

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

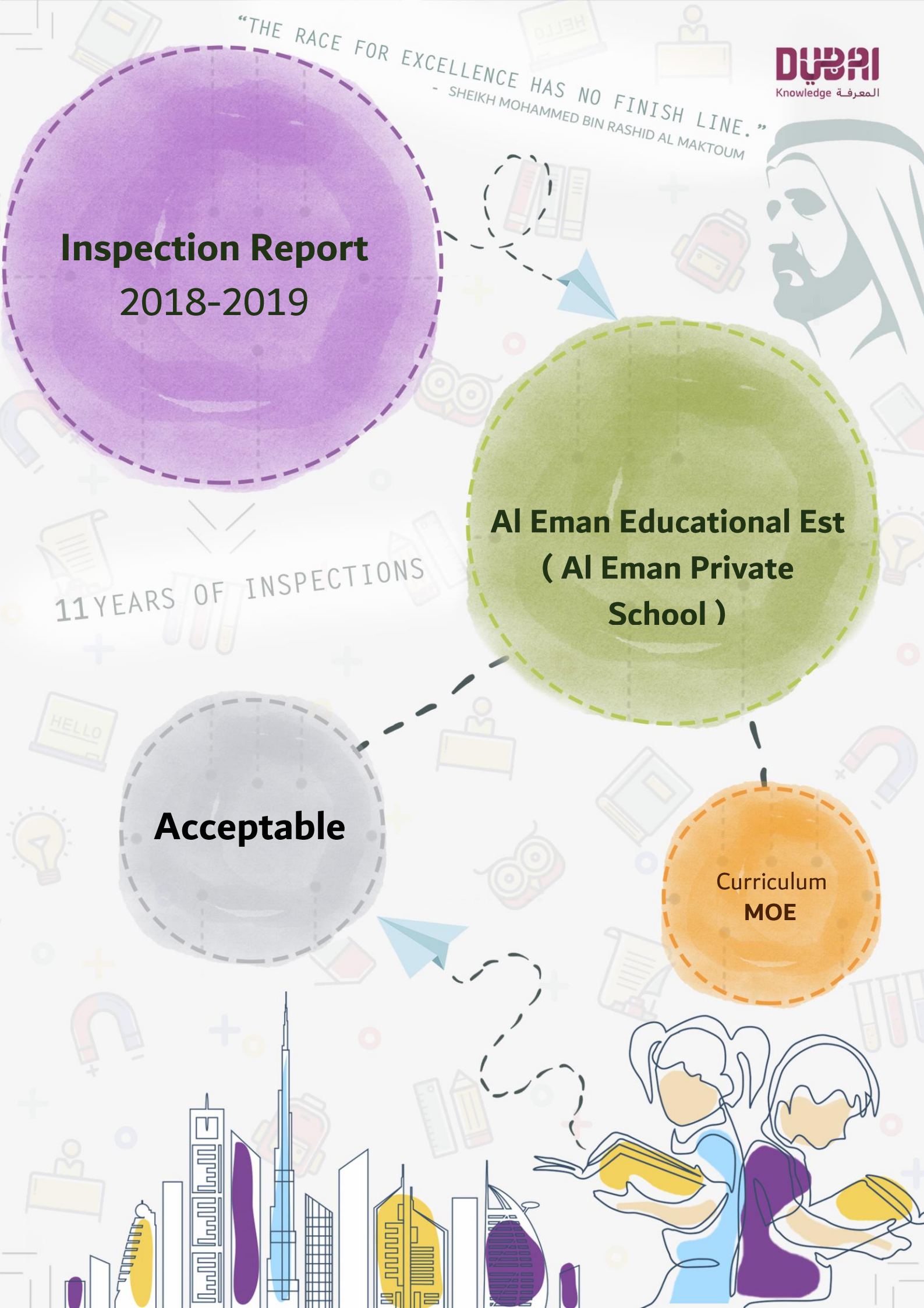
# Inspection Report 2018-2019

**Al Eman Educational Est  
( Al Eman Private  
School )**

11 YEARS OF INSPECTIONS

**Acceptable**

Curriculum  
**MOE**



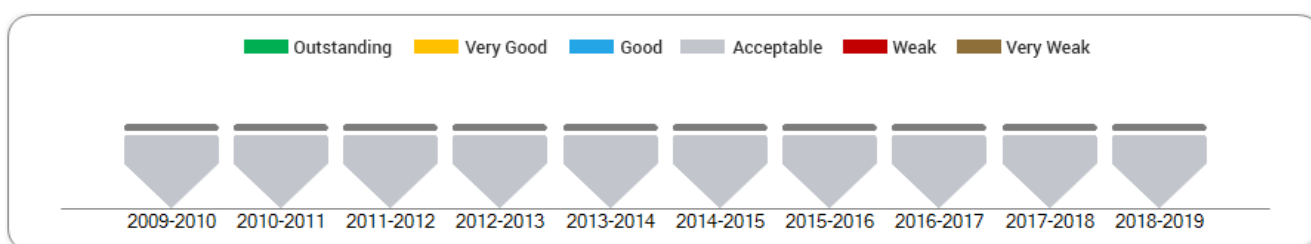
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## School Information

|                     |                                                                                                                           |                          |
|---------------------|---------------------------------------------------------------------------------------------------------------------------|--------------------------|
| General Information |  Location                                | Al Rashidiya             |
|                     |  Opening year of School                  | 1973                     |
|                     |  Website                                 | www.imanDubaischool.com  |
|                     |  Telephone                               | 0097142858589            |
|                     |  Principal                               | Amjad Izzat Abed Al Jubr |
|                     |  Principal - Date appointed              | 01/17/2019               |
|                     |  Language of Instruction                 | Arabic, English          |
|                     |  Inspection Dates:                       | 11 to 13 March 2019      |
| Students            |  Gender of students                      | Boys and girls           |
|                     |  Age range                               | 4-14                     |
|                     |  Grades or year groups                   | KG 1- Grade 8            |
|                     |  Number of students on roll              | 472                      |
|                     |  Number of Emirati students              | 101                      |
|                     |  Number of students of determination    | 26                       |
|                     |  Largest nationality group of students | Arab                     |
| Teachers            |  Number of teachers                    | 42                       |
|                     |  Largest nationality group of teachers | Egyptian                 |
|                     |  Number of teaching assistants         | 4                        |
|                     |  Teacher-student ratio                 | 1:11                     |
|                     |  Number of guidance counsellors        | 1                        |
|                     |  Teacher turnover                      | 25%                      |
| Curriculum          |  Educational Permit/ License           | MOE                      |
|                     |  Main Curriculum                       | MOE                      |
|                     |  External Tests and Examinations       | N/A                      |
|                     |  Accreditation                         | N/A                      |
|                     |  National Agenda Benchmark Tests       | CAT4, IBT                |

## School Journey for Al Eman Educational Est ( Al Eman private School )



## Summary of Inspection Findings 2018-2019

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

- Children in the Kindergarten (KG) are achieving good levels of attainment and progress in Islamic education and good progress in Arabic and English languages. Students in Cycle 1 and 2 make good progress in Islamic education, while Cycle 2 students achieve good progress in Arabic. Across all other subjects, attainment and progress are acceptable. Students' skills of critical thinking, and problem-solving, innovation and independent learning are underdeveloped.
- Students enjoy respectful and positive relationships with their teachers. They welcome critical feedback to support their learning. They demonstrate a clear and strong understanding of Islamic values and the impact of these on contemporary society in the UAE and Dubai. Students are aware of their responsibilities as good citizens and contribute to the daily assemblies and some charitable activities.

### Provision for learners

- The quality of teaching is inconsistent across the school. Teachers generally have appropriate subject knowledge, but personalised learning is not a strong feature. Teachers do not use students' assessment results to determine different abilities or to plan and deliver lessons to meet individual needs.
- The curriculum follows closely the UAE Ministry of Education (MoE) knowledge focused curriculum. It is reviewed periodically to determine gaps in students' knowledge, skills and understanding. The curriculum includes interesting and relevant programmes which develop students' understanding and appreciation of Emirati traditions, culture and the values that influence UAE society. This aspect is given priority in the school's daily activities.
- The school's environment is safe, caring and supportive. The needs of students of determination are being identified. However, there is less emphasis on meeting the needs of students with gifts and talents. Attendance systems are secure and healthy living is wisely promoted. The school's safety and protection arrangements for students have been strengthened since the previous inspection.

### Leadership and management

- The new leadership team is increasingly effective and has been successful in developing efficient teamwork and in improving a few aspects of the school's work. The use of assessment data to support school improvement and students' outcomes is still a developing feature. Progress in addressing the recommendations of the previous inspection report is variable. Parents speak highly of the quality of the school's educational provision. Governors have not challenged the school sufficiently about the inconsistencies in the quality of teaching.

### What the School does Best:

- The strong progress which children in KG make in developing their knowledge of Islamic education, and their speaking skills in Arabic and in English, as an additional language
- The progress which students in Cycle 1 and 2 make in developing their knowledge and recitation skills of the Holy Qur'an
- Students' strong personal development and understanding of Islamic values, and their awareness of Emirati culture

### Key Recommendations:

- Improve the effectiveness of governance by ensuring that governors enact upon their role of holding the school to account for improving students' learning outcomes, and by providing appropriate levels of resourcing.
- The governing board and principal should ensure that students in all key subjects achieve their full educational potential, by improving:
  - learning skills in all key subjects
  - the quality of teaching so that a majority of lessons are at least good, include differentiated lesson planning and questioning to deepen students thinking
  - the use of all national agenda and other data to plan and deliver lessons which address the learning needs of all groups of students
  - the use of assessment information to set developmental targets for each student, track progress over time and intervene if expected levels of progress are not achieved
  - teachers' co-operation in sharing and modelling best practice in teaching for effective learning.
- Improve self-evaluation, school-improvement planning and classroom monitoring by:
  - ensuring that all judgements are supported by evaluative evidence and in using valid student assessment data that is moderated against international benchmark test results
  - linking the priorities for improvement to clear and measurable improvement plan targets.
- Ensure that the school improvement plan is monitored, reviewed regularly and focuses on the most urgent school priorities.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

|                                                                                                                       |            | KG             | Cycle 1        | Cycle 2        |
|-----------------------------------------------------------------------------------------------------------------------|------------|----------------|----------------|----------------|
| <br>Islamic Education                | Attainment | Good           | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Good           | Good           | Good           |
| <br>Arabic as a First Language       | Attainment | Acceptable     | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Good ↑         | Acceptable     | Good           |
| <br>Arabic as an Additional Language | Attainment | Not applicable | Not applicable | Not applicable |
|                                                                                                                       | Progress   | Not applicable | Not applicable | Not applicable |
| <br>English                        | Attainment | Acceptable     | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Good           | Acceptable     | Acceptable     |
| <br>Mathematics                    | Attainment | Acceptable     | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Acceptable     | Acceptable     | Acceptable     |
| <br>Science                        | Attainment | Acceptable     | Acceptable     | Acceptable     |
|                                                                                                                       | Progress   | Acceptable     | Acceptable     | Acceptable     |
| Learning skills                                                                                                       |            | KG             | Cycle 1        | Cycle 2        |
|                                                                                                                       |            | Acceptable     | Acceptable     | Acceptable     |

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

|                                                                             | KG         | Cycle 1    | Cycle 2    |
|-----------------------------------------------------------------------------|------------|------------|------------|
| Personal development                                                        | Good       | Good       | Good       |
| Understanding of Islamic values and awareness of Emirati and world cultures | Good       | Good       | Good       |
| Social responsibility and innovation skills                                 | Acceptable | Acceptable | Acceptable |

## 3. Teaching and assessment

|                                 | KG         | Cycle 1    | Cycle 2    |
|---------------------------------|------------|------------|------------|
| Teaching for effective learning | Acceptable | Acceptable | Acceptable |
| Assessment                      | Acceptable | Weak       | Weak       |

## 4. Curriculum

|                                      | KG         | Cycle 1    | Cycle 2    |
|--------------------------------------|------------|------------|------------|
| Curriculum design and implementation | Acceptable | Acceptable | Acceptable |
| Curriculum adaptation                | Acceptable | Acceptable | Acceptable |

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

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

## 6. Leadership and management

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

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), 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 N.A.P. targets :

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter for 2018-2019.

#### The school's progression in international assessments

**is below expectations.**

- The school has registered for the cognitive ability test (CAT 4) for students from Grades 4 to 8. There was no registration for these tests in 2018. Previous IBT data was not analysed by the school.

#### The impact of leadership

**is below expectations.**

- Leaders have used the National Agenda information to inform wider school priorities. However, they have not introduced a clear, whole-school strategy to develop more consistent and established practice across the school.

#### The impact on learning

**is below expectations.**

- Critical thinking, inquiry and research skills are at a very early stage of development within the school. Individual teachers are beginning to incorporate opportunities to develop these skills in their classes. However, such changes have had limited impact on outcomes for students.

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

#### For development:

- With immediate effect, analyse the cognitive ability and international benchmark test data to identify students' potential, any areas of weakness and to rectify any gaps in the curriculum.
- Involve all leaders in instigating and monitoring the inclusion of critical thinking, problem-solving and research skills within all aspects of the curriculum.

## Reading Across the Curriculum

- The school is in the process of establishing an attainment tracking system. Student outcomes in reading in both Arabic and English are beginning to improve. A growing number of students are developing their reading skills.
- Students' attitudes to reading are varied, but more are demonstrating a willingness and motivation to use their reading skills to support learning.
- A school librarian promotes a library programme which is developing strategies to encourage students to become motivated life-long learners.
- The recently appointed reading coordinator has instigated a whole-school programme. This is in its early stages of implementation. The school is beginning to provide students with opportunities to participate in events related to reading.

**The school's implementation of reading across the curriculum is emerging.**

### For development:

- Use N.A.P. assessments to identify specific areas of weakness in whole-school reading skills and develop the relevant programmes to address them.
- Provide parents with more specific feedback about their children's reading and offer strategies to support reading at home.

## UAE Social Studies

- The school implements the UAE social studies curriculum appropriately to meet learners' needs. It is enriched by special events and visits which deepen students understanding of UAE society and culture.
- Older students interact and collaborate when learning about social studies concepts using texts to extend their understanding. Critical thinking and independent learning are generally underdeveloped throughout the school.
- In lessons and in their recent work, most students demonstrate levels of knowledge, skills and understanding that are in line with the curriculum standards of UAE social studies.
- Most students make expected progress in relation to their starting points and the UAE social studies curriculum standards.

**The school's implementation of the UAE social studies programme is approaching expectations.**

## Innovation

- Students rarely solve problems, develop independent learning skills or use learning technologies which lead to innovative practice or outcomes. Research and critical thinking skills are underdeveloped features of their learning.
- There is no evidence of a culture of innovation in the school and insufficient opportunities for students to develop these skills. Students' participation in projects that develop the skills of innovation is limited.
- Teachers do not have professional development opportunities to enable them to increase students' skills of innovation. They do not model the use of advanced technologies, independent research or the skills of innovation. There is limited curriculum development and lesson planning to support these skills.
- School leaders do not have or support a collective understanding of innovation. They do not promote innovation consistently and provide very few opportunities for staff and students to develop innovative practices.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

|            | KG   | Cycle 1    | Cycle 2    |
|------------|------|------------|------------|
| Attainment | Good | Acceptable | Acceptable |
| Progress   | Good | Good       | Good       |

- Internal examinations indicate that almost all students are attaining well above expectations. Classroom observations and the evaluation of students' class work do not support these findings. The majority of children and students make stronger progress from their starting points and over time, in their knowledge, skills and understanding.
- Children in the KG have a clear knowledge of Seerah. In Cycle 1, a majority of students have knowledge of Islamic concepts such as the Pillars of Islam and Faith. Students in Cycle 2 have a strong understanding of Seerah, Hadeeth, Islamic values and morals.
- As a result of additional recitation and Tajweed sessions, students in Cycle 1 are improving their memorisation skills. However, their understanding of how to apply their knowledge to real-life situations is underdeveloped.

#### For development:

- Improve the learning outcomes and skills related to the Holy Qur'an, Hadeeth, and the concepts of Tafseer. This applies to all students, but especially those in Cycle 2.
- Improve students' ability to discuss and explain Islamic concepts and apply them to real-life situations.

#### Arabic as a First Language

|            | KG         | Cycle 1    | Cycle 2    |
|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable |
| Progress   | Good ↑     | Acceptable | Good       |

- Internal school data indicate strong attainment by most students. However, in lessons, students' Arabic communication skills are only in line with expectations. Children in the KG and the majority of students in Cycle 2 make progress that is above expectations, due to a more effective and productive learning environment.
- The majority of children in the KG read well and copy simple sentences with accurate handwriting. Listening skills are well developed across all phases. Students' speaking is limited to short conversations, and their reading of familiar words and phrases is only adequate.
- Students have improved their listening and independent writing skills, especially in Cycle 1. However, the improvements in speaking and reading are inconsistent due to limited progression across the school.

#### For development:

- Improve achievement in Arabic by ensuring that teachers raise their expectations of what the students know and can do.
- Develop speaking and reading by providing more opportunities for students to practise these skills.

## English

|            | KG         | Cycle 1    | Cycle 2    |
|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable |
| Progress   | Good       | Acceptable | Acceptable |

- Students in Cycles 1 and 2 perform significantly better in internal than in external benchmark assessments. Older students share their opinions using correct vocabulary. Children in the KG make good progress in understanding spoken English during their familiar daily routines.
- Most students in Cycles 1 and 2 are becoming confident speakers through regular opportunities to discuss and share their views in groups. Children in the KG are less secure in their understanding of the difference between letters and sounds to read words.
- Regular visits to the library encourage students to read for pleasure. An increased focus on improving students' grammar and spelling is beginning to improve writing in Cycle 2. However, students have infrequent opportunities in lessons to write at length and for a range of purposes.

### For development:

- Provide students with more time and support to develop the content and range of their writing and then to share it with others.
- In the KG, offer more personalised support to children to consolidate early phonic skills in preparation for the early development of reading and writing.

## Mathematics

|            | KG         | Cycle 1    | Cycle 2    |
|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable |
| Progress   | Acceptable | Acceptable | Acceptable |

- In the KG, the focus on the development of mathematical language in Arabic and English is evident among the older children. Across the school, there is insufficient emphasis on practical mathematics and investigation.
- In the KG, children learn about simple number facts and common shapes. In Cycle 1, students are developing basic processes in multiplication, place value, measurement, and in telling the time. In Cycle 2, students are making gains in learning about equivalence, number patterns, probability and data representation. Overall, most students are developing skills and knowledge which meet the MoE curriculum standards in mathematics.
- In more recent work, the increased opportunities for students to achieve a greater balance across the mathematical domains and to relate mathematics to real-life situations has not developed their learning outcomes.

### For development:

- Create more opportunities for students to undertake practical and problem-solving activities in investigative mathematics.
- Instil more effective use of electronic devices to enhance students' learning opportunities.

## Science

|            | KG         | Cycle 1    | Cycle 2    |
|------------|------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable |
| Progress   | Acceptable | Acceptable | Acceptable |

- By the end of Grade 8, most students' internal assessment results indicate that their understanding of important ideas and processes in science is strong. However, in internationally benchmarked tests students attain less well. Their investigative and critical thinking skills are underdeveloped.
- Across the school, students' skills of exploring and investigating their own questions, making conclusions and evaluating experiments are emerging. Mathematical aspects of science are underdeveloped because opportunities to analyse patterns and relationships in data are rare.
- Most students are acquiring important scientific knowledge. However, students have limited understanding of how scientific ideas interact to explain their observations. For example, they have difficulty in explaining how various body systems work together to keep things alive.

### For development:

- Provide opportunities for students to connect different ideas in science using starters such as: 'I believe because...', and 'I disagree because...'
- Employ an inquiry-based approach by giving students opportunities to investigate their own questions, analyse their findings, and describe their own conclusions.

## Learning Skills

|                 | KG         | Cycle 1    | Cycle 2    |
|-----------------|------------|------------|------------|
| Learning skills | Acceptable | Acceptable | Acceptable |

- Learning skills are strongest in Islamic education in all phases, with students taking more responsibility for their own learning. They apply their understanding of Islamic values to their daily lives. In other subjects, older students are developing skills of collaboration and simple research.
- Students have positive attitudes, are engaged in lessons and keen to answer questions. They show little independence, as teachers typically direct all work. Critical thinking and problem-solving skills are underdeveloped, as is the use of technology to extend research and enquiry, especially in mathematics and science.
- Recent improvements in lesson planning are resulting in children in KG being more active in their learning, and older students having more opportunity for meaningful collaboration and shared discussion. However, learning skills generally are still at an early stage of development.

### For development:

- Use technology to enable students to develop their critical thinking, research, enquiry and problem-solving skills as a regular part of the school's curriculum.
- Enable students to guide their own learning and to apply their skills, knowledge and understanding, in more personalised ways.

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

|                      | KG   | Cycle 1 | Cycle 2 |
|----------------------|------|---------|---------|
| Personal development | Good | Good    | Good    |

- Students generally demonstrate responsible behaviour and attitudes to learning across the school. They enjoy respectful, positive relationships with teachers and welcome critical feedback to support the improvement of their learning journeys. Attendance is very good, and students generally arrive to class on time.
- Students understand when others need help and often support one another well in lessons. They are encouraged to respect the school's values. They usually demonstrate self-discipline. This helps to create an orderly learning environment.
- Overall, students demonstrate a good awareness of how to stay healthy. They participate in activities designed to encourage safe behaviours and healthy lifestyles.

|                                                                             | KG   | Cycle 1 | Cycle 2 |
|-----------------------------------------------------------------------------|------|---------|---------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Good | Good    | Good    |

- Students demonstrate a clear understanding of Islamic values and the impact these have on contemporary society in UAE and Dubai. Students understand that Islam has a positive impact on life in Dubai, and that the safe environment in Dubai and the UAE is achieved because of the respect for the Islamic values that is embedded in the country.
- Students have a secure understanding of the traditions and culture of the UAE. Younger children describe the main sporting activities such as camel and horse racing and falconry. Older students provide details about local food and traditional clothes.
- Students speak confidently about their own cultures. However, their knowledge of other cultures of the wider world are less secure.

|                                             | KG         | Cycle 1    | Cycle 2    |
|---------------------------------------------|------------|------------|------------|
| Social responsibility and innovation skills | Acceptable | Acceptable | Acceptable |

- Students are aware of their responsibilities as good citizens. They contribute to daily assemblies and some volunteer in activities provided by the school, including the donation of money and clothing to charities. However, they seldom initiate or lead activities independently.
- Overall, students show a positive work ethic. Older students respond enthusiastically to competitions, for example, to design chocolate wrappers in partnership with a local company. Across all phases, students are seldom provided with additional opportunities to take the lead role in developing their own projects.
- Students show an increasing understanding of the importance of protecting the environment. They clean local environments willingly, remove plastics from beaches and care for their school environment by recycling paper and plastic.

### For development:

- Increase the opportunities for students to initiate and lead projects which encourage creativity and innovation, and which benefit their school and the wider community.

### 3. Teaching and assessment

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | KG         | Cycle 1    | Cycle 2    |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|
| Teaching for effective learning                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> <li>In the KG, whole-class teaching does not take account of the needs and abilities of individual students. In the other phases, students engage positively in their work when involved in group work.</li> <li>The strongest teaching is in Islamic education for all phases, and in Arabic in the KG and in Cycle 2. In more effective lessons, teachers use skilful questioning to test students' understanding. Plenary sessions are beginning to be used to investigate the successful understanding of learning objectives.</li> <li>Increasingly, teachers use assessment outcomes to inform their planning. Too often, this is not translated into differentiated classroom practice. Teachers' promotion of critical skills, problem-solving and innovation are at an early stage of development throughout the school.</li> </ul> |            |            |            |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | KG         | Cycle 1 | Cycle 2 |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|---------|---------|
| Assessment                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | Acceptable | Weak    | Weak    |
| <ul style="list-style-type: none"> <li>Leaders have improved the process for collecting assessment information and for analysing students' progress in a more systematic way. In the KG, teachers are beginning to use these systems to support learning. Elsewhere in the school, they have not had sufficient impact on the quality of teaching and learning.</li> <li>Internal assessments are beginning to be more closely aligned to external international benchmarks. However, classroom teaching is still dominated by knowledge and recall. Subject-specific and higher-level thinking skills are at an early stage of development in all areas of the school.</li> <li>A growing minority of teachers understands the expectations for good progress. However, most teachers do not provide sufficient support or challenge during lessons to meet the learning needs of different groups of students.</li> </ul> |            |         |         |

#### For development:

- Ensure that teachers use assessment information to plan lessons that meet students' learning needs and abilities.

### 4. Curriculum

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | KG         | Cycle 1    | Cycle 2    |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------|------------|------------|
| Curriculum design and implementation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Acceptable | Acceptable | Acceptable |
| <ul style="list-style-type: none"> <li>The curriculum is broad, balanced, relevant and based on MoE standards. It is knowledge focused, with some elements to develop students' skills and generally complies with the new MoE curriculum requirements.</li> <li>The curriculum has appropriate scope and sequence. There are smooth transitions in the development of students' knowledge, skills and understanding between the grades and cycles. In the KG, mathematics is taught in Arabic and in English to support language acquisition.</li> <li>Senior leaders review the curriculum periodically, with reviews in the majority of subjects used to determine gaps in students' knowledge, skills and understanding. The development of cross-curricular links between subjects in all phases is inconsistent, although they are stronger in Islamic education and Arabic, where they support more meaningful learning.</li> </ul> |            |            |            |

|                       | KG         | Cycle 1    | Cycle 2    |
|-----------------------|------------|------------|------------|
| Curriculum adaptation | Acceptable | Acceptable | Acceptable |

- There is some recognition of the different abilities of students who have been identified as having additional learning needs. However, in many classroom situations, the same curriculum is presented to all students regardless of their ability.
- Students have few opportunities to be involved in activities that promote enterprise, innovation, creativity and social contribution across the curriculum. The school does not make sufficient use of the local community to enhance the curriculum, for example, by involving local businesses to extend the opportunities for students' learning.
- Across all phases, the curriculum includes interesting and relevant programmes which develop students' knowledge, understanding and appreciation of Emirati traditions, culture and the values that influence UAE society. This is a high-profile aspect of daily activity in the school.

**For development:**

- Improve the opportunities for children in KG to develop their creative and imaginative skills on a regular basis.
- Develop strategies to identify and provide the relevant curriculum modifications for students of determination.

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

|                                                                               | KG   | Cycle 1 | Cycle 2 |
|-------------------------------------------------------------------------------|------|---------|---------|
| Health and safety, including arrangements for child protection / safeguarding | Good | Good    | Good    |

- The school has effective policies and procedures for the safeguarding of students, including child protection, and ensures that all stakeholders are aware of them. The school undertakes appropriate risk analyses prior to learning visits outside of the school.
- Students in all phases feel safe and are confident to report any concerns to an adult in the school.
- The school actively promotes healthy living. Curriculum content includes references to healthy lifestyles. The school doctor and nurse are vigilant in their care of students, checking for health issues and keeping detailed records. However, review of these processes is not systematic. Medication and records are kept securely.

|                  | KG         | Cycle 1    | Cycle 2    |
|------------------|------------|------------|------------|
| Care and support | Acceptable | Acceptable | Acceptable |

- There is an ethos of mutual respect between students and staff. Staff demonstrate their awareness of the needs of students. There are systems in place for managing attendance and punctuality. Parents are contacted quickly if issues arise.
- The school is inclusive and welcomes most students who have additional learning needs. The identification procedures for students of determination are slowly improving and support is provided effectively through separate teaching. Teachers' understanding of assessment information and how to use it to provide appropriate support to students of determination is inconsistent.
- The school does not have a robust, systematic approach to identify or provide appropriate programmes for students with gifts and talents. All students have access to designated staff and receive individual advice and guidance on academic and personal matters.

#### For development:

- Develop the identification strategies and support for students of determination and those with gifts and talents, by providing training for class teachers to increase their knowledge and skills.
- Review the school clinic's records systematically in order to identify and reduce areas of risk.

### Inclusion of students of determination

|                                                      |            |
|------------------------------------------------------|------------|
| Provision and outcomes for students of determination | Acceptable |
|------------------------------------------------------|------------|

- Seniors leaders for inclusion now include a governor and champion. An inclusive admissions policy is now in place. Qualified staff are employed and a current action plan provides focused direction for the school.
- The school is refining its tools for identifying students of determination. Information is obtained from parents and other sources upon enrolment, with the information used in the development of individual education plans (IEPs).
- Parents are included in the planning and monitoring of their children's IEPs. Staff and parental reviews of these plans are carried out routinely. Weekly updates, and more detailed monthly written reports on the progress of their children are provided.
- Students of determination are provided with relevant and effective support in small group teaching programmes. However, class teachers are often unaware of the nature of each student's individual learning needs and make little or no appropriate provision for them.
- The tracking and monitoring of students' progress are emerging features and provide an increasingly accurate picture of students' achievement. Such approaches convey useful information to students, parents and teachers.

#### For development:

- Expand the range of tools used to identify and assess students of determination.
- Increase the knowledge and skills of class teachers to enable them to understand and to meet the specific needs of students of determination.

## 6. Leadership and management

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

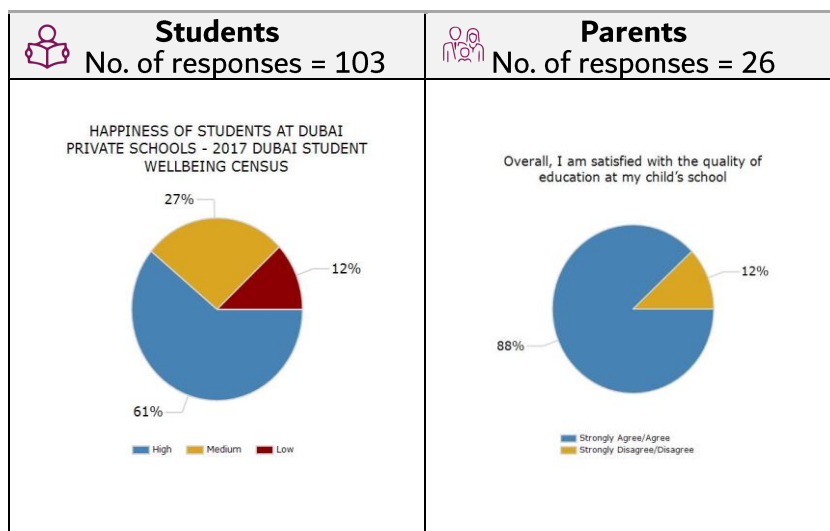
- The new senior leaders are dedicated and increasingly effective. They exhibit an emerging understanding of current best educational practice. There is a developing sense of purpose and clarity in the school's aims and vision. Improvement plans are increasingly aligned to UAE priorities and emphasise students' progress. Leaders have been successful in developing effective staff teamwork and improving a few aspects of the school's work over recent months.
- The school is beginning to understand more clearly its assessment data and use it more effectively when defining strengths and areas requiring development. Systematic monitoring of the quality of classroom teaching is enhancing this understanding. The use of this evidence, as well as international benchmark assessment results, is just beginning to support the school's improvement planning. Its progress in addressing the recommendations of the previous inspection report is variable.
- Parents speak highly of the school and of the quality of its educational provision. They are consulted on key aspects by the school, and their views are valued. Parents attend a number of in-school training programmes and support the school during National Day celebrations. The school's reporting of progress is regular and includes information about strengths and areas for development.
- The eight governing board members meet formally twice a year and more regularly on an informal basis. Their understanding of their roles of monitoring the performance of the school is increasingly secure. They are beginning to hold leaders to account and to support the school to meet its promises to parents. However, their impact in shaping the current and future performance of the school is in its early stages of development.
- The school operates with increased effectiveness and efficiency. Class timetables and daily routines are well planned, clear and established. The school is adequately staffed. The premises, while somewhat restricted in size, are adequate. Resources are limited in quantity and quality. There are too few electronic devices to support classroom research. Limited library resources restrict opportunities for reading for pleasure and for research. There are too few resources in mathematics and science to support independent, inquiry-led learning and problem-solving.

### For development:

- Use the school's improvement plan as a guide to ensure that all identified actions are addressed.
- Create a self-evaluation document that reflects the performance of students more accurately.

## The View of parents and senior students

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



|                                                                                                            |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
|------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <p><b>Students</b></p> | <ul style="list-style-type: none"> <li>Almost a quarter of the school's students completed their survey. Most report that they are happy and content with life and have positive mindsets and expectations for their futures. They are tenacious and persevere and pursue goals despite the challenges which they may face. They enjoy being at the school and report that they make strong connections with their fellow students and teachers.</li> </ul>                                                                                              |
|  <p><b>Parents</b></p>  | <ul style="list-style-type: none"> <li>A small number of parents completed their survey. Overall, they are extremely positive about the safety of the school environment, and about the quality of education provided for their children. They feel that teachers help their children to develop the skills to learn effectively, and that they are well informed by the school about their children's progress. A few parents mention that incidents of bullying happen occasionally. However, this is not supported by inspection findings.</li> </ul> |

## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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