



المعرفة
Knowledge



THE NATIONAL CHARITY SCHOOL FOR BOYS

MOE CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



ACCEPTABLE

WELLBEING



ACCEPTABLE

NATIONAL AGENDA
PARAMETER



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	7/11/2021
	 Language of instruction	Arabic
	 Inspection dates	05 to 09 February 2024
 STUDENTS	 Gender of students	Boys
	 Age range	10 to 18
	 Grades or year groups	Grade 5 to Grade 12
	 Number of students on roll	1549
	 Number of Emirati students	0
	 Number of students of determination	25
	 Largest nationality group of students	Arabic
 TEACHERS	 Number of teachers	74
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	0
	 Number of guidance counsellors	1
 CURRICULUM	 Curriculum	MoE
	 External Curriculum Examinations	EMSAT
	 Accreditation	None

School Journey for THE NATIONAL CHARITY SCHOOL FOR BOYS



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Students' Outcomes

- Students demonstrate a high level of achievement in Islamic Education and Arabic. In both cycles, students have the same level of acceptable attainment in English, mathematics and science. Progress of students is better in Islamic Education and Arabic compared with the other subject areas.
- Students are well behaved and respectful. Most show a strong understanding of how to be healthy and safe. Students have a good understanding of the impact of Islamic values in the UAE and the significant role they play in influencing Emirati society. Students willingly undertake responsible roles in the school, such as being members of the Student Council and the health and safety club. They have a mature understanding of environmental and sustainability issues.

Provision For learners

- Teachers generally know their subjects well. They use an appropriate range of strategies to engage students in purposeful and often enjoyable learning activities. Stronger teaching is more evident in Islamic Education, Arabic and social studies. Teachers' lessons adhere closely to the textbooks. Few teachers use data sufficiently to plan differentiated learning tailored to the needs of individuals and groups of students. Systems for gathering and analysing data are coherent.
- The curriculum is founded on a clear rationale and is well balanced. There is a strong emphasis on the development of knowledge, with insufficient focus on the development of skills. Older students have few curricular choices to address their interests and meet their career requirements. Intermittent cross-curricular links arise. They are not systematically planned. Independent learning, research and critical thinking opportunities feature inconsistently in the planned curriculum.
- The safeguarding team provides effective support for students, who are now much more aware of their rights. They know to whom they can speak in confidence should the need arise. Policies are comprehensive but not regularly reviewed. The premises are clean and generally well maintained, though ageing. Across the school, behaviour management systems promote respectful relationships between teachers and students. Students' own responsible monitoring supports positive behaviour among their classmates.

Leadership and management

- Leaders are developing an understanding of the national priorities. Communication within the school is professional. The monitoring of teaching and learning is not yet focused on students' progress. Parents receive regular communications about their children's behaviour and any significant academic issues. Governors set the strategic direction. The school's daily operations are not efficient enough to enhance students' learning experiences. Insufficient resources, both in terms of quantity and quality, impact adversely on students' academic and personal development.

Highlights of the school:

- Students' awareness of Islamic values and Emirati culture and heritage.
- Achievements in Islamic Education and Arabic.
- The improving students' personal development, particularly in Cycle 2.
- Students' social responsibility within the school.

Key recommendations:

- Adopt more robust procedures in self-assessment to provide a realistic view of students' outcomes and the school's provision.
- Implement consistently high quality and effective teaching strategies to ensure that all students achieve good or better progress in key subjects.
- Develop the capacity of middle leaders to lead teaching and learning in their own departments.
- Align all improvement plans with the school's key priorities, and give clear, measurable targets with appropriate time frames.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 STUDENTS' ACHIEVEMENT

		Cycle 2	Cycle 3
 Islamic Education	Attainment	Good	Good
	Progress	Good	Good
 Arabic as a First Language	Attainment	Good ↑	Good
	Progress	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 Language of instruction	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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable 
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

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Not met
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- The school does not meet the registration requirements of the standardised benchmark assessments. Leaders provided data in reading tests for only three grades.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Not applicable

- In the Progress in International Reading Literacy Study (PIRLS) 2021, the score was 474, which places the students in the low international benchmark. There is no information available regarding progression in the International Benchmark Test (IBT) from DSIB, but school data suggest that progression is good.

C. Leadership: International and Emirati Achievement	Acceptable
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- Middle leaders examine assessment data for possible gaps in learning, but do not produce detailed plans to address these gaps. Teachers do not make use of data in lessons. Middle leaders do not insist on data usage to assist lesson planning.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Weak	Not applicable

- The New Group Reading Test (NGRT) represents only three grades. From these data, leaders suggest that between 80 per cent and 95 per cent of students are reading at a level which is well above age-related expectations. There is no evidence for this in lessons. Teachers do not have NGRT data and so do not use them in planning lessons.
- Overall school standards in the National Agenda Parameter are acceptable.**

For Development:

- Administer the NGRT according to published guidelines.
- Implement a strategy to develop a reading culture across the school.

Wellbeing



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

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

- Leaders ensure that all in the school community are aware of the importance of wellbeing. In assemblies, students share key messages on physical, mental, social and emotional health, and emphasise personal responsibility. Widespread displays of students' work reinforce these concepts. Assessment of wellbeing focuses more on behaviour and attendance than on evaluating the mental, social and emotional aspects. Practical improvement plans lack the context of an ambitious vision of positive wellbeing for all.
- Leaders consider the views of students, parents and staff through surveys and the work of the highly representative wellbeing committee. Leaders and governors respond to stakeholders' views. They do not always resource improvements, such as sports or recreational provision, fully. Students and members of staff have little time between morning and afternoon lessons. Wellbeing is constrained through lack of sufficient time for recreation, social interaction and lunch.
- Students' understanding of wellbeing issues benefits from increased emphasis in lessons and in assemblies. Positive behaviour is evident throughout the school. Students know how to stay safe online. They benefit from the school's secure technology that prevents access to potentially harmful sites. Students can reflect on and evaluate their wellbeing experiences. They have well-considered ideas on how wellbeing could improve in the context of changes that they would like to see.

For Development:

- Develop a comprehensive vision of wellbeing for all in the school community and monitor progress in realising it.
- Give students more responsibility for their own and others' wellbeing and support their initiatives.
- Provide more time within the school day to allow the development of social, emotional and physical wellbeing.

UAE Social Studies and Moral Education

- UAE social studies is taught in Arabic as a separate subject from Grades 5 to 12. Grades 5 to 8 have three lessons per week, with other grades having two. Moral Education is taught in Arabic from Grades 5 to 8 as a discrete subject for 45 minutes per week. Grades 9 to 12 cover Moral Education through cross-curricular means, including twice weekly sessions of ten minutes during social studies lessons. Both subjects follow the MoE curricula using approved textbooks supplemented by additional resources.
- Specialist teachers of social studies and Moral Education usually engage students well. They create opportunities for them to be active and involved learners. As a result, students generally enjoy their lessons. Teachers successfully supplement textbooks with interesting resources, making links to world events as well as to the culture and heritage of the UAE. The topics often lead to lively discussions. Assessment is done continuously through projects and tests, as well as teachers' observations. In moral education, assessment is based on teachers' observations of students' behaviour, attitudes and degree of responsibility.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Cycle 2	Cycle 3
Attainment	Good	Good
Progress	Good	Good

- Students in Cycle 3 progress faster in their interpretation of the Hadith and in understanding of values, etiquettes, and individual responsibility. However, they are less skilled in referring to Holy Qur'anic verses and Hadith.
- Students in both cycles can discuss contemporary social topics from an Islamic perspective. They link their knowledge of Islamic values to everyday situations. They are less adept at researching and presenting their own projects about Islamic issues.
- Students demonstrate well-developed memorisation and recitation skills. They apply the rules of Tajweed when citing Holy Qur'anic verses, but they are less able to explain the specific meanings and implications of the verses.

For Development:

- Improve students' skills in explaining the specific meanings and implications of verses from the Holy Qur'an.
- In Cycle 3, enhance students' proficiency in citing Holy Qur'anic verses and Hadith.

ARABIC AS A FIRST LANGUAGE

	Cycle 2	Cycle 3
Attainment	Good 	Good
Progress	Good	Good

- The majority of students achieve better than curriculum standards, with an improvement in attainment in Cycle 2. While students show advanced reading skills across the school, students in Cycle 2 lack confidence in reading aloud with expression.
- Students show progress in listening and speaking. They can articulate their opinions, analyse a variety of literary texts and support their perspectives with evidence, particularly in Cycle 3.
- Writing skills are less developed in both cycles. In Cycle 3, students write for various purposes, but their work lacks coherence, length and grammatical accuracy. In Cycle 2, students' writing lacks length and accuracy of spelling.

For Development:

- Give students more opportunities to practice their free extended writing skills in lessons in both cycles.
- Improve students' reading aloud in Cycle 2.

ENGLISH

	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- Attainment and progress in internal curriculum assessments are much stronger than in external benchmark tests and in lessons and students' work. Students' progress in the general course programme in Cycle 3 is better than that of students in the advanced course.
- Most students' listening and speaking skills are stronger than their reading and writing. Only a few students can write extensively using appropriate spelling, punctuation and grammar. A minority of students can support their opinions with credible arguments and express them clearly.
- The recent focus on developing students' reading skills and the introduction of online reading platforms are impacting positively on vocabulary acquisition, comprehension and reading proficiency. Too few students apply what they learn consistently in their writing or check their work for accuracy.

For Development:

- Ensure that students write as frequently and as extensively as possible, and for a range of different purposes.
- Improve students' knowledge of English writing conventions and insist that they apply them consistently in their writing.
- Encourage students to reflect on their work and check it for accuracy.

MATHEMATICS

	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- The focus on improving students' skills, bridging gaps in their learning and extending mathematical vocabulary, contributes to their achievement across both cycles. Students make stronger progress in lessons than is apparent in their notebooks.
- In Cycle 2, students develop their problem-solving skills while honing their numeracy skills and preparing to study the more demanding courses in Cycle 3. For example, in Cycle 3 they can apply their mathematical knowledge of composite and inverse functions to find the inverse of a function.
- In some grades in Cycle 2, the lack of rigour and regular challenge hinders the development of strong mathematical thinking and the application of knowledge required for Cycle 3 courses.

For Development:

- Ensure that students have more opportunities for problem-solving and independent mathematical investigations to support their progress.
- Provide students with the challenge that matches their individual needs.

SCIENCE

	Cycle 2	Cycle 3
Attainment	Acceptable	Acceptable
Progress	Acceptable	Acceptable

- Most students, in lessons and in recent work, attain broadly in line with curriculum standards. They make expected progress from their starting points. Information from assessments, both internal and external, suggests slightly better outcomes.
- Practical skills, such as manipulating equipment, measuring and observing are underdeveloped. The higher-order skills of hypothesising and analysing, and investigative skills are not present in most lessons. Students' knowledge of scientific phenomena is sound. Students in Cycle 2 are able to describe animal behaviour. Those in Cycle 3 describe how muscles help the body to move.
- Despite being an area for development noted in the previous report, opportunities for further investigative work have not improved.

For Development:

- Provide opportunities for investigations for all grades.
- Ensure that students in all grades undertake routine, curriculum-based practical work.

LEARNING SKILLS

	Cycle 2	Cycle 3
Learning skills	Acceptable	Acceptable

- Students are keen to engage in learning and apply themselves to completing their assignments. In most subjects a minority of students take responsibility for initiating their own learning. In Islamic Education and Arabic, students demonstrate stronger independent learning skills.
- Students interact well with their teachers. They enjoy working collaboratively on active learning tasks when given the opportunity. However, in too many lessons students are still passive listeners. More students are beginning to make connections in their learning to the everyday world and sometimes, to other subjects.
- Students use technology to access lesson content and a minority do so to conduct research. Problem-solving and critical thinking are a feature of many lessons. The activities, although improved, often lack depth. Few students evaluate their work or take steps to improve it.

For Development:

- Encourage students to take greater responsibility for initiating their own learning and conducting research to find things out for themselves.
- Organise collaborative small group learning activities.
- Ensure that students regularly review and evaluate their work, and then take steps to improve it.

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

	Cycle 2	Cycle 3
Personal development	Good ↑	Good

- Across cycles, students are well behaved and respectful to adults and to one another. Students in Cycle 2 have become more responsible and self-aware. Most have positive attitudes towards learning.
- Knowing that they are supported and valued, students enjoy coming to school. They feel comfortable to approach members of staff if they have any concerns or issues. They are sensitive to the needs of others and support one another if necessary.
- Most students show a strong understanding of how to stay healthy and safe. They generally make healthy food choices. Regularly, they participate in physical activities and in sports events. Attendance is at least 94 per cent. Punctuality to lessons is erratic.

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

- Students have a strong understanding of the impact of Islamic values such as tolerance, hospitality and brotherhood. They appreciate the significant role that they play in influencing Emirati society. Students incorporate these values in their daily lives and in school.
- Students have a profound appreciation and respect for the heritage and cultural traditions of the UAE. They show a strong sense of national identity and pride as they participate in cultural and national events.
- Students appreciate their own cultures and the cultures of others. They express a keen interest in expanding their knowledge about different cultures, embracing diversity. Restricted formal opportunities to interact with students from various cultures in school limit their understanding of world cultures.

	Cycle 2	Cycle 3
Social responsibility and innovation skills	Acceptable	Good

- Students willingly undertake responsible roles, including membership of the Student Council. They help to organise whole school events. They have carried out some charitable activities. However, opportunities for all students, especially those in Cycle 2, to contribute to the wider community are limited.
- Students are eager to take part in innovative projects such as creating a solar-powered model car. Only a small proportion initiate their own projects. In Cycle 3, students have opportunities to be involved in some entrepreneurial activities. There are fewer opportunities for those in Cycle 2.
- Students have a mature understanding of environmental and sustainability issues. They are aware of the need to develop renewable energy and to recycle. They promote sustainability throughout the school in assemblies. The environmental club has created a garden.

For Development:

- Improve punctuality to lessons.
- Enhance students' understanding of global cultures.
- Give students, especially in Cycle 2, more opportunities to contribute to the wider community, and to develop their innovatory and entrepreneurial skills.

03 TEACHING AND ASSESSMENT

	Cycle 2	Cycle 3
Teaching for effective learning	Acceptable	Acceptable

- Teachers generally know their subjects well. They use a range of strategies to engage students in purposeful, often enjoyable, learning activities. In both cycles, stronger teaching is more evident in Islamic Education, Arabic and social studies than in other subjects.
- Teachers routinely plan their lessons with learning objectives. They rarely provide success criteria. Teachers interact well with students and engage them in dialogue. Less effective lessons have too much direction and talk from teachers. In these lessons, time is not used effectively to maximise learning.
- Teachers adhere closely to the textbook. Few use data sufficiently to plan differentiated learning, tailored to meet the needs of individuals and groups of students. Teachers' use of questioning to promote critical thinking has improved. However, the questions often lack depth and challenge.

	Cycle 2	Cycle 3
Assessment	Acceptable	Acceptable

- Systems for gathering and analysing data are comprehensive. They are linked closely to the school's curriculum. Personal development is not systematically or consistently monitored. Leaders make comparisons between the internal data and national and international data. Their analysis lacks detail.
- Attainment data are analysed to produce simple measures of progress. The progress data are not used to show which groups make different rates of progress, or to track the development of skills consistently. Teachers do not use data to guide their lesson planning or teaching.
- Feedback to students remains underdeveloped. Teachers mark written work in a cursory manner. Ongoing assessment is used inconsistently.

For Development:

- Reduce the amount of teacher-directed learning and teachers' talk.
- Ensure that learning objectives are sufficiently detailed and have appropriate success criteria.
- Improve teachers' use of questioning.

04 CURRICULUM

	Cycle 2	Cycle 3
Curriculum design and implementation	Acceptable	Acceptable

- The curriculum is founded on a clear rationale. It is generally comprehensive and well balanced across subjects. It strongly emphasises the development of knowledge. There is insufficient focus on the development of skills. Teaching programmes have appropriate scope and sequence.
- Older students have few options to address their interests and meet their career requirements. The curriculum is regularly reviewed. However, most students' needs, including those of students of determination, are not yet sufficiently met in terms of academic outcomes or of personal development.
- Intermittent cross-curricular links sometimes arise. They are not systematically planned. Cross-curricular links are more evident in Islamic Education and Arabic. Independent learning, research and critical thinking opportunities feature inconsistently in the planned curriculum.

	Cycle 2	Cycle 3
Curriculum adaptation	Acceptable	Acceptable

- The curriculum addresses the needs of all students in the same way. In a few cases, there are random corrective and enrichment plans, but they are not integrated into the curriculum.
- The curriculum is largely driven by the textbooks. Teachers have very limited planned opportunities to enrich students' experiences in enterprise, innovation, creativity and social contributions. When they are implemented, they impact positively on students' learning and wellbeing. Extra-curricular activities occur from time to time. Not all students participate.
- Throughout the curriculum, students develop a strong knowledge, understanding and appreciation of the culture and heritage of the UAE. Emirati traditions and culture are celebrated on special occasions, particularly on National Day.

For Development:

- Ensure that modifications to the curriculum planning are implemented to meet the learning needs of all students.
- Encourage students to engage in activities that promote enterprise, innovation, creativity and social contribution.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The experienced safeguarding team includes the social worker and a psychologist. The team provides effective support for students, who are now much more aware of whom they can approach and what their rights are. Policies are comprehensive but not regularly reviewed.
- The premises are clean and generally well maintained. The buildings are showing signs of age. Issues identified during the inspection were promptly addressed. Students are properly supervised on school transport. Procedures for the supervision of access to the premises are inadequate.
- Medical personnel provide good levels of care. They are fully involved in promoting good physical and mental health throughout the school. Students also give health messages during assemblies.

	Cycle 2	Cycle 3
Care and support	Acceptable	Acceptable

- Behaviour management arrangements promote cordial and respectful relationships between teachers and students. Checks with parents about unexplained absences are prompt. Arrangements to ensure punctuality are not effective after the break between lessons.
- External professional diagnosis supports the identification of barriers to learning. Students with gifts and talents are less accurately identified and do not have individualised learning plans.
- Key staff provide important advice and guidance to students at each stage of their education, through programmes of social, moral and health education. Academic and careers advice supports senior students well for the next stage of their education.

For Development:

- Review all child protection and safeguarding policies regularly.
- Rigorously apply procedures for access to the school site.
- Ensure that the needs of students of determination and those who have been identified with gifts and talents are well met in lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- Leaders recognise the importance of inclusive education. Improvement plans identify appropriate priorities for action. However, they lack clear statements of intended outcomes for learning and progress, and clear measures of success. Students' individual education plans (IEPs) do not yet include personal development goals.
- The school's identification procedures benefit from external diagnostic expertise. All students of determination have IEPs which are well focused on the development of skills in literacy and numeracy. Personal development goals do not yet feature in the IEPs, thus constraining the development of more independent learning.
- Inclusion staff engage well with parents in support of their children's learning. Advance information on their children's learning experiences, and regular updates on progress, complement prompt responses to any concerns. Workshops on barriers to learning give good support to those who can attend.
- Class teachers know the barriers to students' learning. They are less skilled in effectively engaging students of determination in tasks which are well matched to needs throughout the lesson. Students of determination make better progress through individual and small group tuition.
- Teachers modify assessments for students of determination within the parameters permitted by the MoE. Students' overall acceptable progress in literacy and numeracy is constrained by lack of sustained practice in tasks which are well matched to their needs and to their prior learning.

For Development:

- Include measurable intended outcomes for students' learning and personal development in all IEPs.
- Ensure that all teachers set tasks which are well matched to the needs of students of determination, and engage the students throughout lessons.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders have a developing understanding of the UAE inspection framework and national priorities. They are taking increasing responsibility for students' wellbeing in the school. Middle leaders have only an adequate understanding of best practices in leading teaching and learning, which is limiting their capacity to improve students' outcomes. Communication within the school ensures a generally positive morale. The school is compliant with all regulatory requirements.
- Leaders adopt a structured process to the development of self-evaluation, based on assigning different performance indicators to different committees. The process is not sufficiently based on a clear understanding of DSIB expectations, which is limiting the accuracy of evidence and judgments. Monitoring of teaching and learning is not focused on students' progress in lessons. The school's improvement plans do not have clear, measurable targets.
- Leaders are striving to engage parents in almost all aspects of their children's learning. The Parent Council supports the school in informally collecting parents' views. Parents receive regular communications about attendance, behaviour and significant academic issues. However, the reporting of academic and personal progress is not regular and only provided on request. There is limited reference to next steps in learning. The school has growing partnerships with local and national organisations to support its students.
- The governing board has representation from the owners and parents. It sets strategic direction and provides support for staffing and resources. Members meet termly with the principal. They are informed about the performance of the school through the monthly achievement reports, which are descriptive rather than evaluative. The board has yet to influence the overall performance of the school.
- The school's daily operations are generally well organised but could be improved. Professional training is generic and does not address the needs of individual teachers and middle leaders. Challenges arise from sharing the premises, including specialised facilities and learning spaces, with the girls' school. Some students have difficulty in accessing and navigating the school premises. Insufficient resources, both in terms of quantity and quality, have a noticeable negative impact on students' academic and personal development.

For Development:

- Provide an effective programme for all layers of leadership to develop their managerial capacities and to ensure improvements in the quality of education and students' outcomes.
- Develop reports to parents so that they are regular and give information on students' academic and emotional development.
- Improve the professional training programme for all members of staff and provide the resources necessary to support students' learning.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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