HIMAYAH SCHOOL FOR EDUCATION BOYS - DIERA (ABU HAIL)
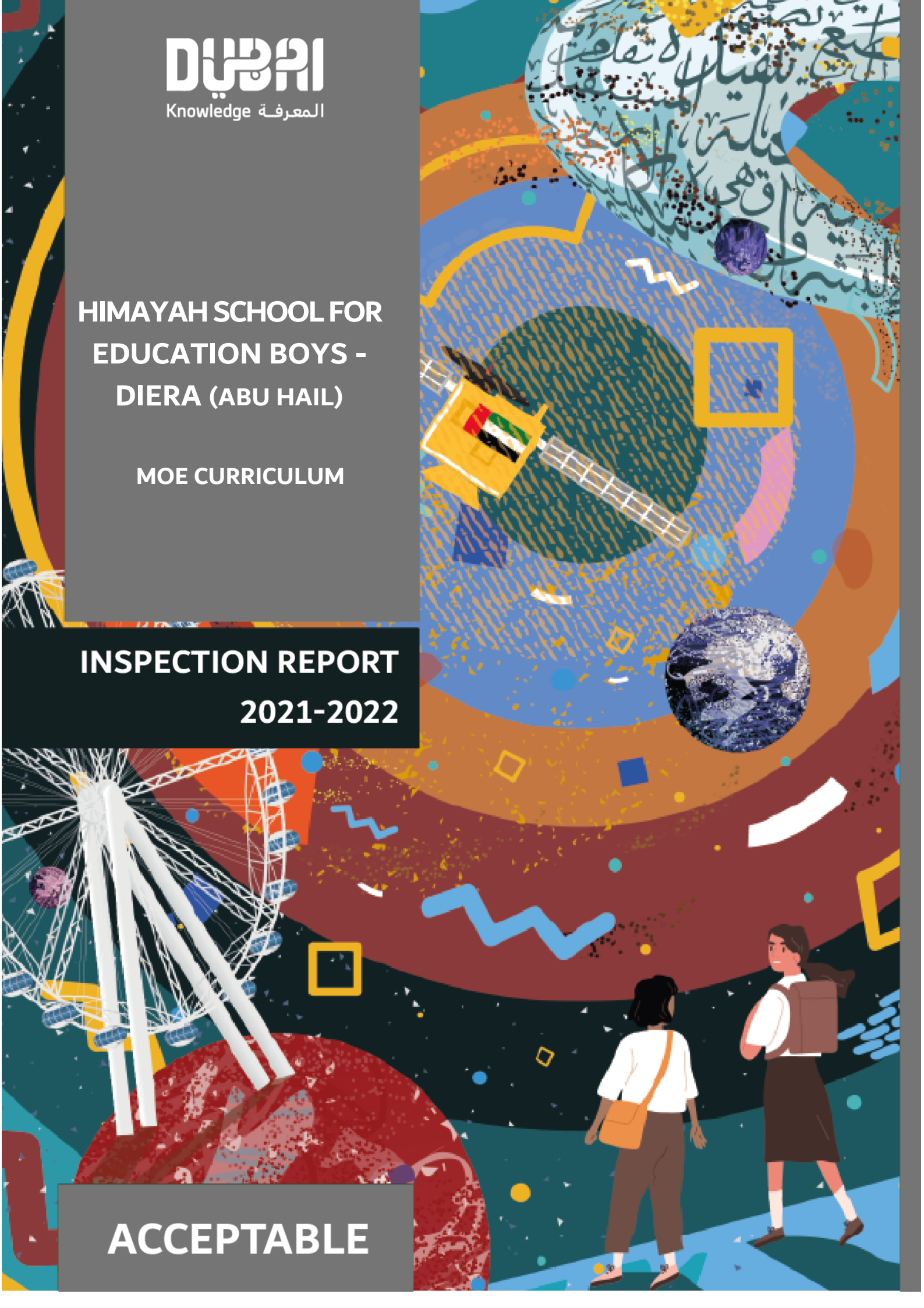
MOE CURRICULUM

INSPECTION REPORT
2021-2022

ACCEPTABLE

Contents

School Information

General Information		
	Location	Abu Hail
	Opening year of School	2018
	Website	No Website
	Telephone	97143482255
	Principal	Jamal Abdullah Hassan Al-Shaiba
	Principal - Date appointed	27 October 2019
	Language of Instruction	Arabic
	Inspection Dates	21 to 24 February 2022

Students		
	Gender of students	Boys
	Age range	6-20
	Grades or year groups	Grade 1-Grade 11
	Number of students on roll	1042
	Number of Emirati students	2
	Number of students of determination	31
	Largest nationality group of students	Arab

Teachers		
	Number of teachers	41
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	0
	Teacher-student ratio	1:25
	Number of guidance counsellors	0
	Teacher turnover	0

Curriculum		
	Educational Permit/ License	Ministry of Education (MoE)
	Main Curriculum	MoE
	External Tests and Examinations	MoE Tests
	Accreditation	NA

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

Outstanding Very Good Good Acceptable Weak Very Weak

2021-2022

Summary of Inspection Findings 2021-2022

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 levels are in line with curriculum expectations across all subjects in the lower two cycles of the school. Students' progress in Cycle 3 is mostly good. External assessment data, lesson observations and work samples, reflect the student achievement levels more accurately than internal data. Positive attitudes to learning and interaction with teachers contributes significantly to student results. • Students demonstrate good levels of self-discipline and have respectful relationships with each other, their teachers and staff. Although student attendance rates are good punctuality to lessons requires further improvement. Students show a deep understanding of the culture, heritage and Islamic values that underpin UAE society. They are active participants in innovative and creative schemes and play a key role in the school's community service initiatives.

Provision for learners	• The effectiveness of teaching and assessment in Cycle 3 is stronger than is observed in other cycles in the school. Teachers are mainly secure in their subject knowledge and interact well with students through appropriate questioning. Teaching strategies however, do not always encourage collaborative learning or promote higher-order and critical thinking, nor independent learning skills. Assessment systems are robust, but internal assessments are not moderated leading to insecure data for analyses. • The adopted Ministry of Education (MoE) curriculum is based on a clear rationale, has appropriate progression but lacks breadth. It is not fully compliant with curriculum requirement and there is a shortfall in instruction time for most key subjects. The review of the curriculum is not systematic. Although the curriculum enhances the understanding of Emirati culture, and promotes innovation and enterprise, it does not provide adequately for the varying needs of all groups of students. • The systems to ensure health and safety at the school are established, well maintained and provide a secure learning environment and a caring school community. Safety equipment in the laboratories and on school buses requires further attention. Students are generally supported academically and on a personal level. However, the expert support that is needed for various groups of students, including students of determination, is still underdeveloped.

Leadership and management	• Senior leaders manage the school well and ensure at least an acceptable level of education for students. Leadership roles and responsibilities are unclear. The governing board has wide representation and is supportive of the school but has not performed a comprehensive review of leadership. Self-evaluation processes are aligned with the inspection framework but are not systematic nor accurate. Partnerships with parents and the community are strong. The school supports its staff but does not have a customised professional development programme. Significant teaching and leadership vacancies have not been filled.

The best features of the school:

- The good provision for and progress of Cycle 3 students in most key subjects
- Student involvement in community schemes, their solid understanding of the UAE society and their appreciation of its culture, heritage and Islamic values
- The positive relationship with parents and their involvement in their children's well-being and education

Key Recommendations:

- Ensure that the governing board oversees the improvement of educational leadership throughout the school by:
    - reviewing the effectiveness of current leaders
    - filling vacant leadership positions
    - allocating clear roles, responsibilities and lines of accountability
    - providing customised and effective professional development programmes for leaders at all levels.
- Develop the existing self-evaluation processes to be more systematic, rigorous and accurate.
- Ensure that the governing board fulfills the MoE compliance requirements by immediately employing teachers to provide the prescribed instruction time in all key subjects.
- Improve the quality of teaching and assessment by:
    - providing teachers with valid assessment data
    - using assessment data effectively to modify teaching and the curriculum
    - developing students' higher-order thinking, critical thinking and independent learning skills.
- Address, without delay, all issues related to safety equipment in the laboratories and on school buses.

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
Language of instruction	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	Acceptable	Acceptable	Good
	Progress	Acceptable	Good	Good
Science	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable

	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	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	Acceptable

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In lessons and recent work, most students demonstrate knowledge and understanding which are in line with the MoE curriculum standards across nearly all aspects of Islamic education. Students in Cycle 1 make better progress than those in other cycles.
- Most students have an age-related knowledge of Pillars of Islam and Faith. They have an appropriate understanding of Seerah, Hadith, Islamic values and morals. Their progress in developing Islamic concepts and etiquettes is solid but slower with recitation and the understanding of Holy Qur'anic verses.
- Students in Cycle 3 develop a strong appreciation of Islamic laws, making connections to real life. However, progress with the understanding of Qur'anic verses and applying the rules of recitation independently is slower.

For Development:
- Ensure that the Holy Qur'an, Hadith, and Seerah are linked to all areas of learning of the subject.
- Provide more opportunities for students to practice Holy Qur'anic recitation, particularly in Cycles 2 and 3.

Arabic as a First Language

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

- Most students attain levels of understanding and language skills that are in line with MoE curriculum standards. Students in Cycle 3 make good progress in lessons and in work samples. Progress in listening and reading is stronger than writing and speaking which remain challenges.
- In Cycle 3, the majority of students demonstrate good knowledge of the grammatical and literary features of Arabic. In Cycle 2, most students can read grade-level texts, discuss their meaning and write short sentences about past events.
- Listening is the strongest of the students' language skills and most can understand the extended and complex meaning of what they listen to. Students demonstrate clearer progress in reading comprehension than writing as writing skills are limited to copying and producing short paragraphs, particularly in the lower cycles.

For Development:
- Provide regular opportunities, with clear guidance, for students to discuss and debate using classical Arabic.
- Increase the level of challenge in creative writing activities in a range of genres across all cycles.
- Increase expectations of what students can achieve, especially in Cycles 1 and 2.

English

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

- Internal data reflect levels of attainment that are above curriculum standards. Data from external International Benchmark Tests (IBT) and lesson observations do not correlate with these results. Internal data are insecure and not moderated. Cycle 3 students perform better than those in the other two cycles. Progress is particularly weaker in Cycle 1.
- Students display improved English vocabulary and stronger skills in speaking, reading and listening. Writing is not as well developed, nor are higher-order and critical thinking skills in reading comprehension. This is mainly due to the lack of appropriate challenge for different groups of students in lessons.
- The use of technology is effective, but most teachers rely solely on ready-made online content which does not provide students with opportunities to express their personal opinions in speaking and writing. The lack of challenge limits students' progress.

For Development:
- Provide more opportunities for students to develop critical thinking, build structured personal opinions and apply their knowledge.
- Ensure that lessons consistently meet the needs of higher and lower attaining students, as well as those of students of determination.
- Develop more opportunities for independent work, peer collaboration, enquiry and research.

Mathematics

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

- Internal data show that students' levels of attainment are above curriculum standards. However, data from external examinations, lesson observations and work samples do not reflect this. Internal data are not fully secure as assessments are not moderated. Levels of attainment and progress are highest in Cycle 3. Progress is less rapid when inappropriate behaviour is not well managed.
- Problem-solving skills are used in most lessons. Critical and independent learning skills are not well developed or applied consistently because tasks do not enable students to solve more complex problems or apply their knowledge.
- Leaders have assessed student needs and are developing strategies to accelerate their progress. These have had insufficient time to impact on progress across the school.

For Development:
- Provide more opportunities for students to develop and use critical and independent learning skills and apply their knowledge in all activities.

Science

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

- After a slow start, students in Cycle 1 demonstrate a secure understanding of the main areas of the subject. In Cycle 2, their understanding is sound and by Cycle 3 students' have an, adequate and sometimes extensive knowledge and understanding of the main ideas of biology, chemistry and physics.
- Students are enthusiastic but have too few opportunities to raise attainment or to develop investigation and critical learning skills. They use computers well to support learning, but not enough for research and independent work. Work is not consistently tailored to the needs of all learners.
- Resources and scientific accommodation have improved. Access to laboratories is limited, and there are too few opportunities for investigative work. Practical sessions are often too large for students to advance their practical skills.

For Development:
- Raise attainment by providing more opportunities for independent work, investigations and critical thinking.
- Improve practical skills through more modified opportunities for practical work.
- Ensure that all activities are consistently matched to the learning needs of students in each group.

Learning Skills

	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable .	Acceptable .	Good

- Students are eager to learn and are generally actively involved in their learning. However, when lessons are mainly teacher-led, in all cycles, opportunities for students to take responsibility for their own learning are more limited.
- The use of digital technologies in Cycles 2 and 3 supports student learning as does the more regular use of collaborative learning activities. However, students seldom use digital tools in lessons for personal research or enquiry which inhibits the full development of independent learning.
- Students generally complete learning tasks willingly, but sometimes are not given sufficient time or opportunities to develop and use critical thinking and research.

For Development:
- Ensure that lessons include opportunities for students to learn in collaborative and cooperative settings, when appropriate, whether online or in-class.
- Identify opportunities in all lessons for students to develop their individual research skills.

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

	Cycle 1	Cycle 2	Cycle 3
Personal development	Good	Good	Good

- Students have very positive, mature and responsible attitudes to their work and to school. Behaviour is mostly good and most students demonstrate high levels of self-discipline. This enables them to engage successfully with their peers and adults.
- Bullying is rare. Students enjoy excellent relationships with staff and respond well to critical feedback. Students care for each other and report that they feel supported, valued and safe around the school.
- Most students are aware of the benefits of a healthy lifestyle, they understand the value of safety and healthy eating. Overall, attendance in the school is very good. Students arrive to school in a timely manner; however, punctuality to classes is an area for improvement.

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

- Students demonstrate a clear understanding of Islamic values and how they influence contemporary society in the UAE. They are able to provide examples of how they appreciate the friendship, fairness, and respect promoted by Islam, and how Emirati culture provides a safe living environment.
- Students have an excellent understanding of the traditions and culture of the UAE. The respect and appreciation of this culture is evident in their active participation in a number of school activities and celebrations.
- Students demonstrate a good understanding and awareness of their own culture as well as showing a general appreciation for a range of other cultures from around the world. However, their awareness and understanding of the breadth of cultural diversity in Dubai is more limited.

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

- An active student council provides an important and responsible students' voice within the school. Opportunities for student volunteering in the senior sections of the school are also available with students regularly participating in community service initiatives.
- Senior students compete in national innovation and design competitions which develop skills in creativity and robotics. These projects offer students opportunities to apply their scientific knowledge.
- Students are involved in a range of environmentally friendly projects which include recycling initiatives for water, electricity and electronics. They are also involved in beach clean-ups and sustainable agriculture projects.

For Development:
- Improve student punctuality for lessons, especially after morning breaks.
- Develop links to other international schools in Dubai, so that students' mutual understanding between their own and other world cultures is enhanced and developed.

3. Teaching and assessment

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

- Teaching in the vast majority of lessons enables students to achieve levels that are at least in line with curriculum expectations. Teaching is strongest, in most subjects, in Cycle 3. It is not as effective in a minority of lessons, when the management of inappropriate behaviour affects learning.
- Most teachers have secure command of their subject. They usually plan tasks that engage students and enable interactive learning. Questions are used frequently and, at best, challenge students to express their ideas and extend their understanding. The variety of planned tasks do not always match the needs and abilities of different groups of students.
- Teachers enable students to use digital technology in most lessons. Although this is supporting student learning it does not always encourage the development of enquiry and research skills.

	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Good

- School systems to collect and analyse attainment data from internal and external assessments are robust. The school aligns its internal assessments with the MoE curriculum requirements and standards. The school uses diagnostic tests to set a baseline and formative assessments and MoE tests to track individuals and groups of students.
- In the best lessons, assessment data enables teachers to plan tasks to meet students' different needs. However, this is not always successful in providing appropriate challenge for higher or lower attaining students.
- The school has not developed a clear vision about judging progress. Despite undertaking immediate action during the inspection to review its data and judgements, the lack of moderation means that the school data is unreliable and lacks validity.

For Development:
- Plan tasks that offer consistent challenge to students to develop and use critical and independent learning skills.
- Ensure the validity of assessment data by using moderation processes to make accurate judgements.

4. Curriculum

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

- The school adopts the MoE curriculum which has a clear rationale and appropriate progression. However, its breadth is limited to covering the key subjects in addition to a few non-core subjects. The curriculum does not provide additional subjects that are based on the students' interests and aspirations, particularly in the upper phases of the school.
- Across most grades there is a considerable shortage in the instruction time provided for some key subjects. This is due to the lack of recruitment of appropriate teaching staff.
- The process for reviewing and developing the curriculum is not systematic nor embedded within the school. This has led to a lack of curricular choices for older students other than the minimum prescribed by the MoE. Cross-curricular links are often not intended nor planned, an example of which is the limited attempt by the school to improve reading across the curriculum.

	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable .	Acceptable .	Acceptable .

- The curriculum is not modified well enough to support some students, especially in preparing them for life after school. Activities are not always suitable to meet the learning needs of the gifted and more able students or students of determination.
- The school supports student connections with the community. A range of links with organisations within the UAE enhances the curriculum by providing activities which encourage innovation and enterprise. The school trains talented students to be classroom leaders. Links which promote life in the UAE, including business, environmental and health, are strong.
- The school supports charitable activities such as, helping the poor, raising funds for the Red Crescent and the House of Goodness. It is also participating in the Aoun Award for Community Service which helps senior citizens and orphans.

For Development:
- Ensure the full compliance to the MoE requirements with regard to the provision of adequate instruction time in key subjects.
- Establish a systematic process for curriculum review and development.
- Improve the curriculum to ensure that it meets the learning needs of all groups of students and prepares them for life in the future.

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 .

- The school has adequate systems including child protection measures to keep students and staff safe. All staff receive safeguarding training on a regular basis. Members of the school and wider community agree that the school is a safe place for all.
- Facilities, installations and services at the school are maintained and in good repair. Some areas of risk have been identified and discussed with the school leadership team. The lack of a facility to access the upper floors in the main building provides a challenge for those with mobility difficulties. The school promotes safe and healthy lifestyles through a variety of curricular initiatives, well-supported by the school's medical service.
- The school has effective systems for recording student absences, with appropriate systems in place to regulate and monitor access to both school sites. The supervision of students is effective across all cycles.

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

- Staff and students generally show concern for each other. The school's integrated approach to managing student behaviour is acceptable. Procedures and systems for managing attendance are effective although punctuality to lessons requires improvement.
- The school welcomes students of determination and gifted and talented students. Staff are committed to identifying these students and providing the necessary support. Whilst attempts are made to cater to these students, in the absence of specialist teachers, these efforts are not comprehensive enough to impact on student progress.
- Students' concerns are usually dealt with sensitively. Support for older students is not always aligned to their specific needs. The recent support and academic counselling initiative with Dubai Police and other businesses provides some career guidance and support.

For Development:
- Address without delay concerns about the inadequacy of safety equipment on school buses and in the laboratories.
- Ensure access to the upper floors for students and staff that have significant mobility difficulties.
- Appoint proficient teachers in special education to ensure consistent high-quality provision and outcomes.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable

- The school aims to promote an inclusive ethos and does not refuse to admit students based on their disability. The Inclusion Champion is identified, and the Inclusion Governor is to be confirmed. The absence of specialist teaching staff has considerable implications for the whole school and the progress of students of determination.
- The school, together with a range of external specialist staff, appropriately identify students of determination. The school has a wide range of categories of students. However, the degree of student need is not consistently well-matched to the categories of learning difficulty.
- There is a positive and open relationship between school and parents through communication with the Head of Inclusion and individual education planning processes. However, for some parents, such engagement has proven to be challenging.
- Teachers appropriately modify the curriculum to meet the needs of individual students. Sometimes the differentiation observed in the classroom is not sufficiently skillful and limits progress. Support for students' social, personal and emotional well-being is impacting positively on the learning attitude of students of determination.
- Students of determination are developing a positive approach to their work showing the ability to work independently and collaboratively. They are displaying confident and responsible attitudes in the class as evidenced by their maturity and ability to self-regulate.

For Development:
- Appoint skillful special education teacher(s) to support teachers and enhance the learning outcomes of all students of determination.
- Provide professional development for all subject teachers so that they can plan and differentiate the curriculum for students of determination.

6. Leadership and management

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

- Although the school has a clear direction with published vision and mission statements, these are not embedded in all aspects of the school. Leaders are committed and have good working relationships, their roles, responsibilities and lines of accountability are unclear. Senior and middle leaders are of varying levels of effectiveness, and experience in educational leadership. The impact of leadership in improving the school has led to an adequate quality of education for students.

- The process of self-evaluation is not systemised which has led to lack of rigour and inaccuracy of judgements. The self-evaluation form (SEF) is appropriately aligned with the inspection framework and staff demonstrate ownership of it; however, they are not always able to justify the judgements made. The school improvement plans are mainly operational, and generic, but include initiatives and planned actions. The set objectives and procedures are not deeply rooted in improving educational provision and students' outcomes.

- The school has an active and representative parents' council. Its members volunteer in various initiatives and activities to support the school's leadership. Leaders often consult with parents using social media to resolve emerging issues. Parents are satisfied with the level of communication and reporting they receive about their children's learning; however, the reports lack the next steps in student learning. The school has some established partnerships with the local community including links with the UAE Red Crescent, Awqaf Dubai and other private schools.

- The governing board comprises a variety of local community members with extensive backgrounds in education. It is aware of the school's priorities and challenges, including the curriculum compliance issue and staffing shortages. The board meets with parents to discuss school matters but there is no established system to seek parental views. The board's role in overseeing the process of self-evaluation is underdeveloped and it has not addressed the lack of clear lines of leadership accountability and monitoring the performance of school leaders.

- The school operates effectively on a day-to-day basis. The majority of staff are appropriately qualified, although current recruitment issues are having a negative impact on class size and curriculum coverage. Professional development opportunities for teachers are provided. Some specialist learning facilities are available, however, not all learning spaces provide a consistent, high-quality learning environment. The school plans to develop its digital technology resources for both online and classroom use.

For Development:
- Review the performance of all educational leaders and ensure that there are clear roles, responsibilities and lines of accountability.
- Review the role of the governing board and leadership in overseeing the self-evaluation process and ensuring that outcomes are rigorous and judgments accurate.
- Enhance the school's development planning so that there is a clear focus on improving provision and raising students' levels of achievement.
- Improve the quality of reporting on students' learning to include next steps in learning.
- Ensure there is sufficient provision to appoint required teaching and leadership personnel.

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