

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

Inspection Report 2018-2019

**Islamic School for
Training & Education**

11 YEARS OF INSPECTIONS

Acceptable

**Curriculum
MOE**



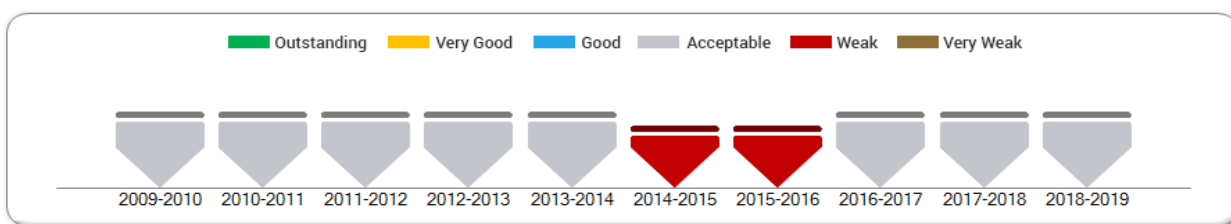
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School Information

General Information	Location	Al Muhaisnah
	Opening year of School	1983
	Website	http://www.lootah.com/eng/school/schlfrmset.htm
	Telephone	0097142646001
	Principal	Haj / Saeed Bin Ahmed Al-Lootah
	Principal - Date appointed	10/1/2018
	Language of Instruction	Arabic
	Inspection Dates:	11 to 14 February 2019
Students	Gender of students	Boys and girls
	Age range	4-16
	Grades or year groups	KG 1-Grade 10
	Number of students on roll	535
	Number of Emirati students	140
	Number of students of determination	19
	Largest nationality group of students	Arab
Teachers	Number of teachers	37
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	6
	Teacher-student ratio	1:14
	Number of guidance counsellors	2
	Teacher turnover	13
Curriculum	Educational Permit/ License	MoE
	Main Curriculum	MOE
	External Tests and Examinations	IBT
	Accreditation	N/A
	National Agenda Benchmark Tests	PISA,TIMSS,CAT4

School Journey for Islamic School for Training & Education



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

- In cycle 1 and cycle 2, students' attainment and progress in mathematics and their attainment in science are acceptable. In Kindergarten (KG), children's attainment in English has declined from good to acceptable. Students' achievement has remained the same as in the previous report in other subjects and cycles.
- Students demonstrate good attitudes and behavior in KG and cycle 1, and very good in cycles 2 and 3. Throughout, students' understanding of Islamic values, Emirati culture and their own culture is consistently very strong. Students' social development remains good across the school.

Provision for learners

- The quality of teaching for effective learning has improved and is now acceptable in cycles 1 and 2, especially in mathematics and science. Teaching and assessment in KG and cycle 3 are acceptable. However, assessment in cycles 1 and 2 remains weak due to insufficient analysis, lack of understanding and inadequate use of the available assessment data to enhance students' learning.
- Curriculum design and modification are acceptable. The UAE social studies course meets expectations, and the moral education programme is appropriate. However, there is noticeable room for improvement in curriculum modification within classes in order to meet the different needs of boys and girls, and of different groups of students.
- Arrangements for health and safety are acceptable. The care and support of the children in KG have remained adequate. However, care and support are weak elsewhere as a result of insufficient provision for students to share their concerns with the school, especially in the boys' section. Inclusion provision is weak due to limited capacity and poor identification of and support for students of determination.

Leadership and management

- School leadership and self-evaluation remain acceptable. The school has the ability to improve teaching and to evaluate practice, but is not strong in improving provision for inclusion. Governors have a limited influence on school leaders and on the direction which the school is taking. Parents remain supportive of the school, but communication is insufficiently developed. Staffing and facilities remain acceptable.

What the School does Best:

- Good achievements in Islamic Education and in Arabic across the school.
- The Islamic ethos of the school, and the deep appreciation of UAE culture and traditions.
- Students' personal and social development.

Key Recommendations:

- Governors should:
 - ensure that all students have access to clear pathways and systems of support, so that they can share their concerns and complaints
 - underpin this review with a clear policy, and monitor its implementation.
- Improve the school assessment processes, particularly in cycles 1 and 2, and analyse and interpret assessment data to enable teachers to match learning activities to students' abilities and help them to reach their potential.
- Review and revise the processes which identify, diagnose and support students of determination so as to reflect a consistently high ambition throughout the school.
- Improve students' attainment and progress, especially in English, mathematics and science by:
 - modifying teaching strategies to meet the needs of different groups of students and provide consistent opportunities for independent learning
 - providing high-quality learning opportunities that develop students' critical thinking skills.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable
Assessment	Acceptable	Weak	Weak	Acceptable

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
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 does not meet the registration requirements for the N.A.P.

School's Progression In International Assessments

is below expectations

- International assessment data indicate a degree of inconsistency. The outcomes of the TIMSS test for Grades 4 and 8, in both science and mathematics are strong. However, students in Grade 9, in the PISA test, failed to reach their targets for science, mathematics and reading by a considerable margin. The school has not registered students for the cognitive ability tests (CAT4).

Impact Of Leadership

is below expectations

- Leaders are neither analysing nor using the data from the international assessments. This is an opportunity missed as the chance to identify student weaknesses, and put into place some corrective measures, is lost.

Impact Of Learning

is below expectations

- Insufficient opportunities are given to the students to help them to develop the skills of enquiry and research. Teachers make little use of ICT in the classroom to support learning. Similarly, not all teachers' questioning promotes critical thinking.

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

For Development:

- Register all students for the appropriate benchmark tests and ensure that CAT4 is taken by the correct grades.
- Analyse all data from the tests to identify any weaknesses in performance.
- Modify the curriculum and adapt teaching to address the areas causing difficulty.
- Rethink strategies of teaching so that lessons become more student-centered and more challenging.

Reading Across the Curriculum

- Reading outcomes in Ministry of Education (MoE) and external benchmark tests are strong in Arabic, and in line with expectations in English. Reading ability is stronger in the girls' section than in the boys'
- Students' reading and comprehension skills in Arabic are good. Daily recitations of the Holy Qur'an reinforce reading skills. Younger students can decode and read words. However, reading for inference is still developing in most subjects.
- The school library is in poor condition and is not effectively used. Teachers have classroom libraries which are underused. The girls' section library is sparse but attractive, and encourages reading.
- In Arabic and English, teachers are developing guided reading schemes which measure reading for understanding.

The school's provision, leading to raised outcomes in reading across the curriculum, is emerging.

For Development:

- Develop cross-curricular reading initiatives and strengthen the links between subject leaders in order to raise the profile of reading and the importance of the libraries.

UAE Social Studies

- The UAE social studies curriculum is established in the school and meets the needs of most learners. It effectively contributes to students' very good understanding and appreciation of Emirati culture.
- In most lessons, students learn actively, building up their knowledge and understanding while using the skills of interaction and collaboration. In the best lessons, students make appropriate use of technology for research on social studies concepts.
- Over time, almost all students reach expected levels of the UAE social studies curriculum, and the majority of students attain above these levels.
- Students generally make good progress in their work in lessons. Almost all make expected progress over time in relation to their starting points and the UAE social studies curriculum standards.

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

Innovation

- Opportunities for students to develop or display their creative abilities, critical thinking or independent learning skills are limited in most subjects.
- Technologies to support inquiry and research skills are not used enough.
- Opportunities for students to be innovative and to think critically occur only in the more effective lessons. Few teachers modify their lesson plans to promote innovation.
- Innovation is underdeveloped in the curriculum, which is not designed to nurture students' skills through extra-curricular activities. A limited range of opportunities exists for older students to enter into partnerships.
- School leaders are committed to the promotion of innovation across the school, although, paradoxically, they provide few opportunities for the students.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Cycle 1	Cycle 2	Cycle 3
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Good

- Girls' attainment and progress are slightly better than the boys'. Average attainers are making better progress compared to students of higher and lower abilities, due to teachers' inability to cater for the ablest or for those in need of help.
- Students have a good understanding of pillars of Islam and faith, the Prophets' stories and the majority of Islamic concepts. Progress is rapid in understanding Islamic etiquette, values, Seerah and worship. However, progress is slower in developing an understanding of Fiqh, Islamic laws and the ability to quote verses from the Holy Qur'an as a point of reference.
- The improvement in students' memorisation skills is due to the daily morning Qur'anic sessions. Involvement in a range of Islamic competitions has developed students' recitation skills. However, this is not consistent across all grades and cycles.

For Development:

- Modify the curriculum and the level of challenge in order to meet the needs of different groups of students, especially the more able, and provide more opportunities for the development of higher-order thinking skills.
- Develop students' understanding of Islamic law and their understanding of the Holy Qur'an so that they can develop their ability to quote from it as point of reference.

Arabic as a First Language

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

- The majority of children in KG, and of students in cycles 1 and 2, attain levels that are above MoE curriculum standards. Most in cycle 3 attain levels that are in line with the MoE curriculum standards.
- Students have well developed listening skills and they are confident in using classical Arabic. However, they are not always challenged to give extended responses to questions. Their reading comprehension skills are strong, and they are making good progress in their knowledge of grammar.
- Students' progress is solid across the school, and is evident in lessons, test results and in their written work. Higher ability groups are not always sufficiently challenged to extend their language skills.

For Development:

- Ensure that teachers use assessment data to inform teaching and curriculum planning in order to meet the needs of different groups of students.

English

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

- Students achieve acceptable outcomes in diagnostic tests that are in line with MoE curriculum standards. Girls throughout the school make stronger progress than boys because they read more extensively and develop increasingly strong understanding of language. Assessment results indicate that cycle 2 students' attainment in speaking and reading improves consistently.
- Most children in KG recognise letter sounds and can identify objects that start with the letter. The majority of children can read simple words. They make rapid progress from their low starting points.
- The majority of students systematically develop a sound understanding of English language. Most of the older students with high ability fail to achieve their potential. By cycle 3 most students, particularly in the boys' school, struggle to write extensively and accurately.

For Development:

- Develop students' extended writing skills throughout the school, with regular assignments which broaden students' range of vocabulary and require them to use increasingly more complex sentence structures.

Mathematics

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

- There are no significant differences between the phases in progress and attainment. Most students are working and progressing at curriculum expectations in their lessons.
- There is a strong emphasis on the four mathematical operations, and all grades receive constant reinforcement in this. The area of weakness is in problem-solving, where students need to understand how to analyse a problem in order to apply the correct operation. Knowledge and understanding of specialist mathematical vocabulary are not well developed.
- Student outcomes have improved in cycles 2 and 3 as the school has addressed the issues surrounding specialist teachers. As a result of that, students are now working at expectations.

For Development:

- Focus closely on the interpretation and inference of problem-solving so that students can readily recognise the mathematical operation that goes with the problem. This strategy will require specialist mathematical terminology.

Science

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

- In KG, children's knowledge and understanding are developing, but they mostly depend on the teacher. In the other phases, students' attainment is within curriculum expectations. Students' progress in lessons and in their work is within expectations, and has improved in cycles 1 and 2.
- Students demonstrate a basic understanding of scientific thinking and investigative skills. The practical skills of recording, measuring and reflecting on data are developing, particularly in cycles 2 and 3. However, students across the phases have few opportunities to investigate independently or to find things out for themselves.
- The collaboration of the science department with external laboratories is helping students to recognise the relevance and importance of science in their environment and in the world beyond. In turn, this leads to some progress in practical and laboratory skills in cycle 3.

For Development:

- Increase students' opportunities for independent investigation and problem-solving.
- Raise the level of expectations and challenge for all groups of students.

Learning Skills

	KG	Cycle 1	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable	Acceptable	Acceptable

- Students, particularly children in KG and the girls' sections of other cycles, show a keen interest in learning and are actively engaged in lessons. Older students can take responsibility for their own learning and are more aware of their strengths and weaknesses.
- Students interact well with their teachers in response to questions and are keen to communicate their learning. They can collaborate for a purpose when lessons provide the opportunity for them to do so.
- Students' purposeful use of technologies for enquiry and research in lessons is minimal. Opportunities for students to develop their critical thinking and problem-solving skills are also limited and therefore these skills are still poorly developed.

For Development:

- Raise the level of boys' learning skills to match the better-developed skills displayed by girls.
- Integrate regular opportunities into lessons for students to develop skills of purposeful collaboration, enquiry, research and critical thinking, and use appropriate technologies more frequently to enhance these skills.

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

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

- Students' personal development is strong across the school. In the upper cycles, students contribute more to the school and are serious about making a positive impact on school life. The girls particularly show a greater love of learning and are enthusiastic and contributing partners.
- Students are respectful towards other students and school staff. Attendance is good, but punctuality is inconsistent. At times students are unable to adopt healthy eating patterns in school due to the variable availability of healthy food options.
- Students enjoy contributing to the smooth running of the school. The school council is particularly active. However, a few students do not always feel that their views and concerns are sufficiently monitored and effectively acted upon by teachers and school leaders.

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

- Students across all phases have a clear understanding of Islamic values and their influence on Emirati culture and their daily lives. They also acknowledge how such Islamic values influence their interaction with others every day.
- Students show appreciation and respect towards the UAE culture and heritage. They participate in various national activities and events such as Flag Day and National Day. They also demonstrate understanding of current trends in the UAE, especially those regarding innovation and tolerance.
- The school organises some cultural events aligned with the curriculum to deepen students' understanding of their own culture and the values of Islam. However, understanding of other world cultures is still developing among students.

	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Good	Good	Good

- Students have a clear understanding of their role in both the school and the local community. They respect their own environment, disposing of litter at break time. Some volunteer for community visits to the homes of the elderly, particularly girls.
- Students have a positive work ethic and enjoy being given roles of responsibility. The school council demonstrates an awareness of entrepreneurship by recycling fabric into reusable commodities in order to raise money for charity.
- There is a strong awareness of the environment in which the students live, particularly in the area of recycling. The girls have enhanced their own section by creating very effective murals, made from recycled plastic bottle tops.

For Development:

- Develop the students' understanding and appreciation of world-wide cultures.
- Broaden and extend opportunities for entrepreneurship and innovation.

3. Teaching and assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable ↑	Acceptable ↑	Acceptable

- Teachers have a secure knowledge in their subject areas. However, their understanding of how students learn varies across the cycles. Teaching in KG engages children well. The quality of teaching is strongest in the Islamic Education and Arabic classes, where teachers use effective strategies and resources to engage their students in learning, and promote effective collaboration.
- In the more effective lessons in the girls' section, opportunities for students to be innovative and to think critically are emerging. Teachers' expectations and an appropriate pace of learning are not well developed.
- The sharing of best practices and internal professional development have a positive impact on teaching, as evidenced by the improved outcomes in science and mathematics in cycles 1 and 2. However, teaching strategies to meet students' different learning needs in all cycles are underdeveloped.

	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Acceptable	Weak	Weak	Acceptable

- Internal assessments are aligned with the school's own internal criteria, not the KHDA assessment standards. Assessment is more effective in KG and cycle 3, as the teachers know the students better and are more able to meet their needs.
- The school is not using the benchmark tests as an assessment tool. This means that any areas for development in students' performance are not being identified and subsequently addressed.
- Little progress has been made in the use of assessment to impact on student outcomes, both in terms of how data are analysed and in the quality of feedback to students.

For Development:

- Register all appropriate students for the international benchmark tests, and then analyse the outcomes, so that informed decisions can be made about future planning

4. Curriculum

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

- The school follows the MoE curriculum. It meets the needs of a large majority of students. The curriculum is largely driven by the textbooks. The Islamic Education, Arabic and English curricula in cycles 1 and 2, particularly in the girls' section, have been enriched by additional resources.
- The improved KG curriculum is appropriate to the age of the children, and makes relevant cross-curricular links. Curriculum reviews have led to the introduction of English reading schemes which have led to improvements in continuity and progression within KG.
- Cross-curricular links between Islamic Education, Arabic, and social studies are embedded as part of the MoE curriculum. The range of choice in the cycle 3 curriculum and opportunities for independent learning, research and critical thinking are underdeveloped. Not enough consideration is given to the provision of a broad curriculum that enriches students' experiences and strengthens their learning.
- Moral education is taught by class teachers in Arabic in weekly, discrete 45 minute lessons from Grades 1 to 12.

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable	Acceptable	Acceptable

- The KG curriculum is modified to an extent, usually with worksheets in lessons for children with different abilities. In cycles 2 and 3, the curriculum has been broadened to include media studies, which enables students to develop creative skills.
- Curriculum adaptation effectively supports the development of students' knowledge and understanding of the culture of the UAE. The teaching of Islamic values provides a rich curriculum that enables students to appreciate their heritage.
- The curriculum provides a limited range of opportunities for older students to develop entrepreneurial skills in partnerships with external organisations. It is not adapted well to encourage innovation. A narrow range of extra-curricular activities means that physical and technical skills are underdeveloped.

For Development:

- Increase curriculum opportunities for older students to develop enterprise, innovation and critical thinking skills, and broaden the range of choice in extra-curricular activities to promote physical and technical skills.

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

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

- Leaders have acted swiftly on child protection issues identified in the school. Safeguarding policies are in place, and are communicated clearly to staff, parents and students. Additional action is required to ensure that a suitable designated person is in place to look after students' welfare.
- There are effective arrangements by qualified medical personnel to monitor the health of the students. Maintenance and facilities staff ensure that the buildings are kept clean and are well maintained. Safety procedures for school transport are carefully followed.
- Arrangements have been made to secure and update the school's facilities and, most recently, the sports playground. The school meets all legal and regulatory requirements, including emergency evacuation drills.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Acceptable	Weak ↓	Weak ↓	Weak ↓

- School systems and parental engagement produce high levels of student attendance. Students usually behave very well, though systems to promote very good behaviour are not clearly understood by all and implementation is inconsistent. Some students feel that some teachers apply inappropriate sanctions.
- Whilst the school celebrates inclusion, the identification and diagnosis of students of determination are underdeveloped and inconsistent across cycles and departments. In KG, students are identified early and supported intuitively, but with limited resources.
- The school does not use measures of underlying ability to identify higher or lower ability students. Consequently, few lessons concentrate sufficiently on stretching the more able and ensuring that all students are performing at their best.

For Development:

- Ensure that health and safety activities are supported by policies which are robust, accurate, comprehensive and understood by all staff.
- Ensure that record keeping of student welfare issues is thorough, and that it reflects the impact of communications and actions.

Inclusion of students of determination

Provision and outcomes for students of determination

Weak ↓

- Leaders are committed to inclusion, but do not have significant positive impact across the school. Governors have not yet improved the provision of inclusion. Leadership is not creating an environment or processes which consistently match needs across the school.
- Identification and diagnosis vary considerably across the school, between girls and boys and between cycles. While there are strengths in KG, and in some other classes for girls, interventions matched to needs are very inconsistent. Personalised advice is not always appropriate.
- Parents are broadly supportive of the school's inclusive practice, and are content with much of the progress being made. They know how to contact key staff and appreciate the advantages of one teacher working with their children in all subjects.
- Modification of lessons to meet individual needs varies in quality across the school. Differentiation is strong in a few lessons, particularly in the girls' section, but non-existent in others. Not all teachers commit to meeting the needs of students of determination in their classes.
- A lack of useable progress data and measures of ability make tracking of progress challenging. Teachers are not skilled in measuring progress or in using data to ensure that students are achieving as much as they can. The best teachers plan to meet needs from a sound knowledge of the students.

For Development:

- Ensure that processes to identify and diagnose additional need are consistently applied across the school and that individual education programmes (IEPs) for all students of determination are coordinated by the inclusion manager.
- Ensure that the register of students of determination meets KHDA criteria in all aspects.

6. Leadership and management

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

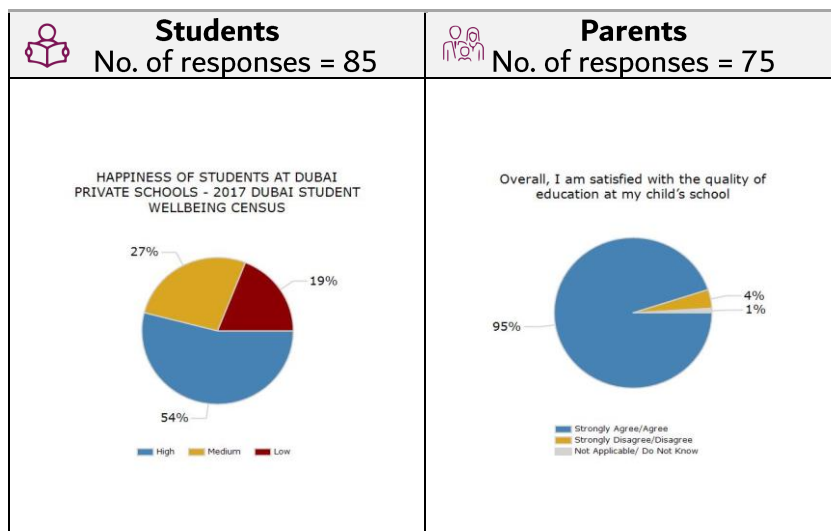
- School leaders are committed to development and have set the direction for improvement. They have fostered a strong fundamental moral basis for the school, and pleasant relationships between the school staff. They are keen to follow the best practice in teaching strategies. However, they are less focused on inclusion. Middle managers have a heavy load of teaching duties and have difficulty in pursuing their management roles. The accuracy of their evaluation of students' learning and progress is inconsistent.
- The school depends on lesson observations more than on data analysis to monitor the quality of teaching and learning. Appropriate progress has been made in addressing most of the recommendations from the previous inspection report, and there are improvements in some key areas. Leaders have a clear view of the majority of the school's priorities, and have established a whole-school development plan and individual subject action plans. However, these are inconsistently focused on students' achievement.
- Overall, parents are satisfied with the quality of education which their children receive. They are regularly informed about their children's progress, but the information is not always consistent. They do not have enough opportunities to become involved in their children's learning and in school life. Advance information about any activities or social contributions they can attend with their children is variable. The school makes occasional social contributions to the local communities.
- There is representation of most stakeholders in the governing body. The governors have an appropriate understanding of the school and are very keen to improve students' outcomes. However, they do not hold the school leadership fully to account, as the school does not always follow their direction and guidance. As a result, the provision of inclusion has declined and the school is not fully meeting statutory requirements, such as the national agenda.
- The school daily life runs smoothly and operates efficiently in some respects. Record keeping is not always rigorous in some areas. The accommodation and teaching resources are appropriate to some extent. Some facilities are modern and well maintained, while resources for physical education, KG, laboratories and the boys' library are insufficient to enhance students' learning experience.

For Development:

- School leaders should consider and comply with governors' guidance and decisions to ensure that full care and support are given to students.
- Ensure that middle leaders increase their understanding of the effective use of assessment data and have the time to monitor teaching more effectively.
- Improve the school libraries, especially in boy's section, by providing attractive books and by creating a reading environment which enhances students' learning and fosters reading across languages and curricula.

The View of parents and senior students

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



 Students	The majority of students have a sense of belonging to the school. Most are positive and supportive. They have good relationships with their teachers and other adults in the school.
 Parents	The responses from the parents' survey are mostly positive. A few parents would like to have easier access to information and support in order to help with their children's education. They also would like to have the opportunity to be involved in various activities in the school.

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