caring relationships with their peers and teachers. These have led to improvements in the care and support of students in Cycle 2.

### LEADERSHIP AND MANAGEMENT

- The Principal and senior leaders continue to motivate students and the staff, focusing on the school's Islamic ethos and enhancing students' learning and personal development. Leaders have very strong relationships with the school community. Parents are very loyal to the school and feel very welcomed and supported. The Board of Governors is committed to the school's development and improving outcomes for all students.

### The best features of the school:

- The calm and welcoming nature of the community;
- Students' very strong understanding of Islamic values and Emirati heritage;
- Students' personal and social development;
- The arrangements for students' health and safety.





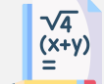

### Key Recommendations

- Adapt teaching strategies to meet the learning needs of all students by:
  - providing consistent opportunities for them to take responsibility for learning;
  - sharing success criteria and requiring them to evaluate their achievements.
- Accelerate students' progress across all subjects, particularly in mathematics in Cycle 2.
- Analyse internal and external assessment data to measure students' progress and then set tasks that build on what they know, understand and can do.
- Ensure that the governing board and Principal define responsibilities for all leadership posts so that they can be held accountable for students' collective performance.
- Implement improvement plans that are closely linked to more rigorous self-evaluations.

## Overall School Performance

**Good**



### 1. Students' Achievement

		Cycle 2	Cycle 3
 Islamic Education	Attainment	Very good	Very good
	Progress	Very good	Very good
 Arabic as a First Language	Attainment	Good	Very good
	Progress	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 English	Attainment	Good	Good
	Progress	Good	Good
 Mathematics	Attainment	Acceptable ↓	Good
	Progress	Acceptable ↓	Good
 Science	Attainment	Good	Good
	Progress	Good	Good

	Cycle 2	Cycle 3
Learning skills	Good	Good



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

	Cycle 2	Cycle 3
Personal development	Outstanding 	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good
Social responsibility and innovation skills	Very good 	Very good


## 3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good
Assessment	Acceptable	Acceptable

## 4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Good

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

	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Very good 	Very good

## 6. Leadership and management

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

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 meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	is approaching expectations	is approaching expectations

- International assessment data show that students' overall scores in the TIMSS test improved in mathematics and science and the targets were met. Students' attainment on the PISA test was acceptable in reading, mathematics and science, although progression targets were not met in reading and science. The most recent National Agenda benchmarking results in Arabic, English, mathematics and science were weak

	Whole school
Leadership: data analysis and curricular adaptation	is below expectations

- Leaders at all levels support the vision and goals of the National Agenda. They voluntarily entered students in the external benchmark assessments to meet their National Agenda obligations. Their action plan does not describe in enough detail the intervention steps. Leaders are beginning to scrutinise reports and improve students' performances by focusing on comparing cognitive ability predictors and performance in external benchmark assessments to identify students' progress.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	is approaching expectations

- The school has registered its first cohort of students for reading literacy assessment. Teachers of English ensure reading skills practice in nearly every lesson. However, the school needs to strengthen students' critical thinking, problem solving, and independent learning skills.

**Overall, the school's progress toward achieving the UAE National Agenda targets is approaching expectations.**

#### For Development:

- Ensure that students understand the requirements of the different international tests and adapt teaching strategies to address any misunderstandings.
- Strengthen students' critical thinking, problem-solving skills and independence.



## Wellbeing

### The quality of wellbeing provision and outcome is at a moderate level:

- The school's wellbeing vision derives from its well-established ethos of care and respect for individuals. Middle leaders are helping to support well-being in the school. Governors trust the school's leaders at all levels to achieve this goal. The school's overall understanding of wellbeing is developing. Leaders evaluate all aspects of wellbeing provision and outcomes through stakeholder surveys. However, interventions may not be linked to the surveys' results.
- The school's stakeholder surveys enable leaders to understand the positive and potentially adverse experiences among students, parents and the staff. Teachers are keenly alert to students' well-being and offer appropriate care and support. Strong partnership with parents supports their active participation in the life of the school. Students' beliefs about their well-being exert positive influences on the activities programme. The school is less proactive in responding to staff members' concerns.
- The school provides enrichment activities which enhance the academic curriculum and contribute positively to students' well-being. The school regularly celebrates students' positive contributions to daily life. Assemblies displays and the behaviour of students, ensure that they are well-informed. Students are safe, live healthy lifestyles and care for others. Students report that they feel valued and engaged in school life. They are well-placed to help teachers and parents create a shared vision for wellbeing across the school

## UAE social studies and Moral Education

- The UAE social studies curriculum follows the MoE guidelines. The programme prepares students to have the values and ethics of citizenship and to be loyal and effective citizens. The Moral Education Programme also uses the Moral Education Framework. The teaching approaches are similar in both programmes. Lessons are planned and organised with learning activities that engage students.
- The UAE Social Studies and the Moral Education Program are taught as stand-alone programmes in the school. The school has a well-planned curriculum that aligns the standards and learning objectives effectively.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Cycle 2	Cycle 3
Attainment	Very good	Very good
Progress	Very good	Very good

- The large majority of students in both cycles demonstrate levels of skills, knowledge and understanding that are above the curriculum standards. Students know the different rules of Fiqh, understand Seerah, recite and memorise the prescribed chapters of the Holy Qur'an and apply the rules of recitation.
- Students show confidence in their interpretation of the prescribed verses of the Holy Qur'an and Hadeeth. Their recitation skills are developing. They can deduce, conclude and apply their learning to real life situations.
- The enrichment content and the resources help the large majority of students to accelerate their progress in acquiring knowledge and skills of Islamic principles, laws and concepts.

#### For Development:

- Develop students' research and independent learning skills and their use of technology.

#### Arabic as a First Language

	Cycle 2	Cycle 3
Attainment	Good	Very good
Progress	Good	Good

- The large majority of students in Cycle 3 attain levels that are above the Arabic curriculum standards. In Cycle 2 a majority of students' attainment is securely above curriculum standards. They are steadily making progress in lessons and in their class work.
- Students' language skills, rhetoric and grammar are very well developed and improving at a fast rate. Their reading comprehension and listening are the strongest skills across the school. Students' speaking and debating skills are strongest in Cycle 3.
- Students have rich vocabularies and are developing their creative writing skills in lessons and independently. They are beginning to show higher levels of attainment and progress in their work samples. Their speaking skills are strongest in lessons when they are provided with regular opportunities for practice.

#### For Development:

- Provide students with more opportunities to practice their debating and speaking skills.

## English

	Cycle 2	Cycle 3
Attainment	Good	Good
Progress	Good	Good

- Across the school, students' oral and reading literacy skills are strong. They communicate confidently, using vocabulary appropriate to the context. They write with increasing skill as they move up the school, using a good range of literary devices to engage their readers.
- Cycle 2 students are familiar with different genres of text and make good attempts at writing short passages, typically using appropriate sentence structure and vocabulary. Older students use their very secure language skills effectively during class discussions
- The English leadership team has been innovative in promoting reading literacy; for example, by introducing core texts in each grade. The improving use of assessment information, together with secure knowledge of individual students, means teachers are increasingly setting appropriately challenging tasks for all groups.

### For Development:

- Allow students to improve their writing skills by giving them more time plan and write at length during lessons.

## Mathematics

	Cycle 2	Cycle 3
Attainment	Acceptable ↓	Good
Progress	Acceptable ↓	Good

- Students' attainment and progress in Cycle 3 have been maintained. They demonstrate improving performance as they reach Grade 12. Cycle 2 students are not yet meeting the curriculum standards in the MoE tests in Grades 5 and 6.
- Understanding numbers is a strength of most students. By Grade 8 students are able to find the gradient of a slope by using tables and can graph, interpret and solve complicated word problems. By Grade 12 they understand the formulae associated with calculating lines of sight and can apply them to solve real life problems.
- Cycle 3 students are developing their ability to gather information for themselves, to apply their knowledge and skills, and to think critically and draw conclusions. Cycle 2, students are yet to fulfil their potentials for conducting inquiries and investigations.

### For Development:

- Improve Cycle 3 students' independent research, problem-solving and critical thinking skills.
- Ensure that Cycle 2 students improve their capabilities for mathematical investigation and inquiry.

## Science

	Cycle 2	Cycle 3
Attainment	Good	Good
Progress	Good	Good

- The majority of students have knowledge and understanding of the topics in general science, biology, physics and chemistry that are above the curriculum expectations. Students enjoy learning and collaborate well in lessons, which enables them to draw conclusions and communicate their ideas.
- Students carry out pre-designed, practical experiments and understand the scientific method. However, they do not have the opportunity to design experiments themselves or develop and test original hypotheses. Their investigative, enquiry and independent learning skills are still developing.
- Students apply science to environmental and other real-world issues to enhance their learning. Grade 6 students compare and distinguish between physical and chemical changes. Grade 12 students discuss how they can use applied genetics and artificial selection to produce new breeds of organisms for the benefit of humanity.

### For Development:

- Require all students to develop their investigative skills through practical experiments and scientific reporting.

## Learning Skills

	Cycle 2	Cycle 3
Learning skills	Good	Good

- Students typically enjoy learning and sustain their attention during lessons, willingly contributing to plenary and group discussions. They interact very well, with mutual respect by all. Students are adept in using modern technology, using their own devices to research and present information.
- Students frequently identify links between subjects; for instance, reading strategies in Arabic with those in English. They make meaningful connections to their daily lives. They respond thoughtfully to questions from their teachers and classmates, demonstrating increasing critical thinking skills as they move up the school.
- When given opportunities, most students work independently and take responsibility for learning maturely. These things are more evident in some classes than others. In mathematics lessons students' learning is still often too passive.

### For Development:

- Capitalise on students' eagerness to learn by ensuring they are actively engaged in all subjects.
- Extend students' independent learning skills.

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

	Cycle 2	Cycle 3
Personal development	Outstanding ↑	Outstanding
<ul style="list-style-type: none"> <li>Students' ethics reflect the values of respect, appreciation and co-operation in the school. This positive spirit strengthens the bonds of brotherhood, care, sympathy and awareness of health and safety. They celebrate their exemplary behaviour in assemblies by using, 'Hasad Al Nujoom' points to gain rewards.</li> <li>Students demonstrate deep commitment to self-discipline and care. They express their gratitude and appreciation to their teachers, managers, and other staff members with sincerity, as reflected in their letters of thanks.</li> <li>Students are punctual to their lessons and activities. In Cycle 3 students show mature levels of responsibility by supporting new students in Cycle 2. Some students in Cycle 2 show their confidence when on stage in the assemblies every morning.</li> </ul>		

	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good
<ul style="list-style-type: none"> <li>Students appreciate Islamic values and understand their relevance and effects on everyday life in the UAE's society. They can provide examples of how values such as respect tolerance and honesty influence people's daily lives.</li> <li>As Emirati students, they all are proud of their culture and heritage. They can discuss history, culture, the vision of the Founders, aspects of the past and recent developments in the UAE.</li> <li>Although most students are aware of cultural diversity from around the world, they demonstrate only basic understanding and awareness of the features of the different cultures.</li> </ul>		

	Cycle 2	Cycle 3
Social responsibility and innovation skills	Very good ↑	Very good
<ul style="list-style-type: none"> <li>Across the school students have a shared commitment to conservation. They have a strong work ethic and demonstrate social responsibility. For example, students support the ground staff weekly in caring for the local environment. Students lead the morning assemblies and do so with justifiable pride.</li> <li>Students demonstrate creative flair during innovative projects. They rose to the challenge in Cycle 2 by designing and constructing a solar-powered car. In Cycle 3, impressive projects include a warning system to help blind people ensure that their robes are worn correctly.</li> <li>Students across the school have sustained their positive attitudes toward learning. However, they have few opportunities for suggesting creative ways to enhance learning. For instance, in their abilities to recall facts or demonstrate their understanding of key concepts.</li> </ul>		

### For Development:

- Allow students to initiate and lead cultural events and activities, particularly about other world cultures.
- Students should use their innovation skills to enhance learning, for example, when recalling key facts, concepts or formulae.

### 3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good

- Underpinned by productive relationships, teachers engage students and sustain their attention. When teaching is most effective, there is a good balance between lesson introductions and active student participation, with tasks that are closely aligned with students' differing abilities.
- Teachers promote effective learning most successfully in Islamic Education, Arabic, English and science. In these subjects, teachers ask questions to elicit what students know, deepen their thinking and extend their understanding. Students are encouraged to work collaboratively and share their ideas.
- Students are routinely encouraged to reflect on their own learning towards the end of lessons. Although teachers indicate success criteria at the outset, students mostly reflect on what they have done rather than on their progress towards the expected outcomes.

	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable

- School leaders have responded partially to the requirement to participate in benchmark assessments of the UAE's National Agenda.
- The internal assessment procedures based upon the MoE tests are reliable. They are beginning to provide appropriate measures of students' progress. The school uses the IBT results to verify students' learning outcomes but does this inconsistently. Data have been collected but are insufficiently analysed to discover how to modify teaching for different groups of students.
- Teachers' use of assessment information varies between grades and subject areas. This limits their capacity to identify students' strengths and the areas for development. In Islamic Education and Arabic, teachers offer oral feedback that helps students self-assess and identify the next steps to take.

#### For Development:

- Ensure that teachers set success criteria during lessons to help students evaluate how well they are doing and what they need to do next.
- Ensure that leaders and teachers understand the implications of external benchmark reports for learning.
- Ensure that all teachers make effective use of students' progress data to enhance learning.



## 4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good

- The school's curriculum is based on the MoE standards and is aligned with the school's mission to promote Islamic and Arabic values. All MoE subjects meet the statutory regulations; there is additional time for teaching Islamic Education.
- The well-planned curriculum results in continuity in the core subjects, allowing smooth transition from Cycle 2 to Cycle 3. Students in Cycle 3 are not provided with optional courses, although they are provided with many extra-curricular activities from which to choose.
- Cross-curricular links are strongly evident in Islamic Education, Arabic and social studies lessons, but are less evident in the other subjects. The annual curriculum review after the pandemic considered the students' gaps in subject knowledge and skills. Research and critical thinking tasks are offered but inconsistently across the school.

	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good

- The school has successfully modified the curriculum to appropriately challenge most students, including those who find learning difficult.
- The curriculum offers most students a wide range of activities, associations and community events. These ensure they are actively involved in opportunities which encourage enhancement, innovation, and enterprise. Students enjoy participating in entrepreneurial competitions, field trips and humanitarian efforts.
- The curriculum includes UAE National Day, guest speakers, field trips and other programmes. These develop students' knowledge and appreciation of Emirati heritage, traditions and culture.

### For Development:

- Ensure that curriculum modification meet the learning needs of students.
- Provide more classroom opportunities for students to be enterprising, innovative and creative.

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

	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- The school has very comprehensive policies and procedures for child protection and safeguarding. The school's culture and the relevant procedures protect students from all forms of abuse, including bullying and cyber-bullying via the internet or social media.
- A safe, hygienic and secure environment is ensured by the school's policies and procedures. The school carries out safety checks and risk assessments on a regular basis. The supervision of students is exemplary. Transportation arrangements are well managed, and the premises well maintained.
- Safe and healthy living are promoted effectively through awareness sessions and other initiatives. Healthy meals are provided for all students and the staff.

	Cycle 2	Cycle 3
Care and support	Very good ↑	Very good

- Across both Cycles relationships between staff members and students are mutually respectful. An award system recognises and reinforces students' exemplary behaviour. Students benefit highly from the school's external partners, who help identify and meet the learning needs of different groups of students.
- Guidance and support for all students are highly effective. Students' well-being and personal development are very carefully monitored. All students are supported in making safe and healthy choices regarding their lifestyles. Students in Cycle 3 benefit from very well-planned advice on their future pathways.
- Cycle 2 students' needs are now recognised early by assessing all new students. Those who may have particular gifts or talents are now identified earlier too. However, their learning needs may not be catered for in all lessons across the school. Overall, teaching strategies meet the needs of students of determination very well.

### For Development:

- Enhance the school's health and safety risk assessment procedures.
- Support more appropriately those students who have gifts or talents.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The inclusion leader is suitably qualified and provides clear and well-planned direction to inclusive education. The school admits Emirati boys by assessments and interviews. There are no students with profound or complex barriers to learning. Individual Education Plans (IEPs) support well the students' learning and personal development.
- Standardised assessments screen all newly enrolled students. This procedure informs the early identification of potential barriers to learning. Teachers conscientiously and sensitively apply the strategies set out in students' IEPs. These plans may not consistently set short- and medium-term goals, which restricts the accurate measurement of students' progress.
- Parents are highly engaged with their children's learning. They feel included and believe that the school respects their views. Parents find the IEPs helpful in supporting their children at home. They value the detailed progress reports on their children's learning and personal development.
- Across all grade and subject teachers suitably modify learning through differentiated tasks and activities, within an inclusive classroom ethos. Students are motivated to learn in individual support sessions, which help them take more responsibility for learning.
- Across the school students of determination make at least good progress in learning and very good progress in their personal development. They benefit from the strategies set out in their IEPs. The school does not yet employ Learning Support Assistants (LSA) to help students.

### For Development:

- Ensure that all IEPs have short-term and medium-term measures of success, to help teachers and students mark progress in learning and personal development.
- Train middle leaders and teachers how to set short-term goals and measurable success criteria in the IEPs.

## 6. Leadership and management

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

- The Principal and his leadership team are dedicated to the school's further development and students' personal and academic outcomes. A distributive leadership structure leadership is now helping to set a clear direction for the school's development. Together leaders have established effective and positive relationships within the school community. Staff morale is high. Senior leaders know that they must enhance the skills of all middle leaders to ensure greater success.
- The school's leaders monitor and evaluate the quality of teaching and learning. They have also made good progress in addressing the recommendations from the previous inspection. They are aware of the school's strengths and most of the areas for development. They have started to track students' progress by considering external assessment information, but their analyses are still developing. Consequentially, the effectiveness of the improvement plans is also still developing at subject leadership level.
- Parents are exceptionally loyal to the school and feel very welcomed and supported by senior leaders. Parental concerns are addressed effectively. Parents have a wide range of effective strategies to communicate with the school, including face-to-face and online meetings. The school's partnerships with the international communities are still developing.
- The Board of Governors represents most of the school's stakeholders and takes their opinions into consideration. The Board is committed to the school's community. It works very closely with the different local authorities to ensure that all statutory requirements are met. However, the Board is not yet consistently holding senior leaders accountable for the improvements in students' academic outcomes.
- The school runs very smoothly on a day-to-day basis and has the necessary supporting staff and facilities. The premises are well maintained and provide a clean and safe learning environment. The classrooms feature modern learning facilities such as interactive white boards. However, there is too frequent use of worksheets, which results in under-stimulated students. The professional training of teachers is in place but does not focus sufficiently on students' learning.

### For Development:

- Ensure that governors hold all school leaders fully accountable for students' academic outcomes.
- Use external assessment information to inform strategies for teaching and curriculum modification.
- Develop the school's partnership with the international community.
- Require teachers to provide lessons that are more 'student-centred.'

## 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](mailto:QA.Schools@khda.gov.ae)