

INSPECTION REPORT

2022-2023



THE NATIONAL CHARITY SCHOOL FOR BOYS

MOE CURRICULUM

ACCEPTABLE

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of School	2021
	Website	www.charityschools.com
	Telephone	0097142813019
	Principal	Hasan Abdullah Ahmed Sawalmeh
	Principal - Date appointed	11/7/2021
	Language of Instruction	Arabic
	Inspection Dates	20 to 24 February 2023

STUDENTS

	Gender of students	Boys
	Age range	10-18
	Grades or year groups	Grade 5-Grade 12
	Number of students on roll	1564
	Number of Emirati students	0
	Number of students of determination	24
	Largest nationality group of students	Arab

TEACHERS

	Number of teachers	76
	Largest nationality group of teachers	Egyptian
	Number of teaching assistants	0
	Teacher-student ratio	1:21
	Number of guidance counsellors	1
	Teacher turnover	0

CURRICULUM

	Educational Permit/ License	MoE
	Main Curriculum	MOE
	External Tests and Examinations	None
	Accreditation	None

School Journey for THE NATIONAL CHARITY SCHOOL FOR BOYS

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



2022-2023

Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	- Students demonstrate high levels of achievement in Islamic education across the school. Students in Cycle 3 perform better in Arabic compared to students in Cycle 2. Students across the school have the same level of achievements in mathematics, science, and English. Progress of students in both cycles is better in Arabic and Islamic than the other subjects. - Students across both cycles are almost invariably well-behaved, courteous and respectful towards each other and to visitors. Occasionally, students' behaviour in Cycle 2 is inappropriate in less-engaging lessons and when unsupervised. Students in Cycle 3 behave responsibly and set a good example for others. The Students' Council in Cycle 3 is eager to contribute to school improvement, and ready to take on more responsibility.
PROVISION FOR LEARNERS	- Teachers' understanding of how students learn is variable across the school, being stronger in mathematics. The level of challenge and support that teachers provide does not consistently meet the learning needs of all students. Assessments across both cycles are closely aligned to MOE curriculum standards. For most subjects with external assessments, there continues to be a significant gap between their outcomes and the reported internal assessment results. - The curriculum is noticeably focused on developing the students' knowledge more than their skills. It is relatively implemented towards their academic growth rather than their personal developments. The cross curricular links in Islamic education and Arabic are marginally stronger than in other subjects. Design and Innovation lessons, which include a focus on digital skills, robotics and coding, are provided in Cycle 3. - The school's formal policies and procedures for the safeguarding and protection of students are adequate. Systems for monitoring persons, including students, who enter and exit the school site are not always effective. Current recording and follow-up systems for student attendance and absences make it difficult for school management to know who exactly is on the site at any particular time.
LEADERSHIP AND MANAGEMENT	The principal and his team are aware of the UAE national agenda and priorities but not effective in addressing the wellbeing of students and staff and developing effective inclusive education. The senior leadership are not always efficient when addressing safeguarding issues. The middle leadership have basic understanding of the best practices in teaching, learning, and assessment.

The Best Features of The School:

- Students' awareness of Islamic values and Emirati cultures.
- Students' achievements in Arabic and Islamic education.
- Positive impact of the students' council, particularly in Cycle 3.

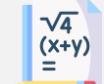
Key Recommendations:

- Senior leaders should articulate a vision and develop a strategic plan to lead a learning aligned with KHDA/DSIB requirements namely the creation of positive learning culture, high standard of students' learning and progressive personal development.
- Develop and implement a strong robust risk assessment and effective monitoring systems to ensure the safety and wellbeing of all students across the school at all times.
- Ensure consistent and effective support for all students of determination in classrooms and in all subjects across the curriculum while building the capacity of all staff to provide effective inclusive education.
- Provide the middle leaders with ongoing opportunities to enhance their capacity to improve:
 - the understanding and application of the best practices of teaching, learning and assessment.
 - the ability to assess the school accurately in their relevant areas, develop an effective improvement plan and continuously monitor its progress.

Overall School Performance

Acceptable

1. Students' Achievement

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

	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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 :](#)

	Whole school	Emirati cohort
Progress in international assessment	is below expectations	Not applicable

- There is no progression data available from international or benchmark assessments for this inspection.

	Whole school
Leadership: data analysis and curricular adaptation	is below expectations

- Leaders have a limited understanding of the importance of data analysis to identify any areas of weakness or under performance. From the analysis of the benchmark assessments, a few teachers have adapted the curriculum to improve students' performance in related assessments.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is below expectations	Not applicable

- Reading levels in English, for a large majority, are below their age-level. The focus on reading skills and other learning skills are not yet key features of the learning.

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

For Development:

- Ensure that teachers' questioning is skilled in promoting critical thinking through challenges and problems in all subjects.
- Develop a series of individual, class and whole school engagement strategies linked to a reading programme to create a culture of reading.
- Develop a shared understanding of the analysis and use of reliable assessment data to support student learning and curriculum modification.

Wellbeing

The quality of wellbeing provision and outcome is at a Low level

- The school's understanding, promotion and embedding of wellbeing is underdeveloped. The required structures such as a wellbeing policy, committee and a governor are not yet established. Consequently, there is no available data and no formal systems to enable a wellbeing school environment clearly visible in all aspects of school life.
- The school community has not yet developed clear identification, communication and accessible channels where students and teachers can be heard, celebrated and valued.
- Wellbeing is not consistently visible in almost all aspects of school life. The development of a comprehensive curriculum approach and healthy lifestyle initiative is a priority. The school should now consider how every student wellbeing should be fulfilled.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education as separate subjects through Arabic following MoE curriculum standards. In Grades 5-8, one 45 minute lesson per week is scheduled for moral education and another 45 minute weekly lesson for the UAE social studies. In Grades 9-12, two 45 minute lessons of UAE social studies are timetabled. In Cycle 3, moral education is integrated across a range of subjects and twenty minutes of UAE social studies lessons are focused on cross-cutting moral education themes.
- The design of provision for UAE social studies and moral education is delivered through classroom instruction, usually supported by textbook material, digital and audio-visual resources. Students' work is assessed through formative and portfolio assessments. Most students enjoy their lessons in UAE social studies and in moral education.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Cycle 2	Cycle 3
Attainment	Good	Good
Progress	Good	Good

- The students' knowledge of the Islamic concepts in Cycle 3, age related, is relatively stronger than Cycle 2. Their understanding of the Islamic law in upper grades in Cycle 2 and Cycle 3 is marginally better than elsewhere. The more able students are making better progress compared to other groups of students.
- Majority of students have a good knowledge and understanding of Hadeeth, recent Islamic issues, pillars of Islam and faith. Their applications of recitation skills and Islamic law are less strong. Their progress in Qur'an memorization, Islamic Seerah is rapid, but slower in applying accurately the recitation skills and links between the Islamic elements.
- The school provides a reasonable range of activities and competitions in Seerah, Holy Qur'an memorization and recitation. However, it is inconsistently developing students' skills due to the small number of participants.

For Development:

- Develop students' understanding of Islamic law, recitation skills and practices across both cycles.
- Enhance students' ability to support their answers with Qur'anic evidence and to understand how to make the links between the different Islamic elements.

Arabic as a First Language

	Cycle 2	Cycle 3
Attainment	Acceptable	Good
Progress	Good	Good

- The more able students are making less gain compared to other groups of students in Cycle 2. Students' speaking and reading aloud skills in Cycle 3, age related, are noticeably stronger than in Cycle 2.
- The students have strong reading, listening and responding skills. However, their use of accurate standard Arabic in speaking and writing skills is inconsistent across the grades. Their progress in developing most language skills is rapid. Their reading comprehension skills and creative writing skills are less well developed.
- Teachers are deploying the use of online platforms and some applications to enhance students' learning experiences and engage them in active Arabic language activities. However, it has inconsistent impact on improving the students' linguistics skills, practically in Cycle 2.

For Development:

- Improve students' quality of creative writing by providing more opportunities to practice and raise the level of challenge.
- Develop students' speaking skills in using standards Arabic and in reading comprehension, particularly in Cycle 2.

English

	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- Internal test results indicate that attainment and progress are above expected levels, but external test results and work seen in books does not support this. The majority of students do not use the correct intonation and rhythm when speaking, though speaking and listening skills are relatively stronger than reading and writing skills.
- Writing skills across school are underdeveloped. Grade 7 students can write short sentences following simple punctuation and grammar rules. Grade 10 students can identify how changing punctuation changes the meaning of a sentence. Too few students write at length.
- Comprehension of complex texts and skills in prediction and analysis are underdeveloped across school. Though most Grade 12 students can deduce the main theme when reading simple texts.

For Development:

- Develop students' reading skills of prediction, analysis, inference and comprehension.
- Improve students' extended writing skills across the school.

Mathematics

	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- Results in external benchmarking tests are very low, though MoE examination results were strong particularly for grade 12. In lessons, the attainment of most students is in line with curriculum expectations.
- The recent additions of several teaching platforms has improved students' ability to process mathematical information and enhance their mathematical skills. Students in both cycles show strength in the application of formulae and the use of standard algorithm. However, there are limitations in their problem-solving and reasoning skills.
- The school identify gaps in knowledge and skills and take steps to address them by developing intervention programs that lead to improved students' outcomes. The impact of these programs is yet to be seen.

For Development:

- Improve students' attainment levels on the IBT assessments.
- Improve students' ability to solve problems that require higher levels of mathematical thinking.

Science

	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- School internal assessment data indicates that most students across the two cycles attain levels above curriculum standards. This is not evident in lessons observations and work scrutiny where most students attain levels that are in line with curriculum standards.
- In Cycle 2, students gain knowledge and develop their understanding of the human body systems, types of mixtures and how to calculate the speed of an object. Students' practical skills of measuring, recording and reflecting on scientific data are under-developed.
- In Cycle 3, students reflect clear understanding of scientific concepts such as genetics, redox reactions and magnetic field. Although students' investigative skills are emerging, their ability to draw conclusions and explain their findings using proper scientific vocabulary is not well developed.

For Development:

- Provide students with opportunities to enhance their inquiry and investigative skills.
- Encourage students to use scientific vocabulary when answering questions verbally or in writing.

Learning Skills

	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable

- Students have positive attitudes toward learning although occasionally in Cycle 2 students are reminded to stay on tasks. Students communicate their learning adequately and regularly can relate their learning to the real world and to aspects of the UAE culture.
- Students share ideas together during mathematics lessons, but the collaborative work is inconsistent across the school. Group work is frequently led by one student and the quality of interactions between other group members is often superficial.
- Students in Islamic education and Arabic lessons use learning platforms during lessons to support research activities. During other lessons devices are more often used to look up vocabulary and search for answers to teachers' questions. Critical thinking, innovation and enterprise remain underdeveloped.

For Development:

- Provide more opportunities for effective collaboration between students and develop their critical thinking, research, enterprise and innovation skills.

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

	Cycle 2	Cycle 3
Personal development	Acceptable	Good

- Students across both cycles are almost invariably well-behaved, courteous and respectful towards each other and to visitors. Occasionally, students' behavior in Cycle 2 is inappropriate in less-engaging lessons and when unsupervised.
- Students in Cycle 3 behave responsibly and set a good example for others. Students' Council members in the upper cycle are eager to contribute to school improvement, and ready to take on more responsibility.
- Attendance is quite low especially in Cycle 3. Students in both cycles have insufficient opportunities to make healthy food choices and decisions on what to eat.

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

- Students across the school have a deep appreciation of Islamic values. They also have an understanding of how these Islamic values influence the everyday life of the UAE.
- Students have a clear understanding of UAE culture. They show respect for Emirati heritage and culture through morning assemblies and when celebrating national events. Students appreciate the diversity and safety in UAE.
- Students demonstrate a deep understanding of their own culture. They also show appreciation of other Arab cultures and heritage during the celebration of the National day. However, their understanding of world cultures is still under-developed.

	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Good

- Students are aware of their responsibilities as members of their school community. Students, particularly in Cycle 2, have limited opportunities for involvement in their local community. Collaborative projects and fundraising with the Red Crescent are organised with the student council.
- Students are provided with some opportunities to engage in innovative and creative projects, particularly in Cycle 3. Students have limited opportunities to engage in extra-curricular experiences which encourage the development of enterprise and entrepreneurial skills.
- Students are aware of important environmental issues through their UAE social studies course and through student council initiatives such as the "Environment Day". The small school garden is a real-life example of where students can learn about the environmental aspects involved in growing food.

For Development:

- Ensure that extra-curricular learning opportunities develop students' enterprise and entrepreneurial skills.
- Improve attendance rates across the school, especially in Grade 12.
- Provide students with opportunities to develop their understanding of world cultures.

3. Teaching and assessment

	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable

- Teachers understanding of how students learn is variable across the school and stronger in mathematics. Teachers ask simple questions but do not always encourage students to explain and justify their answers or use questioning to effectively assess students' learning.
- In few lessons teachers provide effective levels of challenge and support to meet the learning needs of all students. This is because most teaching focuses on meeting the needs of the middle ability students. Therefore, for some students' tasks are too easy or too difficult.
- Teachers routinely plan to include critical thinking and where any new learning can be used in other subjects. These aspects are not always well reflected in lessons. Links to UAE culture are strong in lessons across the school.

	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable

- Assessments across both cycles are closely aligned to MoE curriculum standards. The school analyses the results to identify gaps in knowledge and skills. The school has recently added an external assessment for Reading literacy to the process. For most subjects with external assessments there continues to be a significant gap between the external and internal results.
- The teachers use plenaries that are aligned to learning outcomes in some lessons. Peer assessment is seen in a few lessons, but self-assessment is not effectively done. While students mark their work, they are not given the opportunity to assess their knowledge against the learning outcomes.
- Marking in workbooks appears to be basic, with teachers providing a tick mark and some complimentary comments, but no next steps to support students on what they need to focus on to improve.

For Development:

- Provide tasks at the correct level of challenge to build on what students already know and can do.
- Develop skillful use of questioning to help teachers assess students' level of understanding and encourage students to think hard.
- Ensure that teachers provide more detailed feedback to students on how to improve to help them better understand their strengths and weaknesses, and how to make progress towards their learning goals.
- Ensure that formative assessment in lessons is consistently applied across all subjects.

4. Curriculum

	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable

- The curriculum is noticeably focused on developing students' knowledge more than the skills. It is design and implemented to achieve academic growth rather than personal developments. The cross curricular links in Islamic Education and Arabic are marginally stronger than in other subjects.
- The curriculum caters for the basic level for most students' abilities but not fully considering their needs. It follows the MoE guidelines which balanced and planned to provide an adequate progression in most key subjects. However, it offers limited choices to meet students' interests and ambitions.
- The school has started to consider the gaps in the students' learning based on the international assessment results. However, it is still at the early stage and inconsistently aligned with the curriculum across all subjects to enhance their skills.

	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable

- The curriculum is planned appropriately to meet the learning and personal development needs of most students. In Cycle 3, online instruction and material is available to enhance the learning experiences of some students.
- Students have few opportunities to engage in co-curricular or extra-curricular activities based on enterprise and innovation, particularly in Cycle 2. Design and Innovation lessons, which include a focus on digital skills, robotics and coding, are provided in Cycle 3.
- A strong focus on links to Emirati culture and UAE society is evident in assemblies, displays and the celebration of National Day, Flag Day and Martyr Day. Meaningful learning experiences are integrated throughout the curriculum which develop students' understanding of the UAE's culture and society.

For Development:

- Provide students with more planned curricular choices and enrichments to meet their individual needs and interests.
- Ensure that the curriculum is flexible and agile enough to meet the needs of all groups of learners in the school.

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

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

- The school's formal policies and procedures for the safeguarding and protection of students are adequate. Staff, students and parents are not always aware of how these policies and procedures function.
- Systems for monitoring persons, including students, who enter and exit the school site are not always effective. Current recording and follow-up systems for student attendance and absences make it difficult for school management to know who exactly is on the site at any particular time.
- The premises and facilities provide an adequate physical environment for teaching and learning. However, overcrowding in many classrooms sometimes have negative impact on the quality of students learning experiences. On occasion, the school organises learning interventions to promote safe and healthy lifestyle.

	Cycle 2	Cycle 3
Care and support	Acceptable	Acceptable

- A majority of staff-student relationships are based on mutual respect. Consideration towards student's welfare requires further improvement. The staff are inconsistent in their approaches to behaviour management. Arrangements for promoting and managing attendance and punctuality are adequate. Strategies to improve these areas are yet to show impact.
- Robust systems are in place to identify students of determination. The school systems to ensure early and accurate identification of students with gifts and talents is under-developed.
- Students of determinations are supported well within the inclusion team but not the same levels in lessons. The provision for Gifted and Talented lacks adequate planning, implementation and review. Students receive basic support for further education and career options. Systems to accurately identify each students' aptitude, aspirations and ambitions are in the early stages of development.

For Development:

- Review all Safeguarding, Child Protection and Anti-Bullying policies and procedures to ensure that they clearly describe the responsibilities of all stakeholders involved in their application. Student-friendly versions of these documents should be available for all students.
- Review the effectiveness of systems that control access into and exit from the school site. Ensure that student attendance and absence management systems can accurately and effectively record and follow-up on student absences in a timely manner.
- Urgently review all behaviour management protocols to ensure all staff-student relationships are consistently safe, positive and supportive.
- Create a policy and system to identify students with gifts and talents and provide measurable support with individualised education plans to maximise their abilities.

Inclusion of students of determination

Provision and outcomes for students of determination

Acceptable

- The inclusion team and its leader are dedicated to ensuring their vision is reflected in their policy and improvement plans despite the absence of an inclusion governor. They are committed to the students of determination and their parents to improve provision with targeted action plans and further training of all staff. Inclusion has not yet been sufficiently prioritised by senior leaders.
- Identification procedures are mostly secure and are supported by outside agencies. Detailed assessment for students of determination lead to individual educational plans (IEPS) in the subjects of mathematics, English and Arabic only. Provision for the students as they learn other key subjects is under-developed.
- Parents of students of determination are strong school partners and have strong involvement and receive regular communication and reports on their children progress. They are fully involved in the design of the individualised educational plans. Parental engagement and involvement in non-specialist learning settings is not yet well established.
- The quality of support in classes is variable in all grades. Curriculum modification is available only in the three subjects. Classroom and subject teachers, and learning assistants do not consistently use IEP's or modify the curriculum regularly in other subjects.
- Overall, the students of determination supported by the inclusion department make progress ranging between acceptable to good. Progress slows considerably to well below the expectations for Dubai in the majority of classrooms.

For Development:

- Develop, implement and monitor individual educational plans in all subjects across the curriculum. Ensure these are specific to the identified need of each student, measurable and consistently implemented among all class teachers and support staff.
- Ensure that all class teachers involve the students of determination in all aspects of classroom activities and particularly in sharing the learning objectives, curriculum modification and group participation.

6. Leadership and management

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

- The principal and his team are aware of the UAE national agenda and priorities but not effective in addressing the wellbeing of students and staff and developing effective inclusive education. The senior leadership are not always effective when addressing safeguarding issues. The middle leadership have basic understanding of the best practices in teaching, learning, and assessment. The communications and relationships are adequate.
- The school self-evaluation is not organised effectively to use the internal assessment and external benchmark data. Leaders are yet to organise well thought systems for the monitoring of teaching and learning, as there is insufficient focus on the impact on students' progress in lessons and in books. There is a general improvement plan that does not address accurately all the priorities as the school has inaccurate judgements of itself. It needs to be developed with measurable targets that can be tracked and monitored continuously.
- The school involves parents in some aspects of their children's learning and school life, including through the school PTA. Parental involvement has limited contribution to raising standards, particularly in the area of students' behaviour and discipline. Communication with parents takes place regularly through calls and printed announcements but is inconsistent. The school send reports about students' academic and behaviour when needed. The school makes occasional social contributions to the local, national and/or international communities. There are some appropriate links, particularly with the local authorities.
- The governing body's structure and operational model allow limited knowledge of the school performance. The governing body meets four times a year to discuss the performance of all the schools within the group. They do not address the school self- evaluation and the improvement planning to improve students' outcomes. The governing members focus on the strategic direction and support staffing and resources and therefore exert some influence on the overall performance of the school.
- Most aspects of the day- to-day management of the school are adequately organised. Most staff and students are mindful of the school's routine. The teachers benefit from occasional professional development. The premises, including specialist facilities and learning areas, are shared with the girls' school which limits the access to the full curriculum requirements. For those with additional needs, access into and within the school premises is restricted. Resources are limited in quantity, quality which impact on students emotional, mental and physical wellbeing.

For Development:

- Provide effective capacity building programmes for all layers of leadership to ensure the quality of education and sustainable improved outcomes.
- Develop a rigorous self-evaluation and improvement planning process that takes into account valid and reliable internal and external information to identify accurately the school priorities and next steps.
- Develop the participation of parents in the school life and their students' learning.
- Improve the school's students reports so it informs parents of the next steps for development.
- Ensure the governing body looks critically at the accuracy of self-evaluation and improvement planning of the school.
- Develop the premises so all students can have full access to the designated curriculum.
- Ensure that all staff are provided with bespoke professional development to fill the subject specific pedagogy and specialism gaps as a result of accurate monitoring of teaching and learning.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae