

# INSPECTION REPORT

2022-2023



**HIMAYAH SCHOOL FOR EDUCATION BOYS –  
DIERA (ABU HAIL)**

**MOE CURRICULUM**

**ACCEPTABLE**









## CONTENTS

---








<b>CONTENTS .....</b>	<b>2</b>
<b>SCHOOL INFORMATION .....</b>	<b>3</b>
<b>Summary of Inspection Findings 2022-2023 .....</b>	<b>4</b>
<b>Overall School Performance .....</b>	<b>6</b>
<b>Focus Areas.....</b>	<b>8</b>
<b>Main Inspection Report .....</b>	<b>10</b>

## SCHOOL INFORMATION







### GENERAL INFORMATION

	Location	Abu Hail
	Opening year of School	2018
	Website	No
	Telephone	97143482255
	Principal	Jama Hassan Al Shaiba
	Principal - Date appointed	11/27/2019
	Language of Instruction	Arabic
	Inspection Dates	13 to 17 February 2023





### STUDENTS

	Gender of students	Boys
	Age range	6 to 20
	Grades or year groups	Grade 1 to Grade 12
	Number of students on roll	1069
	Number of Emirati students	2
	Number of students of determination	37
	Largest nationality group of students	Arabic

### TEACHERS

	Number of teachers	52
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	0
	Teacher-student ratio	1:21
	Number of guidance counsellors	2
	Teacher turnover	23%

### CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	MoE,
	Accreditation	MoE

## School Journey for HIMAYAH SCHOOL FOR EDUCATION BOYS - DIERA (ABU HAIL)

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2021-2022



2022-2023

## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Most students' attainment and progress are acceptable in all phases and all subjects. In Cycle 2, students' progress has improved to good in science, and in Cycle 1 their attainment and progress have improved to good in mathematics. Progress in Cycle 3 is mostly good. Students' learning skills are of a good quality across the school.
- Most students demonstrate responsible attitudes and good behaviour in school. They have strong relationships and are supportive of one another. Students are not always punctual to lessons during the school day. Students have an excellent understanding of Islamic values and Emirati culture. Their strong skills in innovation have won them several awards. They play a key role in school life and in community outreach programmes.

### PROVISION FOR LEARNERS

- Teaching is stronger in Cycle 3 where teachers ask more open-ended questions. All teachers have secure subject knowledge. Targeted support and challenge for students are variable features of most lessons, which means that not all students' needs are met. There are inconsistencies between internal and external data results. The analysis of assessment data are areas for further development.
- The school follows the Ministry of Education (MoE) curriculum which is based on a clear rationale. It has appropriate progression but lacks breadth. The school is beginning to review the curriculum. However, the use of assessment data to inform these reviews is not systematic. The curriculum is not well enough adapted to meet the needs of all groups of students. Links to Emirati culture are stronger in Islamic Education and Arabic.
- There are adequate systems and procedures to ensure the health and safety of the school community. The premises are clean. Students are always properly supervised around the school and there have been recent improvements in the school's accessibility for all. There are systems in place for identifying students of determination, but not for those with gifts and talents.

### LEADERSHIP AND MANAGEMENT

- Senior leaders manage the school well on a daily basis. They ensure that an adequate level of performance is sustained, with some improvements. Leadership responsibilities are not distributed well or clearly defined. The governing board only includes representatives from the Dubai Police. The board supports the school, resulting in some improvements and including compliance. The school's self-evaluation lacks accuracy. Partnership with parents is strong.

### The best features of the school:

- Students' strong personal development, their understanding of Islamic values and Emirati culture, and their social responsibility
- The good progress in most subjects in Cycle 3, good progress in science in Cycle 2, and good attainment in mathematics in Cycle 1
- Parents' strong support for the school and their satisfaction with the partnerships that the school has established for and with them



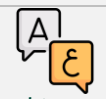

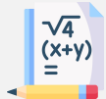

### Key recommendations:

- Improve teaching and assessment, and students' achievement by:
  - ensuring the rigour of internal data and their alignment with National Agenda data;
  - using data to inform lesson modification to meet the needs of all students; and by
  - providing students with more opportunities to develop their collaboration, research and independent learning skills.
- Ensure that governors support the development of middle and senior leaders and their understanding of:
  - the best practices in teaching, assessment, and curriculum adaptation; and
  - the monitoring of teaching and its impact on students' outcomes.
- Improve the school's self-evaluation by using various reliable sources of evidence in order to:
  - reach a clear understanding of the schools' performance; and
  - identify priorities for school improvement planning.

## Overall School Performance


### Acceptable

#### 1. Students' Achievement

		Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Good
	Progress	Acceptable	Acceptable	Good
 Mathematics	Attainment	Good ↑	Acceptable	Good
	Progress	Good ↑	Acceptable ↓	Good
 Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good ↑	Good ↑

	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Good

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

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

## 3. Teaching and assessment

	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Good


## 4. Curriculum

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

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

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

## 6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	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 does not fully meet the registration requirements for the National Agenda Parameter.**

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is below expectations.</b>	<b>Not applicable.</b>

- Being founded in 2018, the school did not participate in either PISA 2018 or TIMSS 2019 assessments. As the school has conducted only one round of National Agenda benchmark tests, there is a lack of data to enable a judgement on the school's progression to be made.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is below expectations.</b>

- Leaders support and appreciate the vision and the value of the National Agenda. The understanding of the concept of gap analysis based on recommendations of current IBT results is in the early stage of development. The school has yet to reference the adaptations to the curriculum to subject skills and content gaps. Systems for measuring the impact of implemented curriculum adaptations have yet to be established.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is below expectations.</b>	<b>Not applicable.</b>

- The school has yet to introduce a standardised and reliable assessment that measures students' reading literacy levels. The promotion of critical thinking is stronger in science in Cycle 3 and in English.

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

### For Development:

- Improve the skills needed to conduct a gap analysis based on results from future PISA and IBT reports.
- Monitor the impact of adaptations to the curriculum resulting from a gap analyses on students' learning and their academic progress.
- Assess the levels of students' reading literacy by using an appropriate standardised test.

## Wellbeing

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

- Governors see wellbeing as an area for development. Wellbeing is discussed at every staff meeting. Routines and resources are secure and planned to promote the individual wellbeing of students. Support is available and effort is made to integrate wellbeing into every lesson. Extra-curricular activities are well attended in all three cycles.
- Teachers offer support, praise and encouragement. Students know to whom to speak if they have a problem. Parents work in partnership with the school and report that they are heard, especially those whose children are identified as students of determination. Safety Ambassadors support students with day-to-day wellbeing issues. The school addresses the needs of its staff through discussions about challenges and in finding solutions. Parents have the opportunity to give feedback to the school, especially parents whose children have been identified for additional learning support.
- Students feel happy and safe in school and know that their opinions will be heard. Students look out for one another. School routines and activities are safe and promote students' wellbeing needs. Staff and students are committed to the concept of inclusion. Students of determination are supported by their peers in the classroom. The positive levels of wellbeing within the school community are reflected in staff and students engagement with each other and the curriculum.

## UAE social studies and Moral Education

- Moral education is integrated in all core subjects. Students are very aware of Islamic and moral values. In social studies, the school uses the Salama series and complements this with specific worksheets prepared by teachers.
- The UAE social studies course complies with the MoE curriculum requirements. It is timetabled as a separate subject. Students interact purposefully with teachers as well as within groups. Teachers' expectations are not high enough to allow students to enrich their knowledge even further. Social studies support the Emirati cultural etiquette 'Al-Sana' in lessons and at the Heritage Village corner in the school.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- In lessons, students in Cycle 3 display well-developed analytical skills of the Holy Qur'an and Hadeeth. The application of these skills is less evident in other cycles. Students' progress in work samples and over time is less secure.
- Most students are slowly developing their knowledge of Seerah and Islamic etiquettes. Students' recitation skills are stronger in Cycle 3 where their knowledge and application of Tajweed rules exceeds the curriculum expectations. Students' knowledge of other areas of the subject, however, is only adequate.
- The ability to work collaboratively, especially among older students, is improving. In addition, the school's focus on improving students' recitation skills and increased understanding of Hadeeth have led to improvements especially in Cycle 3. However, students' ability to provide contextual evidence to support their views is still underdeveloped.

#### For Development:

- Improve students' skills in using references from the Holy Qur'an and Hadeeth.
- Raise students' achievement by developing their independent learning and research skills.

#### Arabic as a First Language

	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Acceptable
Progress	Acceptable	Acceptable	Good

- Students in Cycle 3 make better progress in most language skills. In Cycles 1 and 2 students are making steady progress in lessons, although progress from their starting points and in their recent work is more variable. Consequently, their attainment remains broadly in line with curriculum expectations.
- There are strengths in students' listening skills across the school. Reading skills are stronger among older students. However, the application of writing conventions, and independent creative writing, are less strong, particularly in the lower cycles.
- In Cycle 3, students' knowledge and application of grammar and analytical skills when considering different types of writing are improving. Although students' reading skills are improving across all cycles, their ability to infer and to provide more extended written responses to texts is underdeveloped,

#### For Development:

- Provide more opportunities for students to develop writing skills for a range of purposes.
- Challenge students to expand their oral and written responses using standard Arabic on a more regular basis.

## English




	Cycle 1	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable	Good
Progress	Acceptable	Acceptable	Good

- The best achievement is in Cycle 3. Progress in students' reading, speaking, and listening skills is stronger than in their writing skills in all cycles. Cycle 3 students are, however, starting to develop more extensive writing in lessons.
- In Cycles 1 and 2, students are taught the expected level of vocabulary, but lack the skills required to apply the words in personal sentences or everyday situations. Students' reading comprehension and writing skills are variable in their quality.
- Progress in critical thinking is an encouraging feature, but students in Cycle 3 do not have enough opportunities to analyse literary texts. The recently developed 'English club for poetry and drama' is a positive addition to the work of the English department.

### For Development:

- Improve students' achievement by raising teachers' expectations and by using assessment data to plan lessons which meet the learning needs of all students.
- Provide students in Cycle 2 and 3 with more opportunities to analyse literary texts.

## Mathematics

	Cycle 1	Cycle 2	Cycle 3
Attainment	Good 	Acceptable	Good
Progress	Good 	Acceptable 	Good

- Students perform well in the MoE examinations but less so in external international assessments. However, students' progress in lessons is largely dependent on the level of challenge and support provided by the teacher. It is stronger in Cycles 1 and 3.
- Students in the upper classes of Cycle 1 have good skills in operating with fractions and mixed numbers. Algebra and numeracy skills are strengths of students in Cycle 2. Older students in advanced classes in Cycle 3 can successfully apply the rules of differentiation.
- Students' critical thinking and independent learning skills are not well enough developed. Opportunities for discussions and the application of mathematics to situations beyond the classroom are limited. Students' use of technology for research is underdeveloped across the school.

### For Development:

- Improve attainment in external international assessments.
- Ensure that students in all classes receive adequate levels of challenge and support during lessons.
- Provide more opportunities for discussions on the application of mathematics.

## Science

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

- Assessment information from internal and external sources across the school is variable. Their achievement in lessons and in recent work reflects this. Overall, most students show attainment which is in line with curriculum standards. Progress, especially with regard to practical scientific skills, is stronger for a majority of students in Cycles 2 and 3.
- Across the school, factual knowledge is reliable. Practical skills, measuring, observing, recording and manipulating apparatus are still developing, but they are developing quite rapidly.
- Since the previous inspection, the development of students' skills in science is evident. Investigative work, involving higher-order skills of hypothesing, planning, evaluation and analysis, is less developed.

### For Development:

- Embed and extend further the improvement in students' practical skills.
- Introduce a programme of investigations, which will develop the skills of hypothesing, planning, evaluation and analysis.

## Learning Skills

	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Good

- Students are engaged in most lessons and keen to learn, especially when they are more actively involved in the lesson, as in Cycle 3. When given the opportunity, students collaborate well in groups, discussing their ideas with clarity and generally staying focused. Learning skills are strongest in Cycle 3.
- Students are beginning to make connections with the outside world and with other subjects. However, these connections usually need to be directed to students. Higher-level skills of evaluation and research using multiple sources are uneven in lessons across the school.
- Since the previous inspection, critical thinking in English, and practical skills in science have improved in all cycles.

### For Development:

- Ensure that students across the school have more opportunities to access ideas from multiple sources and to evaluate and justify their findings.
- Strengthen students' critical thinking skills in all subjects.

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

	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good

- Most students demonstrate responsible attitudes both in lessons and during breaks. They usually behave well and show respect to their peers and to adults. Students appreciate and react well to receiving critical feedback from their teachers.
- The school is a safe and orderly place. Students have strong relationships with one another. The understanding of the needs and differences of others, including students of determination, is strong across the school. Bullying is rare.
- Students' punctuality to classes both in the morning and after breaks is not good enough. Generally, students have positive attitudes towards healthy eating and leading an active lifestyle. A minority makes unhealthy choices about food in the canteen.

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

- Students across all phases demonstrate a strong understanding and appreciation of the principles of Islam and how they influence local society. They are respectful of Islamic values and keen to apply them in their own lives. They show care by donating funds to the victims of the recent earthquake in the Middle East.
- Students' respect for the culture of the UAE is exemplary. Across the school, students show pride in being part of this society and enjoy contributing to the various national celebrations.
- Students demonstrate an adequate awareness of their own and other world cultures. Although they show that they are mindful and respectful of other cultures in school, their exposure is limited to only a few cultures.

	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Very good ↑	Very good	Very good

- Across all phases, students willingly involve themselves in numerous activities that lead to worthwhile social contributions. They engage in annual partnerships with the Red Crescent. The roles of the student council and the safety ambassadors have a positive impact on the life of the school.
- Some students have been active in presenting their scientific innovations in a number of competitions, winning several first prizes. Their hydraulic chair project, designed to help the mobility of disabled people, won first place from the Dubai Police General Command.
- Students understand the importance of preserving the environment and have a strong knowledge of sustainability. They are regularly involved in a range of activities, both in school and in schemes promoting sustainability within the community.

### For Development:

- Improve students' punctuality to lessons.
- Improve further students' knowledge of a wider range of world cultures.
- Encourage even more students to initiate their own projects and to develop their entrepreneurial skills

### 3. Teaching and assessment

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

- Most teachers have a secure subject knowledge and of how students learn. Teaching is generally stronger in Cycle 3, where teachers plan stimulating lessons and use questioning to ask searching questions.
- Most teachers plan lessons which are appropriately resourced, and their questioning usually makes sure that students are prompted to learn. Lesson objectives are shared with students clearly. Support and challenge are inconsistent features of most lessons and, therefore, not all learning needs are met. The skills of critical thinking and evaluations of findings from research are not developed in all lessons.
- Since the previous inspection, teaching strategies to develop critical thinking in English, and the teaching of practical skills in science, are starting to improve the learning experiences of students, especially in Cycle 3.

	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Good

- Internal assessment processes are consistent and in line with the curriculum standards of the MoE. They enable the tracking of individual student's knowledge and progress. This process is more efficient in Cycle 3.
- The school conducts external assessments linked to curriculum expectations and participates in tests to benchmark student's performance to international standards. The analysis of assessment data on students' academic progress is insufficiently rigorous. Again, this system is much more successful in the Cycle 3 subjects.
- Teachers do know generally the strengths and weaknesses of their students. However, the use of assessment information to inform curriculum adaptations in lessons to meet the needs of groups of students is underdeveloped. The quality of written feedback from teachers to their students is variable across cycles and subjects.

#### For Development:

- Encourage all students to carry out independent research and evaluation so that they can reach thoughtful conclusions.
- Improve the quality of assessment information and its analysis to enable teaching and curriculum planning to meet the learning needs of all groups of students.

## 4. Curriculum

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

- The curriculum is reasonably balanced and relevant across all subjects and meets the requirements of the MoE. Although students enjoy choice in their extra-curricular activities, curriculum options, especially for older students, are too few.
- The school's review of the curriculum is slowly developing. Arabic teachers are beginning to develop the curriculum to include examination questions for IBT. In other subjects, the use of assessment information to drive curriculum review is not applied systematically.
- The school has addressed the shortfall in teaching time in some subjects and is now compliant with curriculum requirements. Additional science laboratories are beginning to provide students with more practical tasks. There are cross-curricular links in Islamic Education and Arabic, but less so in other subject areas.

	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- Curriculum adaptation has started in English and science, with some impact in science already, but not yet in English. The curriculum has still to be further adapted in all subjects in order to meet the needs of all students, especially students of determination and those with gifts and talents.
- Students' scientific innovative projects have been received awards and prizes in many competitions and events. The English club for poetry and drama also provides additional opportunities for students to develop their creativity. Students' entrepreneurial skills are only just emerging because of limited opportunities.
- The curriculum makes strong links with Emirati culture and UAE society in Islamic Education and Arabic. The Heritage Corner, which is also used for lessons, is a great testimony to the evolution and heritage of the UAE.

### For Development:

- Ensure that students are provided with opportunities to develop their entrepreneurial skills.
- Improve cross-curricular links between and among subjects.
- Adapt the curriculum more skilfully to meet the learning needs of all groups of students.

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

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

- Child protection arrangements enable the school to provide a safe environment for all students. School ambassadors serve as the first friendly protection layer for students. All members of staff receive regular training in safeguarding and child protection. The school conducts regular fire drills and evacuation procedures.
- The premises are clean. The canteen does not provide enough healthy eating options. Students are always properly supervised around the school, including when boarding and leaving school buses. Effective systems of monitoring incidents related to students' health enable the school to provide students with suitable care and support.
- Safety equipment in the laboratories and on school buses is now appropriate. The school has made recent improvements with accessibility to the ground floor of the Cycle 2 and 3 building. In Cycle 1 building, a lift now facilitates access to the top floor for those with mobility difficulties.

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

- Relationships between students and members of staff are courteous and friendly. Systems are in place for managing students' behaviour, which shows improvement. Students care about their school; they look after it and keep it clean and tidy.
- The school has a positive and successful approach to promoting attendance, although there is still room for improvement in punctuality. Systems are in place for identifying students of determination, but the identification and support of those with gifts and talents are insecure.
- The inclusion leader and class teachers are committed to providing support for students of determination, with continuing professional training and by designing specific interventions and Individual Education Plans (IEPs).

### For Development:

- Appoint a child protection leader to implement the school safeguarding policy and ensure continuing safety in the laboratories and on school transport.
- Provide more healthy food options in the canteen.
- Offer more career advice and guidance for the academically able and those gifted and talented school leavers.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Acceptable

- The inclusion policy is not consistently applied. The leader has the required skills for the role and there is capacity to improve further. However, improvement plans are not yet sufficiently well targeted.
- Procedures on entry are appropriate but not rigorously applied. Interventions are not always matched suitably to students' needs. The degree of need is not linked well enough to the categories of barriers to learning.
- The school informs parents of their children's progress through whole-school reporting of the curriculum subjects. Members of staff have positive relationships with the parents of students of determination. However, the exchange of information between school and home is unreliable.
- Students' engagement is variable. Collaboration, reflection and critical thinking are not strong. Support is linked to students' learning needs and often restricts the development of the necessary range of personal and social skills.
- Assessments are used in planning. The information indicates that most students of determination make expected gains in their progress. Marking and feedback clearly demonstrate that progress is being made over time. However, there is some discrepancy across the different subjects.

### For Development:

- Review the internal processes to include the design of specific interventions for students of determination and for those who are academically able or have gifts and talents.

## 6. Leadership and management

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

- Leaders at all levels share the school's vision. Among leaders, there is an inconsistent understanding of best practices in teaching, learning and assessment. The school culture focuses on being inclusive. Relationships are professional but not always effective in terms of improving students' outcomes. Most senior leaders have clear responsibilities, but their roles are not distributed effectively. There is a varying understanding by leaders of what improvements need to be made and of how to meet them.
- The process of self-evaluation relies mainly on data from MoE examinations, and results in a variable view of the school performance. The monitoring of teaching and learning does not focus sufficiently on students' outcomes. School improvement plans include appropriate actions and measurable goals and have resulted in some improvements in the school's performance. Certain recommendations from the previous report have been addressed.
- Parents feel welcomed and valued. They play a very active part in the life of the school and in supporting their children's learning. They embrace and support the vision of the school. There are effective communication strategies between school and parents. Reporting to parents is regular but only provides general information about a student's academic achievement and personal development. The parents' council has established effective relationships with local, national, and international partners.
- The governing board only includes representatives from different departments of Dubai Police. Governors meet regularly and use their varied expertise to support and improve the school. They are informed about the performance of the school through reports and by discussions with school leaders. Their involvement in the self-evaluation process remains underdeveloped and they are not always active in holding leaders independently to account for the school's performance.
- The school is suitably resourced. Members of staff are appropriately qualified and deployed. The school has two libraries, four good quality science laboratories, two technology rooms, and two theatres to support learning. Provision of technology is ample to help to promote students' achievement. The school is in the process of improving its facilities by adding high-quality sports fields. On a day-to-day basis, the school is well managed. Students' movement around the school is orderly.

### For Development:

- Ensure that the roles of the leadership team are clearly distributed and defined.
- Improve the skills of senior and middle leaders so that they have a clear understanding of best practices in teaching, assessment and the curriculum.
- Review the self-evaluation processes so that they are more rigorous and based on reliable sources of evidence.
- Ensure that reports to parents include how their children can 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)