

# Inspection Report



## The Sheffield Private School

2014-2015



إكسبو 2020  
جاءت الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

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## School information



### General information

Location	Al Qusais
Type of school	Private
Opening year of school	2004
Website	www.sheffield-school.com
Telephone	04-2678444
Address	Al Nahda Al Qusais PO BOX 92665
Principal	Adrian May ( The Principal during the inspection )
Language of instruction	English
Inspection dates	17 <sup>th</sup> - 20 <sup>th</sup> November 2014



### Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Foundation Stage 1 - Year 13
Number of students on roll	1622
Number of children in FS1	192
Number of Emirati students	30
Number of students with SEN	86
Largest nationality group of students	Pakistani



### Teachers / Support staff

Number of teachers	99
Largest nationality group of teachers	UK
Number of teacher assistants	32
Teacher-student ratio	1:16
Number of guidance counsellors	3
Teacher turnover	32%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	SATs, IGCSE, GCSE, CEM
Accreditation	None



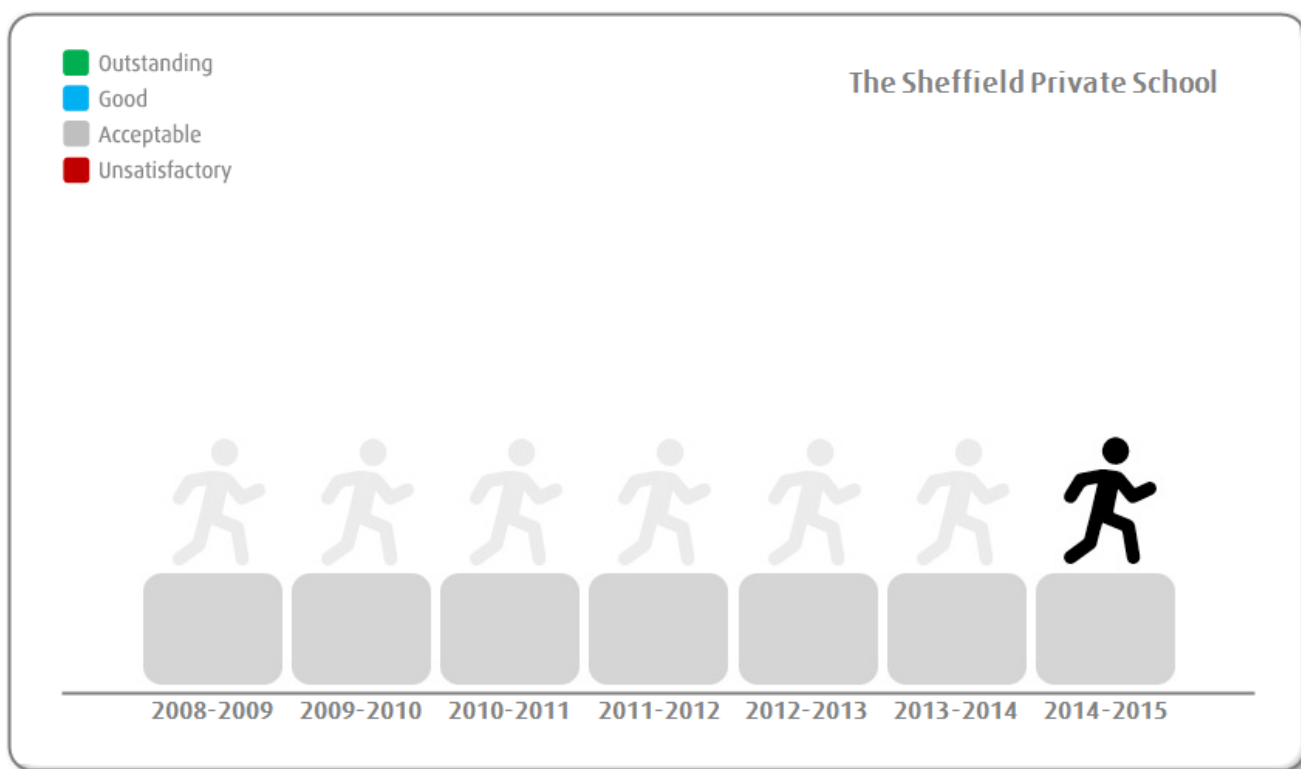




Dear Parents,

The Sheffield Private School was inspected by DSIB from 17<sup>th</sup> - 20<sup>th</sup> November 2014, and the overall quality of education provided by the school was found to be **Acceptable**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Most students demonstrated good behaviour. They related well to each other.
- The appointment of new leaders to English, mathematics, and science was having a positive impact on student performance.
- The school provided outstanding arrangements for the health, safety and welfare of all students.

### Areas for improvement

- Improve the performance of all students' in Arabic and Islamic Education.
- Ensure that students' independent learning, enquiry and critical thinking skills are developed, particularly in the Foundation Stage, and the secondary and Post-16 phases.
- Increase the range of subject choices in the secondary and Post-16 phases to widen access for all students.
- Provide training for teachers to accurately identify and support students with special educational needs.
- The governing body should create formal opportunities to gather views of parents, teachers and students and delegate greater decision-making powers to the leadership team.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at The Sheffield Private School



### How well does the school perform overall?

Overall, Sheffield Private School provided an **'Acceptable'** quality of education for its students.

- Students' progress was good in English and mathematics from the Foundation Stage to the end of secondary phase. Student's progress in Arabic as an additional language was weak because of the lack of challenge linked to a poorly designed curriculum. Students were able to demonstrate a good range of learning skills in the primary phase where cross-curricular activities were planned to promote understanding. Independent learning skills in the Foundation Stage and critical thinking in the secondary and Post-16 phases were under developed.
- Student behaviour and relationships with staff were all positive in the four phases of the school. Most students had a clear understanding of Islamic values and appreciated the heritage and culture of UAE. They also had age-appropriate responsibilities in the school and engaged in community events and environmental projects.
- The most effective teaching was in the primary phase, particularly in the English department. A common lesson-planning format supported student learning. There were strong systems for gathering and analysing student data. School leaders had used this data effectively to group students by ability in mathematics and English which supported good progress. The use of this data by some teachers to modify planning to meet the needs of all students was less developed.
- The curriculum for Arabic as an additional language was very limited compared to the other core areas. There was a narrow range of curriculum choices for students in the secondary and Post-16 phases.
- Effective systems, including those for internet safety and cyber bullying ensured students were safe and well looked after in school. Careers guidance for older students was limited.
- The new members of the school leadership team had started to make a positive impact on school improvement. As a result, there had been some progress in addressing the majority of last year's recommendations.







### How well does the school provide for students with special educational needs?



- All students were welcomed into this inclusive school. However, procedures did not always accurately identify the individual needs of students. This affected the quality of support that the students received and limited the progress they made.
- The lesson planning reflected an awareness of the additional support strategies that students with special educational needs would require. Most approaches were appropriately matched to the personal, social and emotional needs of students but, as yet, had not impacted significantly upon academic progress.
- The school's monitoring systems provided evidence of students' starting points and attainment but there was limited monitoring of progress by school leaders.



## 1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Good	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Unsatisfactory ↓	Not Applicable
	Progress	Not Applicable	Unsatisfactory ↓	Unsatisfactory ↓	Not Applicable
 English	Attainment	Acceptable	Good ↑	Acceptable	Not Applicable
	Progress	Good ↑	Good ↑	Good ↑	Not Applicable
 Mathematics	Attainment	Good ↑	Good	Acceptable ↓	Acceptable ↑
	Progress	Good ↑	Good	Good	Acceptable ↑
 Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Good ↑	Acceptable	Acceptable
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Acceptable	Good ↑	Acceptable	Acceptable

↑ Improved from last inspection

↓ Declined from last inspection



## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Good	Acceptable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Acceptable
Community and environmental responsibility	Good	Good	Good	Acceptable

## 3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Good	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

## 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Acceptable	Good	Acceptable	Acceptable
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Unsatisfactory

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Acceptable

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Acceptable
Self-evaluation and improvement planning	Acceptable
Parents and the community	Acceptable
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



## Overall school judgement

**Acceptable**

## Key strengths


- Students' demonstrated good behaviour, attitudes and relationships across all phases of the school.
- The improved leadership structure resulted in improved student performance in English and mathematics in the Foundation Stage, primary and secondary phases.
- The outstanding provision for the health, safety and welfare of all students.

## Changes since the last inspection

- There had been improvements in students' academic performances, especially in the primary phase. This was a direct result of improvements to teaching and the development of learning skills. In Arabic as an additional language, most students did not attain or progress as well as last year.
- The improvement in behaviour, attitudes to learning and relationships particularly in the secondary and Post-16 phases.
- The better quality curriculum provision in the primary phase, which now included a cross curricular approach in the teaching of some subjects. The introduction of recent initiatives in Post-16, such as the Careers Fair, had empowered students to make more informed decisions about the next phase of education.
- Evacuation procedures had been strengthened and the provision for healthy eating had improved.
- A revised leadership structure which had led to the appointment of highly effective heads of primary and secondary phases. This led to the development of teaching strategies and assessment systems which improved student performance in English, mathematics and science. The efficient use of data by senior leaders for evaluative purposes had led to improved tracking of student performance.

## Recommendations

- Improve the quality of teaching and student performance in Islamic Education and Arabic by sharing good practice.
- Increase opportunities for children to develop independent learning skills in the Foundation Stage.
- Increase the focus on the development of enquiry and critical thinking skills for students in the secondary and Post-16 phases.
- Improve the quality of curriculum provision by increasing breadth, subject choice and challenge for students in the secondary and Post-16 phases.
- Develop the effectiveness of staff and systems used in the identification and support of students with special educational needs.
- Improve the effectiveness of the governing body by:
  - creating formal opportunities to gather and act upon the informed views of parents, teachers and students
  - delegating educational decision making to the senior leadership team to increase their accountability.




 Improved from last inspection

 Declined from last inspection







## 1. How good are the students' attainment, progress and learning skills?

### Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Acceptable	Good 
Mathematics	Good 	Good 
Science	Acceptable	Acceptable

- Almost all children were learning English as an additional language. Most had a secure knowledge of the sounds of letters. A few were able to independently use their phonic knowledge to read and write simple words. Most made at least good progress in speaking and listening. Their progress in writing was less well developed.
- Most children could count to twenty and recognise numerals to at least ten. They related this well to the real world through practical activities, such as making objects out of play dough, counting them and matching them to numbers.
- Children were able to name and describe a range of wild animals, but had limited knowledge of animal habitats. Enquiry and observation skills were not sufficiently developed. For example, children knew that giraffes had long necks but were not expected to think how this helped them to survive.

### Primary



Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Unsatisfactory 
English	Good 	Good 
Mathematics	Good	Good
Science	Acceptable	Good 

- Most students studying Islamic Education knew and understood the characteristics of Muslim beliefs and the principles of Islam. They made expected progress in their understanding of Islamic concepts.
- In Arabic as first language, listening and speaking were developing faster than reading or writing skills.
- For most students, attainment was in line with expectations in Arabic as an additional language. They could decode words and relate pictures to their meanings. Writing skills were developing more slowly as students were restricted mainly to copying.
- Most students made at least good progress in speaking and listening in English. The quality of reading and writing was less well developed.
- Most students had developed a good level of skill in the collection and interpretation of data. Progress in mathematics accelerated towards the upper end of the primary phase.


- Most students had good factual knowledge of life science and made good progress in their practical and investigational skills. They communicated their ideas effectively. However, their reasoning skills were less well developed.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Good
Arabic as an Additional Language	Unsatisfactory ↓	Unsatisfactory ↓
English	Acceptable	Good ↑
Mathematics	Acceptable ↓	Good
Science	Acceptable	Acceptable

- In Islamic Education, most students knew and understood the principles of Hajj and Zakat in line with curriculum expectations. They were developing their understanding of how the application of this affected the daily life of Muslims.
- Standards in Arabic as a first language were in line with expectations. The ability of students' to write independently was developing at a good rate.
- In Arabic as an additional language, only a few students could answer short questions correctly about selected topics. Some were able to decode short sentences with familiar words and describe pictures using a simple vocabulary. A few students could copy short sentences but were unable to write independently.
- The attainment of most students in English was in line with expected levels. Students listened to the contribution of others and then asked appropriate questions. They had developed a broad vocabulary and were able to discuss and evaluate their reading and writing. Students read age appropriate text confidently, demonstrating secure levels of understanding. Their ability to write for a range of purposes and audience was developing.
- In mathematics, most students reached expected standards in geometry and circle theorem. Students' progress was stronger when they understood and could apply key concepts.
- Most students had made expected progress in practical science and development of laboratory skills, but their scientific thinking and skills of investigation were less developed. A majority of students had secure scientific knowledge on which to build future learning.



Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Not Applicable	Not Applicable
Mathematics	Acceptable 	Acceptable 
Science	Acceptable	Acceptable

- In Islamic Education, most students knew and understood the short Surahs in the Holy Qur'an and were developing their ability to interpret their meaning.
- Most Arab students could apply their knowledge and skills of the Arabic language appropriately to real life situations in Dubai. For example, they could discuss and debate topical issues such as early marriage.
- In mathematics, students were reaching expected standards in their understanding of integrated functions. Most students make expected progress towards the learning objectives set in lessons.
- Most students' factual scientific knowledge was secure but their understanding of the application of science to related subjects such as technology was less well developed. Although, most students had made expected progress in the development of laboratory skills, the development of enquiry and investigation skills was limited which slowed their progress.




	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Acceptable	Good 	Acceptable	Acceptable

- In the Foundation Stage, children settled well, became increasingly independent and were happy to talk about their work. However, teaching was often too didactic and gave children limited opportunities to develop learning skills such as enquiry.
- Students throughout the school were enthusiastic about their learning and enjoyed activities, particularly in the primary phase. This was as a result of the well planned cross-curriculum themes and practical activities. When given the opportunity, primary and secondary phase students took responsibility for own learning. They enjoyed researching, coaching their peers and sharing their learning with the rest of the class.
- Students collaborated well though group work, particularly in English They were confident in the explanation of ideas and showed respect for others' point of view.
- In the secondary and Post-16 phases, students were given insufficient opportunities to develop critical thinking skills and apply the learning to the real world. Post-16 students lacked confidence in working independently which slowed their progress.

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal responsibility</b>	Good	Good	Good 	Acceptable 
<ul style="list-style-type: none"> <li>• Students' positive attitudes and relationships prevailed across all phases and in most subjects.</li> <li>• In a few cases, poor quality teaching led to lower standards of student behaviour.</li> <li>• Relationships with other students and staff were respectful.</li> <li>• Students' were enthusiastic about keeping fit and enjoyed participating in sports activities at school.</li> <li>• Attendance across the whole school was acceptable. As a result of school interventions, attendance had improved in the Post-16 phase and to a lesser extent the attendance of Emirati students.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Acceptable
<ul style="list-style-type: none"> <li>• Most students had a clear understanding of Islamic values and how they affected life in Dubai.</li> <li>• Students appreciated the heritage and culture of the UAE but at Post-16, their understanding was weaker. The majority of primary students could name all of the Emirates and secondary students were knowledgeable about local costumes and games.</li> <li>• Students had a good awareness and appreciation of their own culture and other cultures from around the world.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Community and environmental responsibility</b>	Good 	Good 	Good 	Acceptable
<ul style="list-style-type: none"> <li>• There were strong links with other schools and the community through sport and competitions. There were limited opportunities for students in the Post-16 phase to take responsibility.</li> <li>• Students were very keen to learn and worked hard. When given the opportunity, most students were successful at using their initiative which led to the development of projects.</li> <li>• Most students took some form of responsibility in school for conserving energy and recycling materials. Many were involved with local campaigns to raise environmental awareness and to clean up the environment.</li> </ul>				



### 3. How good are teaching and assessment?



	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable	Good ↑	Acceptable	Acceptable

- Most teachers had a good understanding of their subject. However, in the Foundation Stage, some teachers did not fully understand how to foster younger children's learning. For example, practice did not encourage children's curiosity through purposeful, independent learning activities.
- The majority of teachers planned a range of engaging and interesting activities which built upon previous learning which was particularly evident in the primary phase.
- Effective dialogue between most teachers and students encouraged students to take risks in their learning and become more confident learners.
- Across all phases, teachers used a range of strategies to meet the needs of students. However, this was not consistent, for example, teachers of Arabic as an additional language did not differentiate learning activities which led to limited challenge.
- Most teachers did not plan sufficient opportunities to develop students' critical thinking and independent learning skills, particularly in the secondary and Post-16 phases.
- In Arabic as a first language, teachers' subject knowledge was secure, they planned for lessons and used different resources in classroom. Few teachers encouraged students to use critical thinking skills.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Acceptable	Acceptable	Acceptable	Acceptable

- The school had successfully implemented a range of assessment systems, which were linked to curricular standards in English, mathematics and science. As a result of training, teachers of these subjects were becoming increasingly skilled and accurate in the assessment of students' work.
- The school had reliable procedures for comparing students' performance with international standards and made effective use of external tests to predict levels of attainment and set targets.
- Assessment data was satisfactorily analysed to track progress and identify underperformance. This led to the decision to group students according to ability in mathematics and English in the primary and secondary phases to improve performance results.
- Teachers' use of assessment information to plan activities in lessons and help students take their next steps in learning was inconsistent.
- In English, self-assessment and peer assessment were used effectively. Nearly all teachers of English gave high quality verbal or written feedback to students to guide next steps in their learning. However, in other subjects the quality of constructive feedback to students was variable.

#### 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum quality</b>	Acceptable	Good 	Acceptable	Acceptable 
<ul style="list-style-type: none"> <li>The combination of the National Curriculum of England, the Early Years Foundation framework and the Ministry of Education curriculum for Islamic Education and Arabic provided a balanced curriculum. The curriculum for Arabic as an additional language had been poorly designed and was not sufficiently rigorous in setting challenging standards and ensuring satisfactory progression.</li> <li>Planning had significantly improved since the last inspection with the introduction of a common format. Frameworks for the continuity and progression of knowledge and skills were in place for Arabic as a first language, English, mathematics, science and Islamic Education.</li> <li>The curriculum in most phases had been enriched to some extent through visits and imaginative planning. This was a strength of the primary phase. The Foundation Stage curriculum did not make the best use of the local community to widen children's access to new learning experiences.</li> <li>The thematic approach to learning strengthened links between subjects and learning particularly in the Foundation Stage and primary phase. Students in the secondary phase effectively built on prior learning in mathematics and science. Opportunities for the development of enquiry learning and critical thinking skills were limited in all phases.</li> <li>The school reviewed the curriculum regularly and was aware of forthcoming assessment changes in the National Curriculum of England.</li> <li>The curriculum for Arabic as a first language was acceptable. It was based on the Ministry of Education and enriched with worksheets and power point presentation. The time provided for all students met requirements,</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design to meet the individual needs of students</b>	Acceptable	Acceptable	Acceptable	Unsatisfactory
<ul style="list-style-type: none"> <li>The leadership team successfully used the results from the analysis of data to group students by ability in English and mathematics in the primary and secondary phases. Further modification was made to the curriculum using the analysis of international benchmark test results.</li> <li>There was a limited range of options for secondary and Post 16 students. For example, the secondary science curriculum did not provide for all ability groups of students and there was no provision to study English in the Post-16 phase.</li> <li>There was a good range of extra-curricular activities and community links for students in the primary and secondary phases, especially in sport and the arts. To enhance learning, study support sessions were arranged at lunch times. The lack of school transport reduced the number of students participating in after school activities.</li> <li>The school provided three Arabic lessons weekly, each of 30 minutes duration for the (46) Arab children in the Foundation Stage. Lessons focused on using short stories about the alphabets.</li> </ul>				

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
<b>Health and safety</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Members of staff were diligent in their duty of care for students in school and using school transport. Most students said they felt safe and cared for in school. They were satisfied that the school dealt effectively with the rare incidents of bullying. Members of staff were aware of their roles and responsibilities regarding child protection. All students were given high quality age-appropriate guidance on the potential dangers of the internet and cyber bullying.</li> <li>Buildings and facilities provided a safe and secure environment for students. Supervision of students was excellent around the school and on school transport.</li> <li>Fire drills took place regularly in compliance with Civil Defense expectations. Risk assessments were in place to reduce accidents and accurate, detailed records of incidents were kept.</li> <li>The space available in school was limited for the number and size of the students which led to overcrowding. The building was clean and in sound condition as a result of the efficient systems that were in place to quickly respond to any necessary repairs.</li> <li>The record-keeping systems of the medical staff and their approaches to monitoring and promoting students' health were exemplary. Food and drinks served in the school canteen provided healthy eating options for students.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Quality of support</b>	Good	Good	Good	Acceptable
<ul style="list-style-type: none"> <li>Relationships between students and staff were positive and this was further developed by some teachers acting as mentors to older students. In school, there was a culture of mutual trust and respect which had a positive effect on the learning environment.</li> <li>New arrangements to manage and improve the levels of attendance and punctuality had a positive impact. All teachers were involved in monitoring punctuality at the start of the day and students were aware of the importance of being on time.</li> <li>This was an inclusive school. The newly appointed special educational needs coordinator had started to review the identification and categories used to determine special educational needs.</li> <li>New systems to improve the monitoring of students well-being and personal development had been implemented since the last inspection. For example, student visits to the medical centre were now logged in the student's personal planner. This proved to be an effective way of informing staff and parents of the child's health and well-being.</li> <li>The provision of career's advice and guidance for older students was insufficient and did not empower them to make an informed decision on their future education.</li> </ul>				


## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>An increased level of commitment by senior leaders had led to the recent appointment of a special needs coordinator. Significant further investment and a time-framed improvement plan were required to ensure that the necessary policies and procedures were implemented as a matter of urgency across the school.</li> <li>The school used a range of information to identify students on entry to the school. However, identification procedures were not sufficiently rigorous to accurately identify students' needs. Many teachers lacked the necessary expertise to support students with special educational needs which inhibited the progress they made in lessons.</li> <li>Teachers modified their lesson planning according to the personal, social and emotional needs of students rather than to their academic development which slowed their progress.</li> <li>The frequency of communication with parents was dependent upon need and most parents were pleased with the helpful support and written guidance they received to update them on their child's progress.</li> <li>The school's monitoring systems provided evidence of students' starting points and expected levels of progress. Significant work was required to ensure that accurate tracking and monitoring led to further improvements in provision and promote student's academic progress.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Acceptable
<ul style="list-style-type: none"> <li>Senior leaders were dedicated and shared an ethos of improving student performance in the school. The leadership team had been successfully restructured and effective new members appointed.</li> <li>Most roles and responsibilities had been clearly delegated and lines of accountability were well understood by the senior team. Job descriptions outlined the requirements of each leadership post such as responsibility for students' personal and academic development.</li> <li>Relationships were professional and communication channels were effective and clear.</li> <li>All leaders had a strong desire for the school to improve. Professional development was prioritised according to individual need and supported the capacity of leaders to improve.</li> <li>The leadership team had made significant improvements in a short time. For example, an improved rate of student progress in English and mathematics and improved student behaviour in all four phases.</li> </ul>	



	Overall
Self-evaluation and improvement planning	Acceptable 
<ul style="list-style-type: none"> <li>Following the previous DSIB report, there had been systematic self-evaluation against the inspection framework. School review and improvement planning had included teacher contributions but not parents or students. The key issue of raising student attainment had been successfully identified as a priority but the lack of accurate data prevented meaningful analysis.</li> <li>The senior leadership team had implemented strong systems for monitoring teaching and student progress in all phases. However, effectiveness varied across different subjects.</li> <li>Improvement plans were frequently monitored by senior leaders to check progress against targets. Plans included a reference to external benchmarks which added rigour to the targets set.</li> <li>There had been some progress in addressing the majority of last year's recommendations.</li> </ul>	




	Overall
Parents and the community	Acceptable
<ul style="list-style-type: none"> <li>The Parent Teacher Association raised funds for the school and acted as a conduit for communicating parental concerns to the school. A few parents volunteered their help with school activities.</li> <li>The quality of written communication was inconsistent which limited the support parents could give to children's learning at home.</li> <li>Most parents valued the opportunity to meet teachers and discuss the children's progress reports. In written report, teachers' commented on the student's personal and academic development as well as identifying next steps in learning.</li> <li>A few community links had been established to increase student awareness of local needs such as charity fund raising and environmental projects. Student participation in sport outside of school had also increased.</li> </ul>	

	Overall
Governance	Acceptable
<ul style="list-style-type: none"> <li>The governing body comprised of a satisfactory range of stakeholder representation including the Chair of the Parent Teacher Association. There were no formal procedures for directly gathering parental, teacher or student views.</li> <li>The governing body met periodically to monitor student performance and to hold the senior team accountable for its actions. There was insufficient delegation of decision making to the senior leadership team, which slowed the progress of school improvement.</li> <li>The governing body had strengthened capacity for improvement with the appointment of additional high quality personnel. At the time of inspection, there was no strategy to improve the Post-16 phase.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Acceptable
<ul style="list-style-type: none"> <li>• Routines and procedures were in place to enable the school to operate efficiently and effectively.</li> <li>• There was a high rate of teacher turnover but effective recruitment and induction practices enabled most teachers to settle rapidly into the school. Most staff were suitably qualified and appropriately deployed. Staffing in the Post-16 phase was reactive to current needs and there was no planned approach to future growth.</li> <li>• A few classrooms were small which led to overcrowding and affected the quality of teaching and learning. The poor design of the Foundation Stage learning environment slowed children's progress. All areas of the school were accessible to all groups of students.</li> <li>• The premises had been improved, for example, canopies built to cover the outdoor play areas. Investment in new resources such as computer tablets and extending the wireless infrastructure of the school had enhanced opportunities for learning. The main school library required a review of stock to meet curriculum needs.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	198	19%
	<b>Last year</b>	133	10%
 <b>Teachers</b>	51		52%
 <b>Students</b>	97		23%

- Most teachers, parents and the majority of students were positive about the school.
- Parents were satisfied with the provision for English, mathematics and science but were less satisfied with Arabic as first and as an additional language.
- Most parents and the majority of students thought that the teaching, resources, homework, subject range and provision of extra-curricular activities were good.
- Most teachers, parents and students believed that the quality of assessment had had a positive effect on attainment.
- Most parents felt that the frequency of consultation meetings and the quality of reports helped them to understand and support their child's progress.
- Some parents commented that information received from Foundation and primary phase teachers on their children's progress was of a high quality.
- Most parents thought that the provision of extra-curricular activities was good, however participation was limited due to the lack of school transport.
- A few parents and a minority of teachers and students expressed concern that the Post-16 phase did not adequately prepare students for the next phase of education.
- Most parents and students felt that safety and well-being were well provided for in school. Nearly all parents thought that their children had good guidance on Internet safety.
- Most teachers believed that inspection led to school improvement and that the school provision for special educational needs was good. However, a few teachers noted that further training on special educational needs assessment practice and effective teaching strategies was needed.
- A common perception by all surveyed groups was that a significant minority did not feel that their voice was listened to in the school.

\*The percentage of responses from parents is based on the number of families.

## 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

## How to contact us

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