



المعرفة
Knowledge



HIMAYAH SCHOOL FOR EDUCATION BOYS – DIERA (ABU HAIL) MoE CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



ACCEPTABLE

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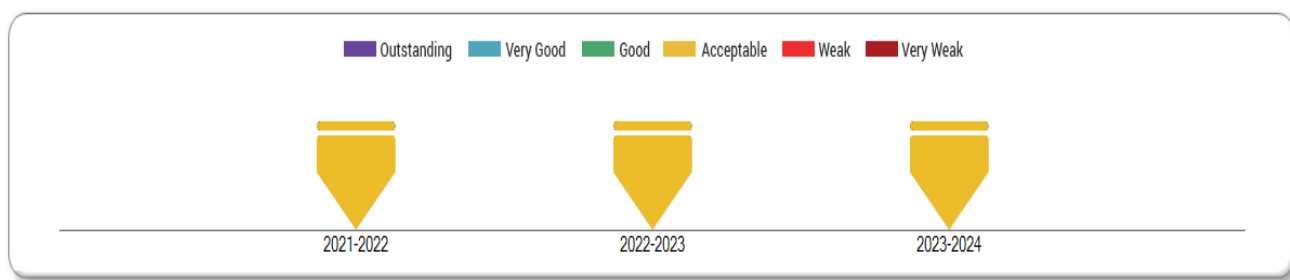
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SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Abu Hail
		Opening year of school	2018
		Website	Not applicable
		Telephone	97143482255
		Principal	Jamal Hassan AlShaiba
		Principal - date appointed	11/27/2019
		Language of instruction	Arabic
		Inspection dates	22 to 26 January 2024
 STUDENTS		Gender of students	Boys
		Age range	6 to 20
		Grades or year groups	Grade 1 to Grade 12
		Number of students on roll	1025
		Number of Emirati students	1
		Number of students of determination	29
		Largest nationality group of students	Arabic
 TEACHERS		Number of teachers	52
		Largest nationality group of teachers	Egyptian
		Number of teaching assistants	2
		Number of guidance counsellors	2
 CURRICULUM		Curriculum	MoE
		External Curriculum Examinations	MoE
		Accreditation	MoE

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



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- In the upper Cycle, students show good progress in all subjects, with attainment being consistently good, except in science, where it is acceptable. In Cycle 1 and Cycle 2, attainment and progress are acceptable, except in mathematics in Cycle 1, where they are good. Learning skills are stronger in Cycle 3, and acceptable in the other two Cycles.
- Students have positive attitudes, creating a nurturing environment for personal growth. They uphold friendliness and community values. Punctuality in Cycle 3 lacks dedication. In understanding and applying Islamic principles, respecting UAE culture, and showing some awareness of world cultures, students demonstrate a well-rounded perspective. They have a strong commitment to community involvement, social responsibility and environmental awareness.

Provision For learners

- Teachers have strong subject knowledge. Lesson planning is sound, but teaching methods are inconsistent, often dominated by teacher talk. Only a minority of lessons offer sufficient challenge. Students take responsibility for tasks, displaying strong learning skills in Cycle 3. Assessment opportunities vary. While teachers' questioning is effective, their analysis of tests lacks effectiveness in adapting teaching and in improving students' progress.
- The curriculum is broad and balanced. It emphasises the development of skills and is aligned with MoE and national requirements. However, limited choices for older students hinder the meeting of their interests. Planned progression meets educational needs. Cross-curricular links are not firmly established. Leaders review the curriculum but overlook literacy gaps. Curriculum adaptation is acceptable. It caters for various student groups, but opportunities for innovation vary.
- Leaders ensure safeguarding through established policies and procedures. Protective measures combat abuse and bullying. While supervision on school grounds is effective, arrangements for safety on school transport are inadequate. The school meets health and safety standards. Buildings and equipment are well maintained. Members of staff maintain courteous relationships and implement effective behaviour management. Systems to provide for students of determination and for those with gifts and talents are in place. However, support for specific needs in lessons is too variable.

Leadership and management

- Leaders endorse a vision which emphasises citizenship. Inconsistencies exist in understanding best teaching strategies. Leaders conduct self-evaluation exercises, but accuracy is lacking, and the monitoring of teaching is insufficient. Parents are actively engaged. The governing board has formulated a strategic plan and engaged an education consultancy, the impact of which is unclear. Well-organised daily routines positively influence learning. The library and reading facilities are inadequate.

Highlights of the school:

- In Cycle 3, students' progress in all subjects.
- Students' personal and social skills.
- Students' awareness and embracing of Islamic values.
- The commitment of the governing body to improving the quality of education.

Key recommendations:

- Ensure that the school meets all the National Agenda parameters, particularly in reading literacy.
- Adopt best practices in teaching, particularly in Cycles 1 and 2.
- Use internal and external assessment information effectively to plan and deliver challenging lessons.
- Develop leaders' skills and capacity to evaluate the quality of teaching and drive improvement.
- Base school improvement plans on accurate self-evaluation and defined measurable targets.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

		Cycle 1	Cycle 2	Cycle 3
 Islamic Education	Attainment	Acceptable	Acceptable	Good ↑
	Progress	Acceptable	Good ↑	Good ↑
 Arabic as a First Language	Attainment	Acceptable	Acceptable	Good ↑
	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	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

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Cycle 1	Cycle 2	Cycle 3
Personal development	Very good	Very good	Very 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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Not met	
The school does not fully meet the requirements of the reading literacy assessment.	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable
With a score of 454, the school did not meet its targets in the Progress in International Reading Literacy Study (PIRLS) 2021. On average, in English, mathematics and science, students sustained an outstanding judgement in benchmark assessments over two years. Attainment in mathematics and science was stronger than in English.		
C. Leadership: International and Emirati Achievement	Acceptable	
Senior and most middle leaders understand the subject skills and content aligned with international proficiency and benchmark levels. However, they do not effectively identify gaps in learning revealed in the benchmark assessment reports and use them to ensure that the curriculum is appropriately adapted to close those gaps. Reading literacy action plans do not adequately highlight the next steps for teachers or students.	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Weak	Not applicable
The school does not participate in reading literacy skills assessments. Leaders instead rely on the reading elements of international benchmark tests. In the recent 2022 Programme for International Student Assessment (PISA) tests, students' reading scores were 45 points below target, mirroring a score of 93 points below target in the 2021 PIRLS assessments. Due to the lack of robust systems to identify issues in students' reading, leaders have not created targeted plans or strategies to help students to improve.		

Overall school standards in the National Agenda Parameter are acceptable.

For Development:

- Ensure that the school meets the National Agenda parameters by assessing students' reading literacy using the appropriate assessments.
- Take effective steps to close the gaps in students' literacy skills.
- Use the analysis of benchmark assessment reports to adapt the curriculum to focus on individual skill and attainment gaps.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at an acceptable level.

- Himayah School's mission and vision prioritise the development of the individual, with a wellbeing policy focusing on mental health support. Survey results and discussions indicate appropriate alignment with the wellbeing vision. Leaders' emphasis on a proper work-life balance and mental health support is evident through regular assessments. The wellbeing development team receives appropriate training to extend members' expertise. Positive trends in attendance and student surveys indicate progress.
- While the school supports students' wellbeing, there is a limited emphasis on that of teachers. Evaluation of wellbeing programmes for staff and explicit commitment to their wellbeing are inadequate. Positive outcomes, increased participation, and effective teaching strategies indicate success in wellbeing education for students. Their involvement is evident through focus groups, student activities and policies. However, not all students are involved, nor are parents.
- There are biases in feedback and overreliance on self-reported data. Priority areas for development include enhancing classroom climates, students' feedback mechanisms, comprehensive evaluation of the physical environment, and continued review of wellbeing indicators. The refinement of teachers' practices, parents' involvement, the fostering of interdisciplinary wellbeing education, and the regular review of wellbeing policies are all insufficient.

For Development:

- Expand the wellbeing team to include parents and students.

UAE Social Studies and Moral Education

- The school offers separate lessons in the moral, social and cultural studies (MSCS) education curriculum, in alignment with MoE framework. Lessons are taught in Arabic by suitably qualified teachers from Grade 1 to Grade 10.
- Students participate in MSCS and engage in both collaborative and independent learning activities. There is a sustained focus on moral conduct and ethical issues, and on enhancing students' understanding of UAE culture and heritage, along with other world cultures. Students' learning is supported to by assemblies, projects and involvement in community events.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Most students demonstrate knowledge and understanding of the revelation, Islamic rules, ethics and principles. In Cycle 3, a majority of students achieve above curriculum expectations in areas such the morality of sales and lending. Internal examination results are higher than students' performance in lessons.
- In lessons, students have secure knowledge of worship and Islamic etiquettes. Recitation skills are relatively stronger in the upper cycles. In Grade 10, students can discuss the correct requirements of Islamic dress.
- Students' use of references from the Holy Qura'an, Hadith and Sunnah are not yet consistent. They do not always reinforce their answers with evidence from these sources, nor do they relate them to everyday situations.

For Development:

- Ensure that students apply their knowledge to everyday situations with evidence from the Holy Qur'an, Hadith and Sunnah.

ARABIC AS A FIRST LANGUAGE

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

- Students' skills of listening, speaking, reading, comprehension and independent writing are inconsistent. However, in Cycle 3, attainment is above curriculum expectations. Internal and external assessment results show higher attainment than that witnessed in lessons.
- Students demonstrate the ability to answer questions on literary analysis and rhetorical styles. However, their responses are not always extended. In Cycle 1, students struggle to compare stories in terms of presentation and content. Reading comprehension is not well developed.
- An increase in opportunities for students to engage in independent enquiry and research is supporting the development of creative writing in Cycle 3. However, this is yet to be embedded across the school.

For Development:

- Encourage students to provide extended oral and written answers.
- Increase students' comprehension skills by encouraging wider reading.

ENGLISH

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

- Students' attainment and progress is strongest in Cycle 3, particularly for students at an advanced level. In Cycles 1 and 2, students make gradual progress in developing their knowledge and understanding as well as their confidence and competence in speaking and writing in English.
- Students' speaking, listening and reading comprehension skills are stronger than their writing. Large variations exist in the quality of speaking, writing and handwriting within individual classes. Students' knowledge, understanding and use of English writing conventions and techniques are slowly developing. Spelling and punctuation are insecure.
- Few improvements have been made since the previous inspection. Low expectations and lack of challenge from teachers provide insufficient opportunities for students to develop their full potential. Workbooks contain little extended writing. Students' reading skills and fondness for reading are not sufficiently prioritised.

For Development:

- Improve students' reading skills and enjoyment of reading by exposing them to a broader range of reading materials.
- Improve students' knowledge and understanding of English writing conventions and techniques and encourage them to write more creatively and extensively.
- Ensure that students routinely check their work for accuracy, particularly in relation to spelling, punctuation and grammar.

MATHEMATICS

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

- Most students attain in line with curriculum expectations. A majority attain above curriculum standards, except in Cycle 2 where only a minority do so. Internal assessments are much higher than students' classroom performance would suggest.
- In lessons and in recent work, students show strengths in forming and solving equations. For example, in Grade 9, students simplify using basic polynomial subtraction. They can identify incorrect solutions and explain why errors have occurred.
- The current focus on problem-solving and critical thinking is slowly having an impact on how students learn. In Cycle 2, this approach is yet to be embedded. Tasks do not always match students' needs. Individual initiatives are not always encouraged.

For Development:

- Improve students' mathematical skills by increasing opportunities for them to take ownership of their learning.
- Ensure that teachers set tasks that match the individual needs of each student rather than initiating work from the same starting point.

SCIENCE

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

- Students employ scientific principles to address environmental and everyday challenges, enriching their learning experience. They actively engage and collaborate in lessons, enabling them to draw conclusions and communicate their ideas effectively.
- In Cycle 1, students develop understanding of scientific knowledge. They rarely have the opportunity to use their scientific thinking, enquiry and investigative skills. Advanced stream Cycle 3 students achieve more highly than those in the general stream.
- Students in Cycles 2 and 3 progress significantly as they adeptly use technology and conduct experiments using the virtual laboratory. However, they have less ability in applying the scientific method independently in their investigations and inquiries, or in formulating and testing their own hypotheses.

For Development:

- Provide opportunities for students to participate in well-organised independent learning activities and research.
- Enhance students' use of all steps of the scientific method in their investigative assignments.

LEARNING SKILLS

	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Good

- Students in all cycles are keen to engage in learning and willingly take responsibility for completing learning tasks. Students' learning skills are strongest in Cycle 3, particularly among students on advanced level courses, and in Islamic Education, Arabic and science in Cycle 2.
- Students interact well with their teachers and enjoy working in small collaborative groups to share their thinking, when given the opportunity to do so. When prompted, students can make connections in their learning to the outside world and occasionally to other subjects.
- Problem-solving and critical thinking are evident in the most successful lessons, although they often lack depth. Student's higher-order skills of initiating, planning, researching, analysing, reviewing and evaluating are less well developed, as are their innovation and enterprise skills. Few students check their work for accuracy.

For Development:

- Encourage students to take greater responsibility for their own learning and to find things out for themselves.
- Develop students' higher-order thinking skills.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Cycle 1	Cycle 2	Cycle 3
Personal development	Very good ↑	Very good ↑	Very good ↑

- Leaders are commitment to fostering positive attitudes among students.. Students are encouraged to be self-reliant. Leaders have created a nurturing and enthusiastic learning environment that facilitates personal growth and development.
- Students' behaviour is underpinned by the values of friendliness and community orientation. Positive behaviour contributes to the overall atmosphere within the school. Students are aware of the needs and differences of others and help one another.
- Teachers promote empathy and positive interactions, and foster collaboration and understanding among students. Attendance levels are high. Punctuality, especially in cycle 3, is erratic.

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

- Students embrace Islamic cultures, evident in morning prayers and recitations of the Holy Qur'an. They understand the harmony between the heritage of the UAE and Islamic values. They have a strong sense of belonging. Students' appreciation of other cultures is sometimes insecure.
- Teachers cultivate a positive environment, with the prevailing values of modesty, honesty, tolerance and support. Students feel safe and valued. They engage in national celebrations with the Dubai Police Command, facilitated by student leaders.
- Cultural exchange thrives as students celebrate Gulf countries' national occasions. They promote the Emirati heritage to non-Arab student delegations, as they did with a delegation from Japan. These activities enhance cultural understanding and foster a global perspective within the school community.

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

- Students demonstrate a strong commitment to community involvement and social responsibility. Their willingness to lead projects and to engage in charitable activities reflects their strong sense of social engagement and responsibility. This commitment strengthens as students progress through the Cycles.
- Students' work ethic, combined with innovative problem-solving skills, prepares them to excel in various fields.
- Students display a genuine commitment to environmental stewardship. They care for their school environment. Their understanding of sustainability, shaped by both education and religious teachings, empowers them to make informed decisions and participate meaningfully in environmental conservation.

For Development:

- Enhance personal responsibility and consolidate independent problem-solving skills.
- Expand the scope of understanding and awareness of global cultures.
- Ensure that the provision of topics on safe and healthy living is appropriate.

03 TEACHING AND ASSESSMENT

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

- Teachers have sufficient subject knowledge and an awareness of how students learn best. Across the school, there are examples of good practice, particularly in Cycle 3 advanced level courses. This is inconsistent within and across subjects and grades.
- Teachers routinely plan lessons and use a range of strategies to facilitate teaching and to engage students. Teaching methods are inconsistent and vary in effectiveness. Too often, lessons are dominated by teacher talk which restricts opportunities for independent and group learning.
- Teachers' use of data to plan learning is insufficiently developed. In only a minority of lessons, teaching strategies include sufficient challenge. Often, teaching focuses on the recall of knowledge rather than on critical thinking, creativity, innovation and independent learning.

	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable	Good

- Students in Cycle 3 have more assessment opportunities than in other cycles, in preparation for their final examinations. Therefore, teachers in Cycle 3 are more informed about the strengths and weaknesses of their students.
- In the most successful lessons, teachers use questioning effectively to promote thinking and considered responses. This is strongest in Cycle 3, where students use teachers' questions as a basis for further meaningful dialogue.
- The school's analysis of the difference between internal and external tests has improved. However, leaders are still unaware of what the differences indicate. The analysis is not used effectively to adapt teaching or to improve individual progress.

For Development:

- Ensure that teaching is less directed by teachers.
- Improve teachers' use of questioning.
- Improve teachers' use of data to ensure that teaching meets the needs of diverse abilities.

04 CURRICULUM

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

- The curriculum, while predominantly focused on knowledge, is reasonably broad and balanced. It emphasizes the development of skills and is aligned with MoE requirements. Older students can choose one of two streams. However, they have limited choices to nurture their interests and ambitions.
- The curriculum features planned progression in key subjects. It broadly meets the educational needs of the majority and prepares students for the future. Although planned, cross-curricular links fall short in fully enabling the transfer of learning across different subjects.
- Leaders regularly review the curriculum, aiming to ensure appropriate provision across subjects. This approach generally meets the diverse academic and personal development needs of most students. Leaders have yet to address the gaps in students' literacy.

	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable

- The curriculum only adequately addresses the educational needs and personal development of various groups. Students of determination, and those with gifts and talents, have less comprehensive support for their diverse needs.
- The curriculum is practical, aiming to involve most students. However, opportunities for enterprise, innovation, creativity, and social contribution vary. A range of extra-curricular activities and community links positively impacts on some students' academic and personal growth. The school has a band, a theatre and robotic clubs.
- The curriculum features programmes which develop students' knowledge, comprehension and appreciation of the heritage of the UAE. They encompass Emirati traditions, culture and the values shaping society in the UAE.

For Development:

- Ensure that literacy gaps are addressed.
- Adapt the curriculum to address the requirements of all student groups, particularly students of determination and the gifted and talented.
- Increase opportunities for all students to participate in extra-curricular activities.

05 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

- Adequate procedures and formal systems, including child protection, ensure the safeguarding of students. Members of staff, students and parents are aware of the safeguarding procedures.
- Teachers take appropriate and effective steps to protect students from various forms of abuse, including bullying and cyber-bullying, These efforts contribute to the creation of a safe and secure learning environment for all.
- Effective systems and safety checks are implemented. There is efficient supervision of the school premises. Supervision on school transport sometimes does not meet safety standards. The general requirements for maintaining the health and safety of students and staff are met. Buildings and equipment are appropriately maintained.

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

- Members of staff maintain courteous relationships with all students. Systems for managing behaviour are in place. The school's approach to promoting attendance and punctuality is generally successful.
- There are appropriate systems to identify students of determination. Students with gifts and talents are encouraged. Inclusion leaders support provision in all phases. However, the planning of lessons to meet the specific needs of all students is insecure.
- Governors have not yet appointed a counsellor to ensure appropriate career advice and personal support. The inclusion team provides personal and academic support, while class teachers organise careers advice and visits to universities.

For Development:

- Appoint a counsellor to enhance support for the wellbeing of all students.
- Ensure that systems and processes guarantee the safety of students, with particular attention to their safety while on school transport.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- School leaders and governors promote an inclusive ethos. The premises and facilities are adequate. Members of staff are appropriately deployed. However, additional resources are lacking in Cycle 1 to support the learning needs of students of determination.
- Teachers use a limited range of formal and informal assessment strategies to identify the needs of students of determination. While individual education plans (IEPs) are in place, they are not used rigorously in classes. Support for students with gifts and talents is occasionally inadequate.
- Teachers regularly engage with parents to provide support in managing the barriers to their children's learning. Parents actively contribute to the development of their children's IEPs.
- The inclusion team, together with the Dubai Police Authority, offers support to encourage students' active participation in learning. Organised events, such as horse riding, visits to local exhibitions, learning sign language and participation in the school band, all develop key personal and social skills.
- For older students, teachers provide some advice and guidance on career choices. Governors have yet to appoint a career guidance counsellor.

For Development:

- Ensure that IEPs are used appropriately in all lessons.

06 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 endorse the school's vision, emphasising citizenship, inclusivity and national priorities. However, a focus on reading is missing. Subject leaders are inconsistent in their understanding of the best strategies for teaching, learning and assessment. The impact of external consultancy support aimed at enhancing leaders' capacity for improvement is not yet evident. There is still inconsistency in anticipating challenges and in articulating the next steps for improvement. Leaders have maintained an adequate school performance.
- Leaders conduct self-evaluation exercises, considering internal and external examination results, but they lack accuracy and realism. Next steps and key priorities are identified with quantifiable targets in the improvement plan, but the monitoring of teaching and learning is insufficient. The focus is not yet on tracking students' progress in lessons and over time. While improvement plans have targets, success is not always evident in lessons, and sustained improvements remain inconsistent.
- Parents participate in school events and engage in their children's learning. Leaders have an open-door communication policy and accessibility through various channels. Parents who are actively involved in the Parents' Council contribute appropriately to school improvement. Regular reports cover students' general academic and personal development. There is insufficient detailed feedback and a lack of collaboration for improvement. Partnerships with many local, national and international bodies are facilitated through police departments.
- The school governing board, comprising exclusively members from Dubai police departments, has formulated a strategic plan with a renewed vision and mission. Governors have engaged an education consultancy to support school improvement and to provide insights into the quality of teaching and learning. Governors now have a comprehensive knowledge of the school, enabling them to hold senior leaders to account and to influence overall school performance.
- Well-organised routine management has a positive effect on students' learning. The majority of teachers undergo professional training. However, the training is not specific enough to show impact. The premises, including specialist facilities and a new sports field for Cycle1, are suitably designed. Regular use of learning areas, including technology facilities, strengthens students' achievements. However, the library and reading resources fall short in supporting students' learning.

For Development:

- Strengthen leaders' capacity for understanding best practices in teaching, learning and assessment in order to improve students' outcomes.
- Develop rigorous self-evaluation to ensure that accurate priorities are identified, leading to sustained improvements.
- Enhance reading and library facilities and resources to cultivate an eagerness for reading among students.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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