



المعرفة Knowledge



ISLAMIC SCHOOL FOR TRAINING & EDUCATION

MoE CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



ACCEPTABLE

WELLBEING



GOOD

NATIONAL AGENDA PARAMETER





























WEAK

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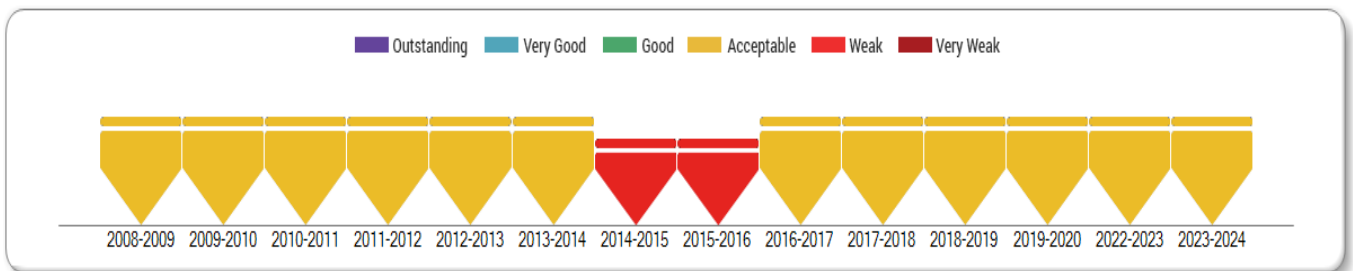
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Muhaisnah
	 Opening year of school	1982
	 Website	www.lootah.com/eng/school/schlfrmset.htm
	 Telephone	97142646001
	 Principal	Alyas Ali Khurshid
	 Principal - date appointed	11/13/2023
	 Language of instruction	English, Arabic
	 Inspection dates	20 to 24 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	607
	 Number of Emirati students	92
	 Number of students of determination	16
	 Largest nationality group of students	Arabic
 <p>TEACHERS</p>	 Number of teachers	44
	 Largest nationality group of teachers	Egyptian
	 Number of teaching assistants	4
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 curriculum	MoE
	 External Curriculum Examinations	MoE
	 Accreditation	MoE

School Journey for ISLAMIC SCHOOL FOR TRAINING & EDUCATION



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 show stronger achievement in lessons and workbooks, particularly in Islamic Education and Arabic. Attainment in English, mathematics and science across the school is acceptable. Students' learning skills in the upper grades of Cycle 1 and in both Cycle 2 and Cycle 3 are stronger than elsewhere. However, there is inconsistency within and between subjects.
- Students show very good behaviour and self-reliance. Incidents of bullying are rare in the environment of mutual respect. Students prioritise safe and healthy living and engage well in sports. They maintain good levels of attendance and punctuality. They understand and appreciate Islamic values, embodying tolerance and respect. They actively contribute to the school community through charitable events, leadership roles and improvements arising from their own feedback.

Provision For learners

- Teachers often plan lessons with clear objectives and success criteria. They do not consistently address the range of abilities in each class. Some use questioning skilfully to assess students' understanding. They sometimes encourage critical thinking. However, resources lack variety, and students are often asked to complete similar tasks. Internal assessment processes are inconsistent across cycles. The use of assessment information is not uniformly embedded.
- The curriculum adheres to Ministry of Education (MoE) standards. It emphasises consistent lesson planning and cross-curricular links, with periodic reviews. In the advanced and general streams in Cycle 3, the curriculum is beginning to incorporate modification and enrichment strategies. Cross-curricular activities offer a variety of experiences. Although the values of the UAE are well integrated, certain subjects have weaker provision.
- Health and safety policies, and coordination for safeguarding, are unclear in some respects. Teachers have received training in child protection. The facilities are well maintained. Healthy lifestyles are promoted. Effective supervision ensures students' safety. Codes of behaviour, rooted in Islamic values, are followed carefully. Rigorous monitoring results in high levels of attendance. The identification of students of determination is generally accurate and supports wellbeing and guidance.

Leadership and management

- The school continues, under the new principal, to prioritise Islamic values, inclusion and wellbeing. Leadership changes have boosted morale but barriers to improvement have yet to be overcome. Ensuring the consistency of teaching has yet to be achieved. Self-evaluation and improvement planning are not well enough developed. They do not emphasise progress and monitoring. Governance involves only the owners. Daily operations are effective, but additional resources to ensure a more comprehensive curriculum are lacking.

Highlights of the school:

- Good achievement in Islamic Education and Arabic.
- The opportunities for students to access technical and vocational training in Cycles 2 and 3.
- Students' personal development, and their immersion in Islamic values and Emirati culture.
- The care, guidance and pastoral support provided for students, and the wellbeing ethos in the school.

Key recommendations:

- Ensure that internal assessment processes are consistently coherent.
- Use internal and external assessment information to plan and deliver challenging lessons which meet the needs of learners, including students of determination.
- Develop leadership skills, especially among subject leaders, to foster the capacity for innovation and improvement.
- Establish a systematic and coherent self-evaluation process based on accurate assessment information.
- Ensure appropriate actions by governors to implement the recommendations made in this report.



OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Acceptable
School self-evaluation and improvement planning	Weak
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	Partially Met	
<ul style="list-style-type: none"> The school does not yet meet the criteria for registration, as not enough students were entered for appropriate international assessments. 	Whole school	Emirati cohort
B. International and Benchmark Achievement	Weak	Weak
<ul style="list-style-type: none"> No data from the Progress in International Reading Literacy Study (PIRLS) have been provided by the school. External benchmark assessment data for 2022/23 have not been analysed. External benchmark assessment information for 2021/22 shows that attainment in mathematics and science is acceptable. There was no information for English. Leaders have analysed data and have identified areas of weakness to be addressed. External reading literacy data are weak, apart from those for girls in Grade 4. 	Whole school	Emirati cohort
C. Leadership: International and Emirati Achievement	Acceptable	
<ul style="list-style-type: none"> The action plan lacks precision. Targets are difficult to measure. Leaders understand the importance of benchmark reports. They have an expectation that teachers will use the information to plan lessons. However, they all recognise that this practice is inconsistent across the school. Some benchmark information is used to inform lesson planning. 	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Weak	Weak
<ul style="list-style-type: none"> Current reading skills are weak for all students, including Emiratis. In the main, this is due to the lack of a systematic method of teaching reading across the school. Students have few strategies to decode unfamiliar words. Currently, there are no teachers available to undertake interventions to support students who are struggling with reading. Leaders have identified areas to improve, such as the development of inferencing skills. 	Whole school	Emirati cohort

Overall school standards in the National Agenda Parameter are weak.

For Development:

- Introduce a systematic approach to the teaching of reading and enable all students to develop range of skills to decode unfamiliar words.
- Ensure that teachers promote a culture of reading for both pleasure and information.
- Promote reading skills in all areas of the curriculum.

Wellbeing



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

Overall, the quality of wellbeing provision and outcomes is at a good level.

- Senior leaders and the trustees demonstrate a strong commitment to wellbeing, based on clear Islamic values. Wellbeing is led by a qualified team and underpins most aspects of school life. Students experience a positive and supportive environment. Surveys of wellbeing include all stakeholders. However, the response to personal and emotional needs is sometimes not rapid enough. Students have access to a number of responsible adults including teachers, the school counsellor and wellbeing leaders.
- An active school council ensures that students' opinions are increasingly heard. Members are reviewing the latest survey of students. The recent focus on continuing professional training, and the increased regard for personal welfare, ensure that staff morale is high. Positive relationships, efficient classroom management and often exemplary behaviour result in a caring and welcoming community. Parents are regular partners in supporting their children's education.
- The technical centre offers a range of additional curriculum activities. Students participate in sports during break times. Current transport arrangements limit extra-curricular activities beyond school hours. Students support one another very well. They are quick to celebrate the success of their fellow students and to regulate their own wellbeing. They are aware of how to keep safe when using the internet and around school. Teachers know them well. Students feel valued as individuals. The school promotes healthy lifestyles in all phases. Medical personnel regularly monitor aspects of students' health and wellbeing.

For Development:

- Ensure a rapid response to personal and emotional needs.
- Consider ways to make the extra-curricular provision available to more students.

UAE Social Studies and Moral Education

- The school teaches UAE social studies and moral education as separate subjects. The latest MoE textbooks are used, with enrichment texts in Cycle 3. In Kindergarten (KG), children learn the content of the social studies and moral education curriculum very successfully because it is integrated in other subjects. Teaching is in Arabic and enriched by additional resources provided by teachers.
- The school heritage room is an exciting source of learning. Students can look at historical artefacts and understand the social history of the UAE. They also learn about the geography of the UAE. Older students understand global issues such as the need to conserve energy and water. Moral education lessons provide students with age-appropriate dilemmas to consider and to discuss. Students benefit from a programme of visits to museums and from activities such as archaeology and geology.

Arabic in Early Years

- As an MoE curriculum school, teaching Arabic in the KG is mandatory.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- A majority of students demonstrate Islamic knowledge, application and skills of analysis that are better than expected. Memorisation and recitation of the Holy Qur'an, using Tajweed rules, are particularly strong. Girls have a more secure knowledge of Islamic principles and links to everyday life.
- In KG and Cycle 1, students demonstrate a sound understanding of worship. They have the ability to recall a number of noble Hadiths. They are eager to demonstrate Islamic manners and the doctrine of Islam as an approach to life.
- Daily support lessons for memorisation and recitation skills enable all students to engage well in Islamic Education. Students have a strong foundation for reference to Islamic sources when answering questions. In Cycle 3, boys' skills are relatively weaker than those in other cycles.

For Development:

- Ensure that students, and particularly boys in Cycle 3, develop their knowledge and understanding of the application of Islamic laws in relation to problems in modern society.

ARABIC AS A FIRST LANGUAGE

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

- Across all phases, a majority of students achieve above expected curriculum requirements. In KG, children can identify the alphabet and write simple familiar words. In the upper cycles, students read confidently. They understand the implicit and explicit meanings of different texts.
- Students show strong listening skills in lessons. Those in the upper grades demonstrate a good understanding of literature, such as the myth of the chameleon. Throughout the school, independent writing is not developed well enough, particularly the cohesion of written work and the use of different styles.
- The additional Holy Qur'an lessons at the start of the school day support the development of listening and speaking skills and students' use of a wider range of vocabulary. There is also a development in the skill of independent learning.

For Development:

- Ensure that students use the newly acquired vocabulary from Holy Qur'an lessons in their independent writing.

ENGLISH

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

- In KG, children make appropriate progress in speaking. However, because the reading scheme is not taught systematically, it is repeated in Grade 1. Attainment and progress accelerate towards the end of Cycle 1, but there are no valid data to track progress.
- Speaking is the strongest skill. A majority of students can read for meaning. Writing is least developed because too little time is spent in editing and improving work, using the teachers' marking and advice.
- Through increased emphasis on group discussion and analysis of texts, students' understanding of authors' intentions and viewpoints is significantly stronger in Cycles 2 and 3. There is not enough emphasis on reading for enjoyment to enrich students' vocabulary and to stimulate more creative writing.

For Development:

- Teach the reading scheme systematically in KG and raise teachers' expectations of what children can achieve.
- Provide students with books that match their reading abilities in order to develop independent reading.

MATHEMATICS

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

- Most children in KG enjoy practical mathematics. A large minority can instantly recognise how many items are in a group up to five without counting. More able children are not sufficiently challenged or given the opportunity to use problem-solving and reasoning in their mathematics work.
- In Cycle 1, students' mathematical understanding and application of numbers are adequate. Mental mathematics is not well developed. In a few lessons, strategies to extend numeracy are used.
- In Cycle 2, students demonstrate mathematical precision. In Cycle 3, the application of mathematics to everyday life is a common feature. Problem-solving and reasoning skills are underdeveloped in all phases. Too many students do not make appropriate progress because of teachers' low expectations.

For Development:

- Provide opportunities to apply mathematical skills in different ways.
- Ensure that teachers have higher expectations of what students can achieve.

SCIENCE

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

- In lessons, children in KG and students in Cycles 1 and 2 make less progress than those in Cycle 3, because work is not precisely planned to meet the learning needs of all. Teachers' expectations are often too low.
- In KG1, children observe and identify the differences between healthy and unhealthy plants. In Grade 5, students can describe the water cycle, using appropriate vocabulary such as evaporation and condensation. By Grade 11, students can conduct a simple experiment to isolate DNA from a strawberry.
- The scientific method is underdeveloped throughout, partly due to the lack of laboratories. Students rarely conduct independent research, classify, predict, hypothesise, test, record or conclude. Opportunities to plan and carry out investigations, using the principles of a fair test, seldom occur in lessons.

For Development:

- Systematically develop the skills of scientific enquiry and method from KG to Grade 12.
- Ensure that students have the space and opportunity to apply the scientific method to their work.

LEARNING SKILLS

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

- In KG, children learn to work with others. By Grade 1, they work effectively in groups. In Cycles 2 and 3, students work together with minimal guidance. Older students communicate effectively and take opportunities to lead learning.
- Most students are confident speakers who can present their opinions and appreciate those of others. They have some opportunities to deepen learning by critical thinking and problem-solving, but insufficient occasions to learn through practical activities.
- Children in KG and students in Cycle 1 do not develop appropriate skills in using technology. Most older students make use of iPads and laptops for research. Teachers prioritise and successfully support students to make meaningful links between their learning in different subjects.

For Development:

- Provide opportunities across the curriculum for all students to improve their digital literacy.
- Ensure that students have more opportunities to gain practical experience in scientific inquiry.

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

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

- In lessons and throughout the school, students demonstrate a robust sense of personal responsibility. They confidently lead many activities in and out of school.
- Students are self-reliant. Their behaviour is very positive, as are their mutual respect and excellent relationships with others. Incidents of bullying are rare.
- Students have a good understanding of safe and healthy living. They make wise choices about their own health and safety. They participate in sports activities. Levels of attendance and punctuality are high. Few students come late to their lessons.

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

- Children and students demonstrate a sound understanding of Islamic values. They are aware of the significance of Islam within Emirati culture. They know how Islamic values effect their daily lives.
- Students display the values of tolerance, honesty and mutual respect in their behaviour during lessons and in activities. They celebrate national events and Islamic Eids.
- Students are proud of their identities. They have an understanding and appreciation of other world cultures. They provide some details of other world cultures in assemblies. However, they lack a good understanding of others' traditions.

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

- In all phases, students are responsible members of the school community. They display a positive work ethic. They engage in charitable events and raise money for others less fortunate than themselves, for example, by selling produce which they make.
- Students in Cycles 2 and 3 demonstrate leadership skills and act as positive role models. They lead training sessions to combat bullying. They lack opportunities to engage in conservation activities. Children and younger students take care of resources and help teachers to keep classrooms tidy.
- Student councillors bring about improvements for others. After surveying fellow students' views, they negotiated improvements in the food available in the cafeteria. Older students develop their creativity and enterprise when leading their own projects and learning new skills during visits to the technical college.

For Development:

- Enrich students' understanding and knowledge of global cultures and traditions.
- Ensure that all students have opportunities to develop and lead their own innovative projects.
- Provide more opportunities for students to be involved in environmental projects that support sustainability and conservation.

03 TEACHING AND ASSESSMENT

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

- Teachers use their subject knowledge to plan lesson activities, but do not always provide sufficient challenge or support for the range of abilities in each class. They explain lesson objectives and success criteria clearly and provide a series of tasks to achieve them.
- Teachers generally use questioning skilfully to assess students' understanding and to encourage deeper critical thinking. Resources complement the textbooks and enrich students' learning. However, they are not sufficiently varied and in most classes all students do the same work.
- Teaching is improving in all phases because teachers are using new strategies to engage students' interest. Group work, active discussions, better pace of lessons and the review of learning are increasing students' ability to think for themselves.

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

- Internal assessment processes are consistent in KG and in Cycle 3, but less so elsewhere. Leaders have introduced a whole-school tracking sheet to identify gaps in students' learning and to enable teachers to address them quickly. Benchmarking against national and international standards is inconsistent.
- Most teachers use assessment information to inform planning and teaching. This is not embedded practice across the school, particularly in Cycle 1. The use of assessment within lessons is inconsistent.
- The majority of teachers give oral feedback in lessons, helping students to improve their understanding. The marking policy is inconsistently applied. Comments are too general. Students often lack specific guidance on the next steps that they need to take. They are not required to make corrections to identified errors.

For Development:

- Ensure that teachers raise their expectations, so that all students can achieve their potential.
- Ensure that teaching strategies meet the needs of all students.
- Ensure that all teachers use assessment information to inform their planning.

04 CURRICULUM

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

- The MoE curriculum, used in all subjects, is the primary focus for lesson planning. Curriculum development and mapping are aligned with standards. Progression relies mainly on the scope and sequence provided by the MoE guidance and in textbooks. The curriculum in some subjects lacks rigour.
- Curricular choices are defined by the general and advanced streams. Some lesson plans identify cross-curricular links. In KG, children use a bar chart in science when sorting animals. In English, sustainability and renewable energy sources are integrated with the journeys of Ibn Battuta.
- Curriculum design is continuously reviewed as required by the MoE. Leaders have produced additional policies to support students' learning. Their use and impact on learning are not clearly evident in all subjects.

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

- Strategies for curriculum modification and adaptation are slowly developing. Curriculum adaptations in lessons do not consistently include appropriate strategies to meet specific individual needs. The use of data to identify necessary modifications is underdeveloped.
- Students have many opportunities to engage in activities such as drama, cooking, sewing, robotics and electronics. Innovation experiences are often provided through activities. They prepare students for the world of work.
- The curriculum includes appropriate learning experiences for all students to develop a secure understanding of the values, culture and society of the UAE. Links with Emirati culture and society are stronger in UAE social studies, Islamic Education and Arabic than in other subjects.

For Development:

- Enhance the academic rigour of the curriculum content.
- Design and implement appropriate strategies to meet the specific needs of individual students during lessons.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- An appropriate range of policies for health and safety and for safeguarding is in place. However, the co-ordination and leadership of safeguarding are not clearly enough defined. Teachers have been trained in child protection and safeguarding. Some aspects of health and safety are inadequately developed and policies are unclear.
- The buildings and facilities are hygienic and maintained to a suitable standard. There is a plan of building works to upgrade certain aspects of the campus. Leaders have improved procedures for evacuation drills and record keeping.
- Teachers and medical personnel promote healthy, safe lifestyles through educational campaigns and a range of health checks. The supervision of students in school and on school transport is very effective. Procedures for managing vehicular traffic are well organised and coordinated to keep pedestrians safe.

	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Good	Good	Good	Good

- The school operates in an atmosphere of mutual respect and cooperation between teachers and students. The codes of behaviour are underpinned by Islamic values and are successfully followed. The monitoring of levels of attendance and punctuality is rigorous, resulting in high levels of attendance.
- The identification of students of determination is generally accurate. Students usually receive the necessary support to meet their needs. In a minority of lessons, the planning of tasks does not take sufficient account of identified goals or individual starting points.
- Care and wellbeing are high priorities for the school. Students receive strong support from the counsellor, teachers and medical staff. Senior students are well prepared for the next stage of their education as a result of the advice which they receive.

For Development:

- Develop a centralised system for child protection and safeguarding, and ensure that all members of staff have access to regular training.
- Ensure compliance with all health and safety regulations.
- Ensure that all lessons consistently provide academic and personal support well matched to the needs of individual students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Acceptable

- Leaders and trustees have a clear commitment to improving provision and resources for students of determination. An experienced and well-qualified inclusion leader has been appointed to build on the good interim work of the school counsellor. The support of students and teachers in classes across the school is compromised by insufficient staffing.
- Both formal and informal assessment strategies are used to identify specific needs. External specialists identify accurately barriers to learning, enabling support plans to be carefully developed and reviewed. Some students with gifts and talents have been recently identified. Programmes to support them are yet to be developed.
- Partnerships between parents and the school are positive. Parents are involved in forming the agreed plans for supporting their children. They appreciate the advice given, but do not have a formal and regular forum to share this advice and common concerns.
- In most classrooms, students of determination are included and closely involved in group and class activities. Most lesson plans identify students' needs, but not all indicate appropriate modifications. There are no formal alternative curriculum pathways. However, the onsite technical centre is well used to provide vocational experiences.
- Most students of determination make acceptable progress and develop a range of knowledge and skills over time. Whole school systems for monitoring progress are not yet effective. They do not yet accurately and consistently track students' progress against academic or personal goals.

For Development:

- Improve the tracking system for monitoring the progress of students of determination.
- Ensure that, in all lessons, teachers make accurate modifications to enable students of determination to have full access to the curriculum, and develop programmes to support students with gifts and talents.

06 LEADERSHIP AND MANAGEMENT

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

- The recently appointed principal and other leaders emphasise traditional Islamic values. Inclusion and wellbeing are priorities. While most leaders have a basic knowledge of teaching practices, middle leaders' capacity to innovate and improve is inconsistent. Overall, recent leadership changes have resulted in strengthening morale. Leaders acknowledge that there is room for improvement, particularly in addressing potential barriers to learning and in ensuring consistency in teaching quality and assessment practices.
- The school's self-evaluation and improvement planning shows potential for improvement. The monitoring of teaching and learning is not focused enough on students' progress in lessons and over time. Improvement plans lack coherence, detail and measurable targets. While positive impact on students' achievement is limited, there is gradual progress in addressing the recommendations made in previous inspection reports. Overall, there is the potential for development and improvement in various areas.
- Parents are involved in some aspects of school life, such as the National Day. They appreciate the school's effective promotion of Islamic values and Arabic. Leaders consider parents' views. They operate an open-door policy for parents. However, communications are not well enough developed. Regular updates on children's progress are provided through termly and annual reports. Local partnerships are productive.
- The governing board comprises only owners, with vacancies in the school future development committee for a parent and a staff member. The governing board sporadically seeks stakeholders' views, and so members have a limited knowledge of the school. The principal reports weekly to the board's head of education. While members support the school with staffing and resources, their involvement as critical friends in the self-evaluation process and improvement planning is not developed.
- The school effectively operates daily, with established routines. Assemblies and Holy Qur'an lessons at the start of each day are in line with the school ethics. Staffing levels are just adequate. There are specialised teachers of English and in other subjects in Cycles 2 and 3. Teachers benefit from occasional professional training. They are deployed appropriately. The premises and specialist facilities offer a basic learning environment. Resources, particularly for digital learning, are not sufficient to enhance teaching and learning across a broader curriculum.

For Development:

- Give middle leaders effective leadership training and appropriate resources, and hold them accountable for improving students' achievement.
- With the involvement of the governing board, produce an improvement plan with quantifiable targets and monitor implementation regularly.
- Improve partnerships with parents and seek their views systematically.



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