

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

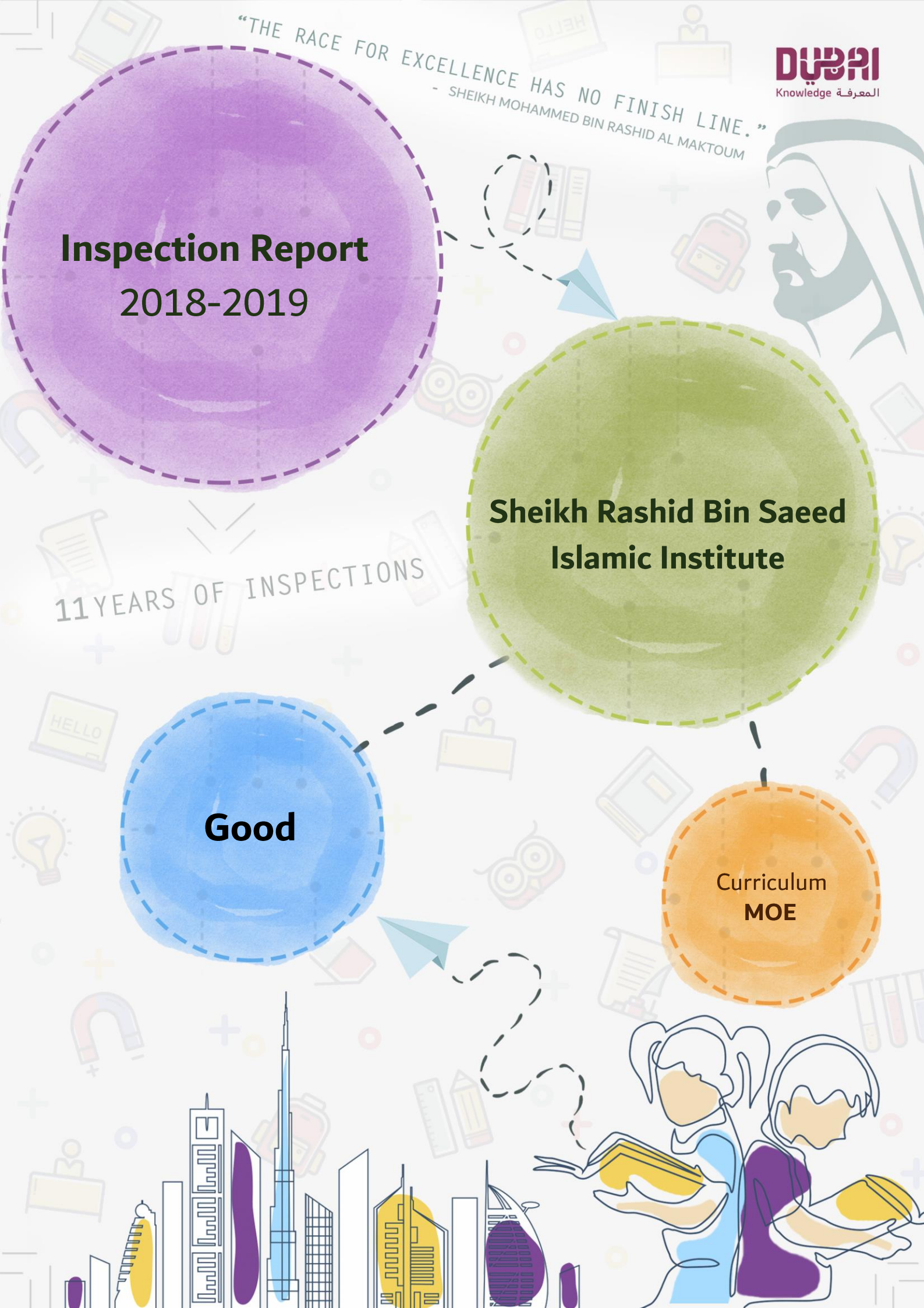
Inspection Report 2018-2019

**Sheikh Rashid Bin Saeed
Islamic Institute**

11 YEARS OF INSPECTIONS

Good

Curriculum
MOE



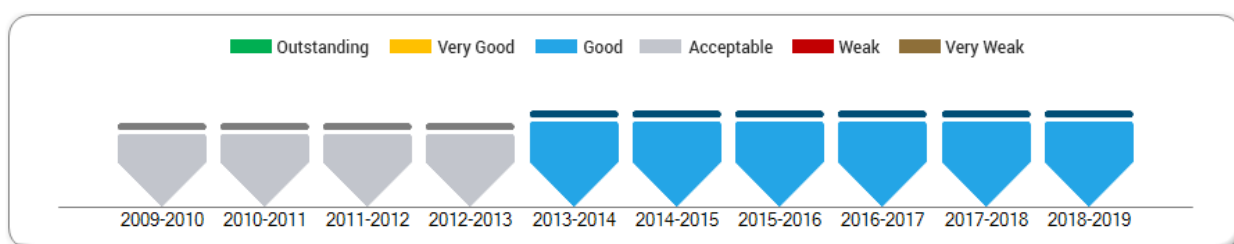
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The View of parents and students.....	19

School Information

General Information	Location	Dubai Academic City
	Opening year of School	2002
	Website	www.rid.ae
	Telephone	00971-4-3688532
	Principal	د نور سيف المهيري, Aamer A Alkebaissy
	Principal - Date appointed	9/1/2002
	Language of Instruction	Arabic
	Inspection Dates:	19 to 21 November 2018
Students	Gender of students	Boys
	Age range	11-18
	Grades or year groups	Grade 5-Grade 12
	Number of students on roll	164
	Number of Emirati students	164
	Number of students of determination	2
	Largest nationality group of students	Emirati
Teachers	Number of teachers	24
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	0
	Teacher-student ratio	1:7
	Number of guidance counsellors	3
	Teacher turnover	4%
Curriculum	Educational Permit/ License	MoE
	Main Curriculum	MoE
	External Tests and Examinations	MoE
	Accreditation	NA
	National Agenda Benchmark Tests	IBT

School Journey for Sheikh Rashid Bin Saeed Islamic Institute



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Very strong attainment and progress in Islamic education have been sustained. Attainment in Arabic in Cycle 3 has improved, as have attainment and progress in mathematics in Cycle 2. Students' learning skills are strong across both cycles. Students enjoy lessons and engage willingly with tasks and activities. They are keen to learn and are taking increasing responsibility for their learning.
- Almost all students continue to demonstrate exemplary attitudes, behaviour and attendance, which support their achievement. Students in both phases demonstrate an excellent understanding of Islamic values and how these affect wider society in the UAE. They strive to apply these values in their everyday life. They participate in celebrating them in every assembly and in Islamic festivals.

Provision for learners

- Most teachers have secure subject knowledge and apply it effectively, so that their explanations support students' learning. They interact with students well and ensure that students are engaged in their learning. The quality of teaching is stronger in Cycle 3. The assessment system is firmly based on the requirements of the Ministry of Education (MoE) curriculum. It provides internally consistent data, enabling valid tracking of students' progress.
- The curriculum has a clear rationale. It is strongly aligned with the school vision and mission as an Islamic school, and responds positively to UAE national priorities. The Islamic education and Arabic curricula provide a wider range of knowledge and skills than those of other subjects. The school has enhanced the curriculum by providing extensive extra-curricular activities that develop learning beyond the classroom.
- Safeguarding arrangements are well understood by teachers, students and parents. The school has very effective arrangements to protect students from all forms of verbal, physical and emotional abuse and bullying. As students prepare to leave school, career counselling is provided along with information related to universities and scholarships. Last year's leavers all achieved their chosen career path.

Leadership and management

- Leaders are willing to research best practices in teaching, learning and assessment. They are anxious to ensure that processes for self-evaluation are systematic, using both internal and external sources of information. The school has a leading role in Arabic curricular enrichment in Dubai. Additional staff support students of determination in their academic programmes, and in their emotional and psychological well-being.

What the School does Best:

- Sustained, very strong attainment and progress in Islamic education
- Improved attainment in Arabic in Cycle 3 and improved attainment and progress in mathematics in Cycle 2
- Students' excellent personal and social development, and improved social responsibility
- Excellent health and safety arrangements for students and staff
- Strong and positive partnerships with parents and the community

Key Recommendations:

- Improve students' progress rates by:
 - using external data effectively to validate assessments which are marked in school
 - creating more opportunities for investigation and for learning by doing
 - ensuring that essential learning skills are taught
 - supporting teachers through targeted professional development.
- Improve the quality of leadership by:
 - increasing leaders' capacity to improve the work of the school through clearer expectations
 - ensuring that leaders are held fully accountable for the quality of students' achievement
 - ensuring that useful information is obtained from data
 - reviewing all plans regularly, tracking and recording progress against success criteria.
- Develop a programme for reading across the curriculum, and support teachers to access professional development to help them to teach reading strategies and evaluate reading skills successfully.

Overall School Performance

Good

1. Students' Achievement

		Cycle 2	Cycle 3
 Islamic Education	Attainment	Very good	Very good
	Progress	Very good	Very good
 Arabic as a First Language	Attainment	Good	Very good ↑
	Progress	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 English	Attainment	Good	Good
	Progress	Good	Good
 Mathematics	Attainment	Good ↑	Good
	Progress	Good ↑	Good
 Science	Attainment	Good	Good
	Progress	Good	Good
		Cycle 2	Cycle 3
Learning skills		Good	Good

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

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

3. Teaching and assessment

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

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good
Curriculum adaptation	Good	Good

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

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

6. Leadership and management

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

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, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.).

School's progression in International Assessments

meets expectations

- The school made very good progress between 2012 and 2015 in PISA, exceeding its targets by a significant margin in mathematics, reading and science. In PBTS tests in 2017, it showed a further rise in performance in reading and mathematics but a slight decline in science. Both mathematics and science missed their targets in the 2015 TIMSS by over 70 points. Performance in IBT tests in 2018 is weak in Arabic, mathematics and science. However in relation to predictions derived from CAT4 results, performance in Arabic is very good, good in mathematics and weak in science.

The impact of leadership

meets expectations

- The school has planned well to ensure good progress towards N.A. targets. Results from CAT4 tests have been used to inform individual student targets and lesson planning. Results from N.A.P. tests and CAT4 predictions are not being used effectively to challenge levels of student attainment or validate standards of internal assessments.

The impact on learning

meets expectations

- In the majority of lessons students have opportunities to analyse information and draw conclusions. They are able to solve simple problems but lack opportunities to produce their own testable hypotheses. Students are able to identify and carry out simple lines of inquiry and research, although use of ICT is inconsistent.

Overall, the schools progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Improve preparation for, and performance in, N.A.P. tests such as IBT. Use external data effectively to validate internal assessments. Systematically teach skills of critical thinking and problem solving and provide opportunities for students to develop questions that can be investigated, and to create and implement realistic and detailed plans of inquiry.

Reading Across the Curriculum

- Standardised assessments of reading are in the process of being implemented. Students' outcomes in reading are beginning to rise across limited aspects of the curriculum. Students have increasing opportunities to read in different settings.
- Students in Cycle 2 are improving in their understanding, critical thinking skills, confidence in comprehension skills and oral presentation.
- The school does not have a library programme. This is a limiting factor in the promotion of strategies to develop motivated, life-long readers.
- The curriculum is not sufficiently adapted to promote reading in all subjects. School leaders are aware of the need to improve the teaching of reading strategies and to evaluate reading skills across the curriculum.

The schools provision, leading to raised outcomes in reading across the curriculum is Emerging.

For Development:

- Leaders should develop a library programme and initiatives relating to reading across the curriculum, and link these to the school's curriculum and reading policy.

UAE Social Studies

- The social studies curriculum meets MoE requirements. It is enhanced by a good variety of engaging resources, especially visual representation of UAE history and its contemporary development.
- Students are engaged and keen to learn. When teaching approaches allow, they enjoy exploring topics and finding things out for themselves.
- Overall, attainment at least meets and at times exceeds curricular expectations. In lessons, students often know more than the lesson sets out to teach.
- Students steadily increase their understanding of their country's history and development. In a few lessons, teaching is based solely on textbooks and progress is constrained.

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

Innovation

- In some lessons, students work creatively, but the use of learning technologies to assist innovation is inconsistent.
- A senior student created a prayer mat for the partially sighted, ensuring that the user will always be facing in the correct direction for worship.
- There are too few opportunities for students to work on projects.
- Innovation is taught as a discrete subject. It is in its early stages of development and is not fully impacting on students' learning and achievement.
- Leaders have provided opportunities and a resource base for students to acquire and practise their skills of innovation. They have supported innovative students through business partner sponsorship.

The school's promotion of a culture of innovation is emerging.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Cycle 2	Cycle 3
Attainment	Very good	Very good
Progress	Very good	Very good

- Students' attainment and progress in both phases remain very good. Students in lower Cycle 2 make rapid progress in most areas of Islamic education. Progress slows as they move up the grades. Students in Cycle 3 show a sound understanding of Sharia law.
- Students across the school demonstrate strong knowledge of the reasons for revelations. Their Holy Qur'an memorisation, and knowledge and application of the rules of Tajweed, are very strong. While students show improvement from their starting points, their progress in lessons is slower.
- Most students can make links to other areas of the curriculum, and can connect their new knowledge to life outside school.

For Development:

- Maintain the rapid progress made by students in lower Cycle 2.
- Improve students' independent thinking and research skills.

Arabic as a First Language

	Cycle 2	Cycle 3
Attainment	Good	Very good ↑
Progress	Good	Good

- Across both cycles, the achievements of the majority of students are above expected curriculum standards. Cycle 3 students attain highly in MoE examinations. They have improved their extended writing and comprehension skills.
- Students have well-developed listening skills, and are confident in responding in classical Arabic. They use dictionaries confidently to enrich their vocabulary. Across the school, they demonstrate improved analysis of literary texts, poetry and prose.
- In lessons, students are exposed to a range of stimuli. Their fluency and understanding have increased.

For Development:

- Provide opportunities for students to learn independently, and to participate in self- and peer- evaluation.

English

	Cycle 2	Cycle 3
Attainment	Good	Good
Progress	Good	Good

- Students across both cycles achieve highly in internal and external examinations. Listening and speaking skills are stronger than reading and writing.
- Well-developed listening skills in both phases support the acquisition of new vocabulary. Students in both phases read unfamiliar texts increasingly independently, using a few reading strategies. Writing at length is most secure in the upper years of Cycle 3.
- The focus on the vocabulary of problem solving and critical thinking helps students to link learning across subjects. The school's emphasis on poetry supports students' creative language development. The lack of personalised target setting constrains students' active and accurate use of English.

For Development:

- Support speaking and writing through target setting in lessons, through assessment of students' active and accurate use of new words, and through the explicit teaching of independent reading strategies.

Mathematics

	Cycle 2	Cycle 3
Attainment	Good ↑	Good
Progress	Good ↑	Good

- Attainment of the majority of students in both phases is above curriculum expectations, as shown by results in MoE examinations and work in lessons and books. Students consistently make better than expected progress in their mathematical skills and understanding.
- The majority of students in both cycles have sound number, geometry and algebra skills. The majority of students in Cycle 3 have a good understanding of trigonometry. In most lessons, they apply their skills and understanding effectively to solve increasingly complex problems, which are often related to meaningful everyday situations.
- Since the previous inspection, students' attainment and progress in Cycle 2 have improved. There is a greater focus on enhancing students' mental mathematics and problem-solving skills. Students do not have enough opportunities to reflect on their learning or to communicate their ideas in depth.

For Development:

- Require students to explain their thinking in order to enhance their understanding of mathematical concepts.

Science

	Cycle 2	Cycle 3
Attainment	Good	Good
Progress	Good	Good

- A majority of students in both cycles achieve levels of knowledge and understanding that are higher than expectations for their age.
- Students enjoy practical work in science. They can discuss and explain the concepts underpinning their work, but are less secure in identifying the variables to be controlled or manipulated in order to carry out a fair test of a reasoned hypothesis.
- Students are encouraged to think critically and can link their understanding of science concepts to real world applications. Lack of opportunity restricts their abilities to demonstrate analysis and extended research skills.

For Development:

- Challenge students to forecast outcomes of scientific investigations and teach them how to identify the variables to be changed and those that need to be controlled, to ensure a fair test of their predictions.

Learning Skills

	Cycle 2	Cycle 3
Learning skills	Good	Good

- Learning skills are strong across both cycles. Students enjoy lessons and engage willingly with tasks and activities. They are keen to learn and take responsibility for their learning. Their critical thinking, research and enquiry skills are not developed systematically across the curriculum. There are insufficient opportunities for students to communicate their ideas in depth.
- Students interact very positively with their teachers. They cooperate well with their peers and work well on independently. Tasks do not provide regular opportunities for them to work collaboratively and to share their ideas. Students apply their learning to meaningful situations, especially in Islamic education, science and mathematics.
- Independent learning skills have improved in mathematics. The use of technology to enhance learning is still not consistent across all subjects.

For Development:

- Increase opportunities for students to develop higher order thinking and communication skills.

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

	Cycle 2	Cycle 3
Personal development	Very good	Outstanding
- Attendance is outstanding. Students are punctual in arriving at school and for lessons. They understand the importance of good attendance and its effect on achievements. They show self-discipline throughout the long school day. - Students demonstrate very positive and responsible attitudes towards their work. Cycle 3 students are the most self-reliant. Their exemplary behaviour provides good role models for younger students. The oldest students show impressive maturity and tolerance in their relationships with their peers and teachers. - Students understand and practise healthy eating. They participate in activities that promote their health and safety, such as regular physical exercise.		

	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good
- Students in both phases demonstrate an excellent understanding of Islamic values and how these affect the wider society in the UAE. They strive to apply these values in their everyday lives. They celebrate them in every assembly and in Islamic festivals. - Students show exceptional understanding and appreciation of Emirati culture and heritage. They are beginning to initiate and participate in the celebration of UAE heritage. Cycle 2 students contribute to school displays with artefacts. Those in Cycle 3 have planned and built a traditional Arish. - Most students value their own culture. They are taking positive steps to interact and share their cultural values and heritage with students of other cultures in the community, such as those in the Japanese and Swiss schools.		

	Cycle 2	Cycle 3
Social responsibility and innovation skills	Good	Very good ↑
- Students, particularly in Cycle 3, are well aware of their roles in the local and the wider communities. The student council makes significant contributions to the school. Members often lead events and communicate news about projects in the school to the wider community. - Most students have a good work ethic. They enjoy learning and organise activities. - Students from all phases demonstrate strong understanding of global issues and environmental sustainability. They participate actively in recycling projects and keep their school clean and green.		

For Development:

- Develop students' awareness and appreciation of other world cultures and religions by extending their interaction with the wider community.
- Encourage students to show greater initiative.

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Good	Good
- Most teachers have secure subject knowledge and apply it competently so that their explanations are accurate. They interact with students well to ensure that all are engaged in their learning. The quality of teaching is slightly stronger in Cycle 3. - Teachers plan lessons, especially in mathematics, with clear objectives and well-structured tasks. The use of success criteria to define students' learning outcomes is less consistent. In the majority of lessons, tasks support the development of independent learning skills. - Teachers use of questions to provide high levels of challenge to students is inconsistent.		

	Cycle 2	Cycle 3
Assessment	Good	Good
- The assessment system is based firmly on the requirements of the MoE curriculum. It provides internally consistent data, enabling valid tracking of students' progress. The use of external data to validate standards is less consistent. - Small class sizes enable teachers to know their students well. The majority of teachers provide strong, focused verbal challenge and support. The quality of written feedback is variable and inconsistent. - The school is using CAT4 data well to identify students' potential and learning preferences, and to contribute to target setting. Monitoring of performance against potential is less developed.		

For Development:

- Enable students to reflect on their learning through systematic questioning.
- Improve the use of data to monitor performance in relation to potential.

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Good	Good
- The curriculum has clear rationale. It is strongly aligned with the school vision and mission as an Islamic school, and it is influenced positively by UAE national priorities. The Islamic education and Arabic curricula provide a wider range of knowledge and skills than those in other subjects. - Cross-curricular links are embedded in the curriculum and carefully planned by teachers. However, implementation is still not consistent. Links are more meaningful in Islamic education, English and science. - The school regularly reviews the curriculum at different levels, mainly in Islamic education and Arabic, where the school is taking a leading role in Dubai. The reviews result in the planning of a wide range of activities that provides ample choices for students, and responds positively to their needs, abilities and interests. - Moral education is taught as a discrete subject. It is assessed formally by the school and enriched by a wide range of extra-curricular activities.		

	Cycle 2	Cycle 3
Curriculum adaptation	Good	Good

- The school curriculum is modified to meet the needs of most students. Strong emphasis is put on the development of students' knowledge in all subjects. However, development of skills is still inconsistent. In English, the enrichment period extends students' choice and creates enjoyable opportunities to use language creatively.
- The school has started using CAT4 results to create activities that match students' abilities, learning styles and interests. Many teachers are still not fully aware of how to use the data effectively in adapting their lessons.
- The school has enhanced the curriculum by providing a wide range of extra-curricular activities that extend learning beyond the classroom. Links to UAE society and culture are embedded in the school curriculum and emphasised by teachers in most lessons.

For Development:

- Consider how to adapt the curriculum to new demands without extending the already very long school day.

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

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

- Safeguarding arrangements are well understood by teachers, students and parents. The school has very effective arrangements to protect students from all forms of verbal, physical and emotional abuse and bullying. The measures for safeguarding students include relevant information about cyber safety, educational visits by the Dubai Police and the local child protection agency.
- Very effective policies and procedures ensure that students are safe. Very efficient arrangements for school transport, on-site security and emergency evacuation drills meet statutory requirements.
- The full-time nurse and part-time doctors are thorough in their care of students. Routine checks are carried out and detailed records are kept. Students receive a healthy meal and take physical exercise on a daily basis.

	Cycle 2	Cycle 3
Care and support	Good	Good
- Staff-student relationships are very positive. Behaviour management is very effective in the school. The foundation for good behaviour is laid by class teachers, through open discussion and lectures. - The well-being of all students is closely monitored by their class teachers. Students in Cycle 2 receive academic advice. As students prepare to leave school, career counselling is provided along with information about application to universities and scholarships. - The school is developing systems to identify students of determination, and those with gifts and talents. A limited number of assessment tools is used in the assessment of these students. Some programmes and strategies are in place to support students who have been identified.		
For Development: - Take measures to improve the identification, assessment and support for students of determination. - Investigate and implement best practices in the identification of and provision for students with gifts and talents.		

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The school has altered its admission policy. The stated goal of school leaders is to increase the provision of programmes and services for students of determination. School representatives intend to invite selected students of determination to register in the school.
- The school uses a limited number of assessment tools to identify and assess students of determination. Assessment reports prepared by professionals outside the school are also considered when developing educational plans.
- The school is attempting to establish and maintain communication with the parents of those students of determination who are currently in the school. The current parent body is apprehensive about the likelihood of additional students of determination being enrolled.
- Some in-class support is not well focused. However, individualised counselling support through withdrawal from classes is directly related to the students' assessed special learning needs, and is highly effective.
- A behaviour modification plan is being used to plan for student support and to monitor progress. This planning tool provides good detail about progress and outcomes.

For Development:

- Prepare carefully and thoroughly for extending provision for students of determination to ensure accurate identification of needs, assessment procedures, curriculum modifications, and to provide effective support mechanisms.

6. Leadership and management

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

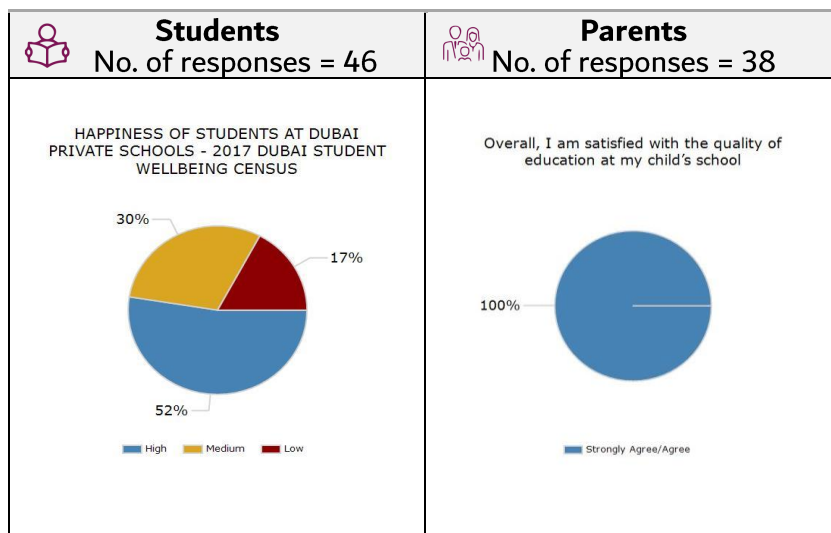
- Leaders remain committed to achieving the school's mission. They are aware of the national priorities and are willing to research best practices in teaching, learning and assessment. Most subject leaders provide consistent, well-founded support to their colleagues. All teachers work well together, and communicate and collaborate with the best interests of the students at heart. There is a capacity to improve in some subject areas, and this is reflected in enhanced student learning outcomes.
- Leaders ensure that processes for self-evaluation are systematic, using both internal and external sources of information. They are committed to the UAE N.A.P. benchmarking testing, and are aiming to make best use of CAT4 to determine whether each student is achieving to his potential. Evaluations of provision and student outcomes are generally accurate, based upon realistic appraisals of teaching and learning. Improvement planning is adequate, though progress against stated success criteria is not reviewed regularly enough.
- Parents support the school's values and aims, and feel engaged as partners in their children's learning. They value the immediacy and personalisation of school communications. Informative progress reports share teachers' evaluations of students' academic and personal development. The school's leading role in Arabic curricular enrichment through poetry informs professional partnership with other Dubai schools. The school is now very well placed to involve students more actively in its developing international partnerships.
- Representatives of almost all stakeholders are included in governance. Good discussion of their opinions increases their knowledge of the school. Governors hold regular meetings, consider the work of leaders, and ask questions of them. However, they do not have sufficient understanding of the UAE National Agenda or of the interpretation of results in external tests. Governors ensure that statutory requirements are met and that the school has adequate staff and resources.
- The school operates very smoothly on a daily basis in well-maintained premises. Teachers are qualified and effectively deployed to serve an increased number of students. Additional staffing has been provided to support students of determination in their academic programmes and in their emotional and psychological well-being. The science laboratory provides an environment that is stimulating and fosters experiential and investigative learning. Teachers' use of modern technologies has improved, though provision within school for students to become more independent and develop research skills is still insufficient.

For Development:

- Increase leaders' capacity to improve, and judge their performance against students' outcomes
- Ensure that information is obtained from data and that all plans are reviewed regularly, with progress against success criteria tracked and recorded.

The View of parents and students

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



 Students	Most students feel positive about their well-being, their schoolwork, relationships in school, and their capacity to learn effectively. Most feel a sense of belonging within the school, with supportive friendships and good relationships with teachers. Around one in five feels that fellow students do not respect one another's differences. This latter point was not supported by inspection findings.
 Parents	Not available at time of inspection

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