GOOD

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

UK CURRICULUM

Al Diyafah High School

Contents

School Information

General Information

	Location	Al Nahda
	Opening year of School	1982
	Website	www.diyafah.com
	Telephone	+971-4-267-1115
	Principal	Phillip Burgess
	Principal - Date appointed	8/6/2018
	Language of Instruction	English
	Inspection Dates	04 to 07 November 2019

Students

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Foundation Stage 2 to Year 13
	Number of students on roll	1600
	Number of Emirati students	2
	Number of students of determination	21
	Largest nationality group of students	Indian

Teachers

	Number of teachers	109
	Largest nationality group of teachers	Indian
	Number of teaching assistants	13
	Teacher-student ratio	1:15
	Number of guidance counsellors	3
	Teacher turnover	19 per cent

Curriculum

	Educational Permit/ License	UK
	Main Curriculum	National Curriculum for England
	External Tests and Examinations	IGCSE, , A Levels
	Accreditation	None
	National Agenda Benchmark Tests	CAT4, GL

School Journey for AL DIYAFAH HIGH SCHOOL

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Acceptable	Good	Good	Good	Good	Good	Good	Good	Good	Good
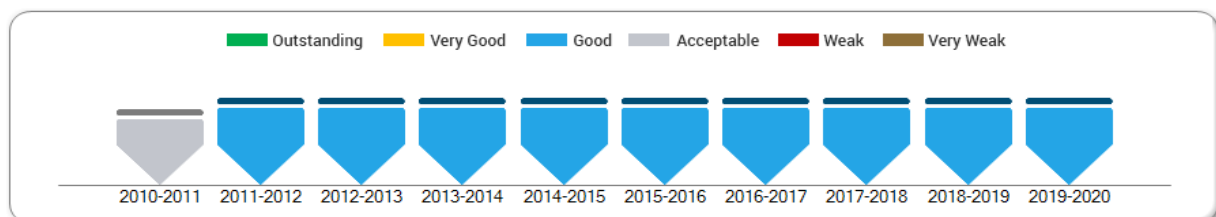
Summary of Inspection Findings 2019-2020

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

<table>
<tr>
<td>Students Outcomes</td>
<td>

Students' achievements are based upon good or very good learning skills. They excel at learning English, mathematics and science in Years 7 to 13. Their achievements in learning Arabic are less than good, especially as an additional language in the secondary phase. Children in the Foundation Stage (FS) achieve good learning outcomes in English, mathematics and age-appropriate science.
The personal and social development of students is a key strength of the school. Students are consistently self-disciplined, enjoy one another's friendship and are respectful to all adults. Students in all phases have an excellent awareness and appreciation of Islamic values. Most students show an appreciation of UAE culture and heritage. Their environmental awareness, both locally and globally, is very evident.

</td>
</tr>
</table>

<table>
<tr>
<td>Provision for learners</td>
<td>

The quality of teaching is very good in the secondary and post-16 phases, and good in the FS and primary phases. The teaching is occasionally of weak quality in a few subjects. The assessments of learning are of good quality, but some teachers are less skilled than others at using the assessment information to adjust what, and how, they teach.
The school's curriculum is good overall. Based upon UK resources, it meets the needs of most students. The FS curriculum enables children to make a good start to their schooling. The secondary and post-16 phase curricula prepare students well for the next stages of their education.
The provision for students' health and safety is outstanding. All staff members receive child protection training. Security and supervision levels throughout the school are very high. A well-established process identifies students of determination, but many teachers fail to implement their individual educational plans (IEP's) effectively. Teachers, leaders, and counsellors promote the social, personal and emotional development of students.

</td>
</tr>
</table>

<table>
<tr>
<td>Leadership and management</td>
<td>

The leadership of the school is of good quality overall. Some middle leaders are more effective than others at understanding curricula, teaching, and the assessment of learning. The school's internal evaluations are therefore only partly accurate. The partnerships with parents and the community are very strong. Governance of the school, while positive, is not inclusive of all stakeholders. The staffing, facilities, and resources at the school enable very good outcomes in some key subjects.

</td>
</tr>
</table>

The Best Features of The School:

- The good, or better progress made by students in English, mathematics and science, due largely to the strong learning skills displayed by students of all ages
- The very good and outstanding personal and social development of students
- The good or better provision of curriculum, teaching and assessments of learning
- The high quality of provision for the` protection, care, guidance and support of students

Key Recommendations:

- Improve the progress of students learning about Islam so they attain good standards.
- Improve the progress of students learning Arabic so that they attain good standards, especially those learning Arabic as an additional language in the secondary phase.
- Improve the quality of teaching so that there are no weak lessons.
- Governors should include representatives from all stakeholders when making important decisions and when reviewing the school's work.

Overall School Performance

Good

1. Students' Achievement

		F S	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Good ⬆
Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable
English	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
Mathematics	Attainment	Good	Good ⬆	Very good	Very good
	Progress	Good	Good ⬆	Very good	Very good
Science	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good

UAE Social Studies	Attainment	Good

	F S	Primary	Secondary	Post-16
Learning skills	Good	Good	Very good	Very good

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

	F S	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

3. Teaching and assessment

	F S	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good ⬇	Very good
Assessment	Good	Good	Good ⬇	Good ⬇

4. Curriculum

	F S	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good ⬇	Outstanding
Curriculum adaptation	Good	Good ⬇	Good ⬇	Outstanding

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

	F S	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection and safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Outstanding

6. Leadership and management

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

For further information regarding the inspection process please look at **UAE School Inspection Framework**

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), 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:

The school meets the registration requirements for the National Agenda Parameter for the 2019-2020 academic year.

The school's progress on international assessments	is above expectations.

- The students exceed almost all their NAP targets on international assessments of science knowledge. Their results in reading are improving. In mathematics, the students were previously very close to meeting international expectations, but more recently have exceeded them. Students' achievements in English, mathematics and science are benchmarked against international expectations. When compared to information about students' abilities, they achieve exceptionally well.

The impact of leadership	is above expectations.

- Leaders have ensured that students are well equipped to be successful on international assessments of English, mathematics and science learning. All students' performances are compared with information about their abilities and this comparison indicates that students achieve exceptionally well. Subject leaders are meticulous in ensuring that the curriculum covers all the concepts tested on international assessments.

The impact on learning	meets expectations.

- Critical thinking is consistently and effectively promoted in the majority of lessons and students demonstrate well-developed problem-solving skills, especially in the secondary phase. Enquiry based learning and investigations are a strength of science lessons. Opportunities for independent research and investigation are sporadic.

Overall, the school's progress toward achieving the UAE National Agenda targets is above expectations.

For Development:

- Newly arrived students should be tested for their thinking and reasoning abilities and teachers should be taught to use the results to improve lesson planning and delivery.

- Ensure that students have more opportunities for extended research, to use technology and to develop greater skills of scientific investigation.

Moral Education

- The Moral Education curriculum fulfils the statutory requirements and is taught from Year 2 to Year 13. Many lessons are taught by home room teachers who know their students well and who can offer appropriate support and challenge to them.

- Teachers of other subjects across the school understand how aspects of moral education can be integrated into their lessons, but this is not always evident. In all phases, opportunities to link the concepts to different aspects of national culture are underdeveloped.

- A tracking tool is used to monitor how students' attitudes and behaviour are developing, but assessments of the other aspects are underdeveloped and reporting about this subject to parents, is limited.

The school's implementation of the Moral Education programme is meeting expectations.

For Development:

- Analyse students' progress in relation to their moral, citizenship, and cultural knowledge and better report the findings to parents.

Reading Across the Curriculum

- Reading test data indicate that students' reading achievements are improving across all four phases. The tracking of reading progress in Arabic is at an early stage.

- Dedicated 'reading teachers' are deployed in Years 1 to 6. Some collaborative planning activities are organised between the English and Arabic departments.

- All primary, and some secondary classes, have a weekly library lesson. An online reading portal for primary students is increasing their motivation to read on a regular basis.

- School leaders have invested time, resources and enthusiasm to develop students' reading literacy. Further collaborative planning across all curriculum areas will help embed the existing good practice.

The school's provision for reading across the curriculum is developing.

For Development:

- Include a 'Reading Across the Curriculum' prompt in subject department plans, and in all teachers' lesson plans.

- Increase the number of Arabic reading lessons per month to give students more exposure to the language and to different styles of writing.

Innovation

- Only a minority of students are given opportunities to apply and develop their innovation skills. Students' use and application of learning technologies is inconsistent, except in the post-16 phase.

- Students participate in school organised projects and co-curricular activities, but rarely initiate them. Innovation skills are emerging among the FS children through the 'Free-flow' programme.

- Some teachers provide opportunities for students to think critically and develop the skills of innovation, but teachers' use of learning technologies is infrequent.

- Curriculum planning and individual lesson plans do not include sufficient opportunities for creative thinking or the development of entrepreneurial and innovation skills.

- Leaders collectively demonstrate an emerging understanding of innovation. Senior leaders' understanding is stronger, and they know how to innovate and improve the school.

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

For Development:

- Adapt the curriculum plans and individual lesson plans to include opportunities for students to develop and apply their skills of innovation.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Good ⬆

- Students' attainment across all phases is in line with curriculum standards. Internal assessment information shows levels higher than students actual overall attainment levels. Students' progress is improving, especially in the post-16 phase. While students' progress in lessons is improved, their progress from their starting points over time, has not accelerated in line with curriculum expectations

- Students across all phases demonstrate well developed understanding of the Holy Qur'an and the Hadeeth. Their knowledge of Creed and of Islamic personalities is developing, but their knowledge of contemporary issues is narrow. Students in the post-16 phase develop a solid knowledge of Islamic laws and make some connections to real-life situations

- As a result of dedicated lessons about the Holy Qur'an, the majority of students make considerable gains in memorisation, recitation and the application of the rules of Tajweed. The Islamic club in the primary phase motivates students to learn the basic principles and articles of faith.

For Development:

- Students should be provided with more challenging activities.
- Secondary and post-16 phase students' writing requires better connections to the Holy Qur'an and Hadeeth.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students' attainment, across both phases, is in line with the MoE curriculum standards. Most students in both phases make expected levels of progress.

- Students' listening skills are the strongest of the four skills in both phases. Their speaking skills are limited, because they are provided with too few opportunities to speak Arabic. Students can speak from rehearsed roles in the secondary phase, but original speech is rarely heard.

- Students' writing skills are strongest in the secondary phase, where their compositions are more structured. Students write informative pieces based upon their research. However, creative writing skills are not yet evident in either phase.

For Development:

- Students should be challenged to achieve tasks that are aligned with the MoE curriculum standards.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Weak	Not applicable
Progress	Not applicable	Acceptable	Weak	Not applicable

- Most primary phase students exhibit knowledge, skills and understanding that are in line with the age-related curriculum standards. In the secondary phase, only a majority of students' work is in line with curriculum standards.

- Students in the primary phase exhibit reading and listening skills which are more developed than their speaking and writing skills. An increased focus on memorisation causes their general comprehension skills to be less developed. In the secondary phase, too few opportunities to practise speaking and writing independently is hindering students' progress.

- Most primary phase students' progress is at expected levels, however overall progress in the secondary phase is too slow; many students are making less than expected progress across all major skills.

For Development:

- Students in both phases should be provided with greater challenge and more opportunities to speak and write Arabic to enhance their progress.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Very good	Very good
Progress	Good	Good	Very good	Very good

- FS children start school with variable English language skills and quickly learn the expectations of the curriculum. Their skills in speaking English are developed rapidly through the school. In the upper primary years and in the higher phases, students' articulate contributions are a feature of discussions in lessons.

- Students make steady progress through the phases in the development of their skills in reading and writing English. Most children in Year 1 confidently write sentences. Across the phases, students' skills of critical reading, research, and writing for a range of purposes are developed progressively.

- The 'I Can' progress tracker in the primary and secondary phases facilitates self-monitoring by students.

For Development:

- Students should be provided with appropriate levels of challenge to ensure they make optimal progress in learning English.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good ⬆	Very good	Very good
Progress	Good	Good ⬆	Very good	Very good

- The majority of children in the FS make better than the expected progress and attain well. Progress in all other phases accelerates as students move up the years and is especially rapid among the older students, who attain excellent results in examinations.

- Younger students demonstrate secure mental mathematics skills and can solve problems. In the secondary and post-16 phases, students demonstrate conceptual understanding, provide reasoned answers, and can justify their conclusions when solving problems.

- Students enjoy and embrace the use of technology when learning but learning technology is not used in all mathematics classes. Specialist mathematics resources are limited and so are the skills developed while using them.

For Development:

- Older students should extract the relevant mathematical information for themselves from a broad range of information.

- Students should apply their knowledge and skills, and think critically to draw their own conclusions.

- Students of all ages need tactile mathematics learning experiences and fewer work sheets.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Good	Very good	Very good
Progress	Good	Good	Very good	Very good

- Students in the higher phases make stronger progress because of their critical reasoning skills in their investigative work. The 'research approach' to learning in their science journals contributes effectively to students' independent learning.

- In all phases, students are using the scientific process of 'predict, observe and record' successfully when carrying out investigations. For example, in the FS, children notice how leaves are different colours, when learning about changes that occur in Autumn.

- In the secondary and post-16 phases, students perform very well in examinations. In the FS and primary phases, challenge is often low and a large minority do not make better than the expected progress.

For Development:
- FS and primary phase students should be provided more appropriate levels of challenge.
- Students particularly in the FS and primary phases, need to be more responsible for their own learning,.

UAE Social Studies

	All phases
Attainment	Good

- Students attainment from Years 2 to 9 in the various social studies subjects is good. The younger students' achievements are strong due to an international alignment with the prescribed resources and course content developed in the UAE. Older students engage in projects that go beyond the basic requirements.

- Students' understanding of some topics is limited by teaching and learning that excludes relevant settings such as those of India. Older students' perspectives are broader and include active learning about global social issues.

For Development:

- Students need an integrated understanding of topics that include their home countries and the UAE.

- Students require greater challenge when learning many of the required topics.

- Students must use time wisely when engaged in project work.

Learning Skills

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Learning skills	Good	Good	Very good	Very good

- Most students across all phases, contribute confidently to lessons and are active learners. Most students take increasing responsibility for assessing their learning as they grow older. This is more evident in some subjects than others and is best in the secondary and post-16 phases.

- Most students in all phases, work well individually and in small groups. In the secondary and post-16 phases, collaborative work is stronger. These students use a measured approach to complete extended tasks and do not rush through learning activities..

- When given the opportunity, most students use technology confidently to support classroom learning and independent research. Most students are developing their critical thinking and problem-solving skills successfully. However, this is not consistent across all subjects and phases.

For Development:

- Younger students need to develop their investigative and critical thinking skills.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Outstanding	Outstanding

- FS children have positive and responsible attitudes at school, and they show a developing resilience and self-reliance. The outstanding personal development of students in the secondary and post-16 phases is a key school strength.

- Students' behaviour is exemplary, especially in the upper phases. Their punctuality to lessons exemplifies highly positive attitudes toward learning. Students are consistently self-disciplined, enjoy one another's friendship, and are respectful toward all adults. Students show empathy and are sensitive to the needs of others.

- Students benefit from well-planned activities that encourage physical exercise, such as the 'Wake Up Shake Up' time, outdoor sports and various external competitions. These learning experiences develop a very good understanding of the importance of eating well and keeping fit.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Outstanding

- Students across all phases have excellent awareness and appreciation of Islamic values. Their visit to a local mosque, participation in various Islamic celebrations, and contributions to 'values education' result in common Islamic values such as caring and cleanliness.

- Students, particularly in the upper phases, show an appreciation of the UAE's culture and heritage. They actively participate in cultural activities, through weekly assemblies and annual events such National Day and Commemoration Day. They are enhancing their knowledge of the UAE's history and heritage.

- Students demonstrate a very strong understanding of their own cultures and take pride when participating in cultural festivals to showcase them. While their awareness of other cultures is strong in the secondary and post-16 phases, it is a developing feature among the younger phase students.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Students in the secondary and post-16 phases display a strong knowledge and application of enterprise and innovation. However, this is less secure among FS and primary phase students.

- Students across all phases are positive contributors to their school and keep it clean, an example being the 'Clean up' campaign. They understand the importance of recycling in the school and the community. Their environmental awareness, both locally and globally, is evident through their speech, behaviour and the displays throughout the school.

- Students contribute very well to the life of the school by voicing their opinions and new ideas, mostly through the Student Council. They have become more involved in the community through charity work, both locally and globally. For example, students responded generously with donations to victims of a recent international crisis.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good ⬇	Very good

- Almost all teachers have secure knowledge of their subjects and sufficient understanding of how students learn. Because teaching is consistently strong throughout the post -16 phase, effective learning of older students is more evident.

- Almost all teachers plan well-structured lessons with clear learning objectives and, in most cases, they provide relevant learning tasks to students. A few teachers consistently use skilful questioning to challenge and to promote meaningful discussions. This is best achieved in the upper secondary and post-16 phases.

- Across all phases, some lessons are still too teacher-centred. Some teachers answer their own questions, move on too quickly and fail to challenge students to think. However, better teachers enable their students to develop critical thinking and research skills.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good ⬇	Good ⬇

- The school conducts systematic and regular assessments to measure students' attainment. Internal school assessments in English, mathematics and science, are precisely aligned to the required curriculum standards. International assessments benchmark students' abilities and their achievement against widely agreed expectations in these subjects.

- Assessment results in English, mathematics and science are rigorously analysed. Well-developed assessment protocols provide reliable and robust information that have the potential to influence what and how subjects are taught. However, the school's exemplary practices do not yet extend across all six key subjects and the other subjects.

- Students receive helpful feedback about their work from teachers. It usually includes informative comments that guide them toward further improvements. Commendably, some students evaluate their own work.

For Development:
- Ensure that students assess their own work, to encourage greater learning independence.
- Ensure that the skilful use of assessment information for shaping lessons is fully understood by teachers across all school subjects.
- Align the internal assessments of learning in Arabic, Islamic Education, Moral Education and UAE Social Studies with appropriate UAE MoE curriculum standards.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good ⬇	Outstanding

- What is to be taught and learned has a clear rationale based on the National Curriculum for England (NCfE) in an Emirati context. It is reviewed annually to maintain alignment with changing requirements. Students have regular opportunities to review their study programmes. This is based on developing their aspirations, particularly in the later stages of the secondary and post-16 phases.

- Planning of the curriculum is systematic and developmental across the school and, generally, continuity of learning between the phases is carefully provided for. However, it is not strongly developed across all subjects, particularly Islamic education and Arabic.

- Students have a sufficiently broad choice of subjects in the higher phases. This allows them to pursue their interests and pathways to further study and the world of work. There are some meaningful links made across subjects to broaden students' understanding.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good ⬇	Good ⬇	Outstanding

- In the post-16 phase, necessary changes to what and how subjects are taught meet most students' needs. Such adaptations in the other phases are less effective. More interventions and modifications are required to challenge and meet the needs of all groups of students across these phases.

- A wide variety of activities are available through the extra-curricular programmes, and provide opportunities that foster students' creativity and contributions to society.

- Students learn about the culture, traditions and heritage of the UAE. However, there is scope to develop these aspects further and integrate them in lessons of other subjects.

- The FS curriculum includes one term of learning basic Arabic.

For Development:

- Make appropriate modifications to what and how subjects are taught to enhance the challenge to the most able students in all subjects.

- Provide students of determination with tasks in accordance with their identified needs.

- Ensure that what is taught in Islamic Education and Arabic is strongly aligned to the appropriate MoE standards.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection and safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has a robust safeguarding system which ensures the safety and well-being of students and staff. All staff members receive child protection training on a regular basis. Stakeholders agree that the school is a safe environment.

- The services provided in the school result in a safe, secure and healthy environment for students and the staff. The school promotes safe and healthy lifestyles in collaboration with its medical personnel, who organise whole-school initiatives over the school year.

- School buildings and specialist rooms are well maintained and provide appropriate learning environments for students and teachers. External sports facilities and play areas are available for students. Security and supervision throughout the campus are very high.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Very good	Very good	Very good	Outstanding

- Mutually respectful relationships between teachers and students promotes good behaviour and attendance, and also create a positive learning environment throughout the school.

- The inclusion team develops advanced learning plans to support academically gifted students in reaching their potential. An established process identifies students of determination and, in partnership with parents. helps construct their Individual Educational Plans (IEPs). However, many teachers lack the skills to implement these plans effectively. The recommended personal support that students of determination need to make progress is often unavailable to them.

- Staff members collaborate to facilitate a proactive pastoral care system which promotes the social, personal and emotional development of most students. Guidance counselling for students and their parents helps to identify possible careers and universities.

For Development:

- Ensure all teachers receive high quality professional development so they become better skilled at providing inclusive educational programmes.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- The inclusion team meets monthly to plan and review provision, however, their improvement plan lacks measurable goals. The admissions policy is not sufficiently comprehensive in welcoming a wide range of needs despite the stated commitment to inclusion and current good practice.

- Structured observations and assessment data inform planning and interventions. The school uses the revised KHDA identification categories, but the interventions do not fully reflect the severity of barriers to learning that students face.

- Parents work closely with the inclusion team and are kept informed of their children's progress. Many parents want to meet occasionally with other parents, to help understand their own children better and to support them at home.

- A few teachers provide high-quality support in lessons. Some teachers lack familiarity with their students' IEPs. Whilst reference to these IEPs is made in lesson plans these are often not implemented in the actual lessons.

- Assessment data and work scrutiny show that many students make good progress and acquire knowledge and skills appropriate to their year groups. Older students develop more independence and self-reliance and begin to take responsibility for overcoming barriers to learning.

For Development:

- Review the admissions policy to reflect a commitment to inclusion and to promote greater diversity in the student population.

- Invite parents to formal sessions that help them to better understand and support their children.

6. Leadership and management

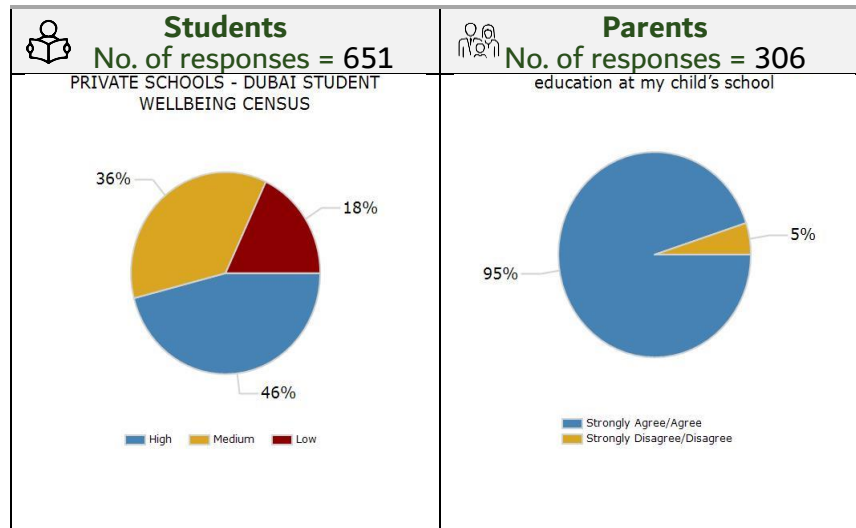|	
The effectiveness of leadership	Good ⬇
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good ⬇
Management, staffing, facilities and resources	Good

- Most leaders share the school's vision and mission and work together to realise it. They are committed to achieving the priorities of the governments of Dubai and the UAE.. Most, but not all, leaders demonstrate knowledge of the best practices in curriculum planning, teaching, and the assessment of learning. Relationships and communication are positive and staff morale is high. Senior leaders delegate responsibilities judiciously; consequently, whilst leaders have addressed some of the barriers to improvement, many still remain.

- The processes for internal evaluation of the school's quality are largely, but not wholly inclusive. Although the evidence for evaluations appear to be rigorous, in some cases the judgements made are too generous. There is evident progress by the school on some of the recommendations made in the previous inspection. The school's improvement plans are detailed and useful, but the criteria for success are not clearly set for all the goals listed.

- The parents have very positive views about the school and how it is supporting the progress of their children. They are kept well informed about relevant school updates, by using the recently established school's online portal. The reports produced by the school are comprehensive and provide students with the next steps toward improving their work. The school established important links with local and distant schools to support students' academic and personal development.

- The school's governing body lacks representation from a majority of stakeholder groups. It regularly seeks information about the operation of the school, but collectively lacks detailed knowledge about the priorities for improvement. Governors hold the Principal accountable for the overall quality of the school's provision and outcomes and he reports to them regularly. Governors have generally positive effects upon the overall work of the school and ensure that it is compliant with all statutory requirements.

- The school operates effectively on a daily basis. Most teachers are suitably qualified. Opportunities for professional development are provided for teachers on a regular basis, at the whole-school, small group and subject levels. A range of learning resources provide support for teaching and learning across the school, with the FS being particularly well resourced. The school is developing the use of digital technologies to support student learning and teaching across all phases, but this is yet to be fully established.

For Development:

- Leaders should share their considerable skills across all subjects and phases to consolidate the best practices in the school.
- The processes for improvement planning should ensure that all goals have clear measurable success criteria.
- Governors should include all stakeholders in deliberations about the future of the school and improve communication with them.

Views of parents and students

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

Students	• A representative sample of students in Years 7 to 13 responded to their survey. Only a minority of students express high levels of satisfaction with life. Their levels of distress are similar to those of other students across Dubai. More than half report that there are no adults important to them at the school. Most feel safe at school, but more than a few report that they are bullied.
Parents	• A representative sample of parents responded to their survey. Almost all are satisfied with the quality of schooling their children receive. Most parents agree that teachers and school leaders listen to them and take subsequent action. Most agree that their children's teachers help them to develop important learning skills. All parents agree that their children are safe at the school.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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