

GOOD



2019-2020



























INSPECTION REPORT

UK CURRICULUM

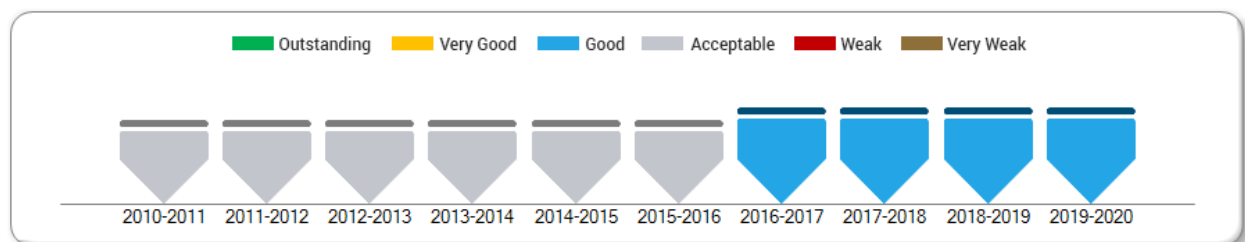
Contents

<i>Contents.....</i>	<i>2</i>
<i>School Information.....</i>	<i>3</i>
<i>Summary of Inspection Findings 2019-2020.....</i>	<i>4</i>
<i>Overall School Performance</i>	<i>6</i>
<i>National Priorities.....</i>	<i>7</i>
<i>National Agenda Parameter</i>	<i>8</i>
<i>Moral Education</i>	<i>9</i>
<i>Reading Across the Curriculum</i>	<i>9</i>
<i>Innovation.....</i>	<i>10</i>
<i>Main Inspection Report</i>	<i>11</i>
<i>Views of parents and students.....</i>	<i>21</i>

School Information

General Information	 Location	Al Qusais
	 Opening year of School	2004
	 Website	www.sheffield-school.com
	 Telephone	97142678444
	 Principal	Matthew Edwards
	 Principal - Date appointed	4/15/2015
	 Language of Instruction	English
	 Inspection Dates	18 to 21 November 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1405
	 Number of Emirati students	16
	 Number of students of determination	51
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	111
	 Largest nationality group of teachers	British/Irish
	 Number of teaching assistants	39
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	1
	 Teacher turnover	20%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	English National Curriculum
	 External Tests and Examinations	IGCSE, A/S, A-level, BTEC
	 Accreditation	none
	 National Agenda Benchmark Tests	GL, IBT, CAT4

School Journey for THE SHEFFIELD PRIVATE SCHOOL



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.

Students Outcomes	<ul style="list-style-type: none"> Children make consistently good progress in the Foundation Stage (FS). Attainment and progress in other phases are inconsistent, ranging, in the secondary phase, from weak in Arabic as a second language, to very good in English, mathematics and science. Attainment and progress in primary English and mathematics are acceptable. Students' learning skills are strongest in the secondary and post-16 phases. Students have a strong work ethic. Older students provide valuable support to younger ones, and act as very good role models. In the post-16 phase, students have a deep understanding of the many cultures represented in Dubai and around the world. Their understanding of world cultures is not as well extended in other phases. Environmental awareness is strongly developed. Students understand local and global issues, and participate in a wide range of community activities.
Provision for learners	<ul style="list-style-type: none"> Teaching is most successful in the post-16 phase, where teachers skilfully develop students' problem-solving and critical thinking skills. In other phases, teachers do not always use questions well enough to encourage students to think deeply about their learning. The reliability of assessment has improved in FS, and has been sustained in the secondary phase. Teachers' assessment in the primary phase is not always accurate. The curriculum is very well designed and implemented in the post-16 phase, where students have opportunities to follow their interests and to prepare for further and higher education and careers. In this phase, the curriculum is enhanced and enriched by opportunities for students to be creative and innovative. In other phases, the curriculum is not always consistently adapted to meet the needs of all groups of students. The school provides an exceptionally safe environment for learning. Relationships are very good. Safeguarding procedures are thorough. Support for students of determination, and those who have gifts and talents, is effective. Students' well-being is carefully fostered. The guidance provided for students' future beyond school is very good.
Leadership and management	<ul style="list-style-type: none"> Leaders have a good understanding of the best practices in teaching, and use their expertise to support staff in training and continuous professional development. Self-evaluation procedures help leaders to identify areas for improvement. These are not rigorous enough to arrive at a fully accurate evaluation of the schools' effectiveness. Very good partnerships have been established with parents. The governing board is increasingly providing appropriate challenge and support. Day-to-day management of the school is effective.

The best features of the school:

- The quality of teaching in the post-16 phase, resulting in strong outcomes in students' academic and personal development
- The care and support provided for students leading to a harmonious learning environment
- The outstanding attention given to the health and safety of students and staff
- The very good partnerships with parents that enable them to support their children's learning effectively








Key recommendations:

- Improve:
 - students' skills in reading, writing and mathematical problem-solving in the primary phase
 - the rate of progress in Arabic as a second language in the secondary phase
 - consistency in teachers' use of questioning
 - the accuracy of teachers' assessment, particularly in the primary phase
 - the use of information from external assessments to moderate internal assessment information and to ensure the accuracy of self-evaluation.

Overall School Performance

Good

1. Students' Achievement

		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	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Good	Weak	Not applicable
 English	Attainment	Good	Acceptable ↓	Very good	Not applicable
	Progress	Good	Acceptable ↓	Very good	Not applicable
 Mathematics	Attainment	Good	Acceptable ↓	Very good	Very good ↓
	Progress	Good	Acceptable ↓	Very good	Very good ↓
 Science	Attainment	Good	Good	Very good	Good
	Progress	Good	Good	Very good	Very good
 UAE Social Studies	Attainment	Acceptable			

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

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Very good ↑
Social responsibility and innovation skills	Very good	Very good	Very good	Outstanding

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Very good	Outstanding
Curriculum adaptation	Good	Good	Good	Very good

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

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

6. Leadership and management

The effectiveness of leadership				Good ↓
School self-evaluation and improvement planning				Good
Parents and the community				Very good
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, 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.

School's Progression in International Assessments

meets expectations

- Historical data indicate very strong performance in international tests. The most recent Programme for International Student Assessment (PISA) based test for schools in 2017 indicated acceptable progress in mathematics and science, and weak progress in English. Attainment in GL tests in 2019 improved only in science, where attainment moved from acceptable to good. Attainment remains weak in English, and generally acceptable in mathematics. Achievement in relation to measured potential is good in English, and very good in mathematics and science. School leaders have not brought about significant improvement in relation to the GL performance, or in younger students' application of subject knowledge to the real world.

Impact of Leadership

is approaching expectations

- Improvement plans address some of the recommendations in the National Agenda benchmark reports. Leaders have developed detailed plans, which they subject to the school's review cycle. Progress towards meeting targets and success criteria are not reviewed regularly enough. Some leaders promote teachers' use of information on students' cognitive development, but this is variable across subjects and phases.

Impact of Learning

is approaching expectations

- School leaders and teachers are beginning to promote opportunities for critical thinking. Students use an increasing range of techniques to generate ideas, but invariably with teacher guidance. They carry out simple independent enquiry and research. Limited access to digital technologies within school for students in the primary phase is hampering the acquisition of essential skills.

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

For Development:

- In the primary phase, improve students' application of subject knowledge to the real world.
- Review improvement plans to make sure that they have a positive effect on learning outcomes.
- Provide easier access to digital technologies for all students, particularly those in the primary phase.

Moral education

- Teachers actively engage students in lessons. They provide opportunities for students to demonstrate their learning and to reflect on their own attitudes and behaviour.
- A range of assessments is used to determine students' understanding of curricular themes. Information on students' progress is included in reports to parents.
- The programme is aligned to curriculum standards and is taught once per week. Lessons are well planned to include some features of critical thinking. Students are encouraged to make connections with their own personal experiences. Moral education is integrated in other subjects.

The school's implementation of moral education is **meeting expectations**.

For Development:

- Ensure that assessments are used to challenge and support all students.

Reading across the curriculum

- Although a significant proportion of students are accomplished readers, in all year groups some still underperform. The school is supporting these students to accelerate their progress.
- Improved teaching approaches focus on the essential skills of comprehension and interpretation. Younger students are beginning to apply reading strategies confidently. Older students do so with skill and success.
- School initiatives promote enjoyment and purpose in reading in engaging, motivating ways. The library plays an important role in these initiatives.
- Leaders recognise the importance of reading in all subjects. They are fully committed to improving students' reading throughout the school, and to implementing actions which will have maximum effect.

The school's provision, leading to raised outcomes in reading across the curriculum, **is developing**

For Development:

- Focus on improving the reading skills of students who are not currently at levels appropriate to their age.
- Ensure that all teachers, in all subjects, expect students to use their knowledge and understanding of reading strategies and rules, and provide opportunities for students to apply them.

Innovation

- In FS, children use critical thinking and problem-solving skills in the investigative zones. In science, students use digital technology to carry out independent research.
- Students in the post-16 phase enjoy taking part in entrepreneurial projects, through which they are developing their environmental awareness and understanding.
- Technology is used effectively to promote research and analytical skills, but less so in the primary phase. Students show creativity when designing investigations by themselves.
- Curriculum plans include opportunities to promote innovation, particularly with older students. The development of students' entrepreneurial skills is not often evident in the primary phase.
- School leaders support the promotion of a culture of innovation. The innovation leader provides training opportunities for teachers.

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

For Development:

- Provide opportunities for students to be innovative through creative teaching methods and curriculum adaptation in the primary phase.

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	Acceptable

- Most students across the school demonstrate levels that are in line with curriculum expectations. In the primary phase, they have a secure knowledge of the principles and concepts of Islam. In the secondary and post-16 phases, students are developing a stronger understanding of Islamic etiquette, worship, morals and values.
- Students have an appropriate knowledge of the Pillars of Islam and faith, relevant to their age. They also have an appropriate understanding of Seerah and Hadeeth. Most students' skills in recitation of The Holy Qur'an and in application of Tajweed are underdeveloped.
- Memorisation skills are slowly improving in all year groups. Students' ability to make links between what they learn in school and what they do in real life is not improving adequately.

For Development:

- Encourage students to link what they learn in class to real-life situations.
- Improve students' recitation skills and their abilities to apply Tajweed rules.

Arabic as a First Language

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

- In the primary phase, students' progress is most rapid in developing the skills of listening, speaking and reading. In other phases, students make steady progress in the development of speaking on topics appropriate to their age. In all phases, students' writing skills are underdeveloped.
- Older students are able to speak in Arabic, but sometimes using informal language rather than classical Arabic. In writing, students can copy passages. They form letters correctly, and copy sentences and paragraphs without mistakes in spelling. Creative writing skills are weaker.
- In the primary phase, the improvement of students' reading has been a priority. As a result, good progress is evident. Students can read accurately from texts and explain the meaning of words within a wide range of vocabulary.

For Development:

- Improve students' skills in creative writing in all phases.
- Increase the ability of older students to speak at length, using appropriate classical Arabic.

Arabic as an Additional Language

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

- In the primary phase, students make good progress from low starting points to reach levels of attainment that are in line with curriculum expectations in listening, speaking and reading, including comprehension skills. In the secondary phase, students' speaking and writing are weak.
- Students in the primary phase can speak short sentences with correct pronunciation, and write with correct letter formation and accurate spelling, relative to their years of study. They can read from given texts and explain what they are reading.
- Speaking and writing skills do not develop well in the secondary phase. Attainment is often not as good as it is in the primary phase. Students do not have a wide range of vocabulary. They struggle to explain in Arabic what they are reading.

For Development:

- Extend students' speaking and writing skills in the secondary phase.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Good	Acceptable ↓	Very good	Not applicable
Progress	Good	Acceptable ↓	Very good	Not applicable

- In FS, children steadily develop early reading skills. Progress in reading and writing is not sufficiently rapid in all year groups of the primary phase. By the upper secondary phase, the large majority of students are competent, analytical readers.
- Listening and speaking skills are significantly stronger than other aspects of English. Children in FS regularly practise and demonstrate their growing acquisition of English as a second language. Confidence in speaking skills increases, and older students are articulate and self-assured in debate.
- Recent initiatives are beginning to have a positive impact on students' comprehension and higher-order reading skills. However, the majority of students in the primary phase do not attain standards above curriculum expectations for their age.

For Development:

- Increase the rate of students' progress in the primary phase in order to improve attainment.

Mathematics

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

- Students' results in external examinations in Year 11 and Year 13 continue to be strong, but results for Year 12 are weaker. Results in international benchmarking tests are positive for students in the secondary phase, but weak for students in the primary phase.
- In the primary phase, students' acquisition of reasoning and problem-solving skills is not rapid enough. Their ability to tackle word problems is hindered by weaknesses in higher-order reading skills, and a lack of knowledge of mathematical language.
- In FS, improved opportunities to carry out mathematical investigations, through the use of a range of resources, are contributing to children's ability to carry out simple calculations.

For Development:

- Improve the ability of students in the primary phase to solve mathematical problems which involve a range of operations.

Science

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

- In the primary phase, students are beginning to understand the scientific method, but are not secure enough to create their own investigations without direction from teachers. In the upper secondary grades and the post-16 phase, students can discuss and explain their investigations more confidently.
- In FS, the play-based curriculum gives children time to discover and deepen their understanding of scientific concepts. By Year 11, students are becoming confident scientists who can make predictions, carry out investigations and draw conclusions. Elsewhere, students are beginning to develop research and investigational skills.
- In the secondary and post-16 phases, students are making very good progress in the use of digital technology for independent research, and to extend their abilities to think critically.

For Development:

- Enable students in the primary phase to plan and carry out investigations independently.

UAE Social Studies

All phases

Attainment

Acceptable

- In lessons and in their work, students demonstrate increasing levels of knowledge of the history and development of the UAE, appropriate to the curriculum expectations for their age. Students' subject skills are not as well developed.
- Younger students can recall facts about the UAE. However, they struggle to compare and contrast the past with the present. Their knowledge continues to build in the secondary phase, but they cannot consistently analyse what they read, or draw conclusions and explain their findings.
- Teachers make good use of current events and students' first-hand experiences to support learning. However, this often leads to a lack of curriculum progression from one year group to another, and prevents students from reaching higher levels of attainment.

For Development:

- Develop students' abilities to think deeply about what they know, to draw conclusions and to explain their understanding in all areas of the subject.

Learning Skills

Foundation Stage

Primary

Secondary

Post-16

Learning skills

Good

Good

Very good

Very good

- Across all phases, students show interest and enjoyment in developing their learning, both independently and in groups. Generally, they concentrate well on their tasks and are confident in explaining what they are learning. Older students are more aware of connections between aspects of learning.
- Students collaborate efficiently and effectively to achieve the tasks which they have been set. More variable is the extent to which students are able to demonstrate skills of innovation, creativity or independence in what and how they learn.
- Improved access to a range of digital technologies is having a significant impact on learning outcomes in the secondary and post-16 phases. Students' use of technology in FS and in the primary phase is underdeveloped.

For Development:

- Make children in FS, and students in the primary phase, more familiar with digital technology.
- Extend students' creativity, and their independent learning skills.

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

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

- Students have positive attitudes to their work and to school. Behaviour is very good. Students demonstrate appropriate levels of self-discipline. They engage very well with adults and fellow-students, particularly so in the post-16 phase, where older students regularly support and offer help to the younger ones.
- Students enjoy very good relationships with staff. They are sensitive, and show empathy to the needs and differences of others.
- Most students are aware of the benefits of a healthy lifestyle. They know which foods are good for them. They participate enthusiastically in sporting activities. Attendance is very good. Students arrive punctually at school and for their lessons.

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

- Students demonstrate a clear understanding of Islamic values and how these influence contemporary society in the UAE. They can provide examples of the friendship, fairness and respect promoted by Islam.
- Students have a good understanding of the traditions and culture of the UAE, and show respect for these. They participate with enthusiasm in a number of school activities and celebrations.
- Students demonstrate a good understanding and awareness of their own cultures, and of a range of other cultures from around the world. In the post-16 phase, they appreciate the breadth of cultural diversity in Dubai. This appreciation is more limited in other phases.

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

- Students willingly participate in community activities and engage with national and international organisations. Those in the post-16 phase have creative ideas and enjoy developing their own projects.
- Students demonstrate a positive work ethic. They occasionally take the initiative and make independent decisions about how to organise their work. This is most evident in the post-16 phase, where students develop innovative ideas and entrepreneurial skills.
- Across the school, students have a strong awareness of environmental issues. They present ideas aimed at reducing plastic in the environment, and at protecting plants from diseases.

For Development:

- Increase younger students' awareness of the diversity of cultures in Dubai and around the world.

3. Teaching and assessment

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

- Teaching is stronger in the post-16 phase, where teachers are developing students' problem-solving and critical thinking skills successfully. Lessons in the other phases are more directed by teachers, with fewer opportunities for students to be independent learners.
- The majority of teachers plan well-structured lessons with clear learning objectives, and provide relevant learning tasks. Most use questioning well to check students' recall. Only a few use skilful questioning consistently to challenge and to probe understanding.
- In the majority of lessons, teachers plan tasks of increasing difficulty aimed at challenging students to do as well as they can. However, all students are often expected to complete all tasks without teachers considering their prior knowledge or abilities.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Acceptable ↓	Good	Very good

- Assessments in the post-16 phase are closely aligned to external examination requirements. The reliability of assessment has improved in FS, and has been sustained in the secondary phase. Assessments in the primary phase are not sufficiently aligned to national or curricular requirements.
- Teachers keep detailed profiles for each of their students. Most are able to identify those students where expected progress is not being maintained. Assessment information is not consistently used to influence teaching and student progress across all core subjects.
- Teachers' adaptation of work to meet students' individual needs is strongest in the post-16 phase, where students are regularly engaged in the assessment of their own learning and that of their fellow students.

For Development:

- Ensure that all teachers use appropriate questioning to challenge students and to develop their critical thinking, problem-solving and independent learning skills.
- Ensure that teachers can accurately assess students' achievements in relation to the appropriate curriculum expectations in all subjects and phases.
- Ensure that meaningful assessment information is derived from all sources to accelerate students' progress and improve attainment.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good	Very good	Outstanding

- The curriculum is generally aligned to the English National Curriculum and the UAE Ministry of Education (MoE) statutory requirements. Senior students are given a wide range of choices and opportunities to match their aspirations, talents and interests.
- The cross-curricular approach to learning is becoming more systematic and enhanced throughout the school. In senior classes, extended provision in the "design thinking weeks" provides a forum for making links across subjects.
- The school regularly reviews the curriculum to take account of students' needs. Recent initiatives, such as "talk for writing" and the "bring your own device" focus, are becoming more embedded and beginning to have a positive impact on students' learning.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Very good

- In the upper secondary and post-16 phases, the curriculum is enhanced, enriched and adapted to include work with sufficient challenge to meet the needs of most groups of students. Effective adaptation is less evident in lessons for younger students.
- The curriculum engages most students and enhances their learning. A broad range of extra-curricular activities meets the needs and interests of most students.
- The curriculum includes themes and celebrations which effectively develop students' knowledge, understanding and appreciation of the heritage of the UAE. These include Emirati traditions, culture and the values that influence UAE society.
- Children in FS study Arabic for fifty minutes per week.

For Development:

- Ensure that all teachers consistently adapt their lessons to meet the needs of all groups of students.

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

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

- The school has a wide range of well-considered policies and procedures for health and safety, including safeguarding and cybersecurity. Staff, students and parents are fully aware of them. Policies are consistently reviewed and updated.
- School transport is very well organised. Exceptional arrangements ensure the safety and security of students who use the buses. Entrances to the school are very well supervised.
- The buildings are very well maintained. The premises and facilities provide an excellent, stimulating, safe and secure learning environment. Safe and healthy lifestyles are promoted very successfully in many areas of the curriculum.

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

- Very effective behaviour management systems are in place. The school is orderly. Systems to promote high levels of attendance are effective in the primary and secondary phases, but less so in FS.
- The school's strong pastoral system supports students of determination and develops confidence and self-esteem in all. Older students receive very effective guidance when considering what they want to do on leaving school.
- Appropriate systems identify students of determination, and those who have gifts and talents. These students receive effective support, particularly in their personal development. Not all academic targets set for students of determination are sufficiently challenging.

For Development:

- Ensure that all academic targets set for students of determination enable them to make the best possible progress.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders promote an inclusive ethos, which results in a diverse school population. Investment in resources including technology, lifts, ramps and an intervention room, has tangible benefits for students of determination. The improvement plan is reviewed annually, but strategies for improvement are not monitored rigorously enough.
- The school makes use of a range of external and in-school assessments to identify any barriers to learning. These procedures are applied on students' entry to the school and, as a result, interventions are quickly put in place.
- The school has strong communication links with parents and informs them regularly about their children's progress. Parents make a positive contribution to the quality of their children's learning. They receive helpful guidance regarding the school's expectations of behaviour and personal development.
- Students of determination benefit from highly focused, individualised teaching. Learning support assistants contribute to the effectiveness of these interventions. In lessons, curriculum plans are not always modified to reflect students' individual needs. Individual education plans (IEPs) are not consistently used to devise appropriate teaching strategies.
- Leaders track the progress made by students of determination and generally know how well they are doing. However, for some students, checks are not frequent enough to ensure that they are learning as well as they can.

For Development:

- Ensure consistency in the use of the information in students' IEPs to modify curriculum plans to meet their needs and to improve their academic progress.
- Increase the frequency of checks on students' progress.

6. Leadership and management

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

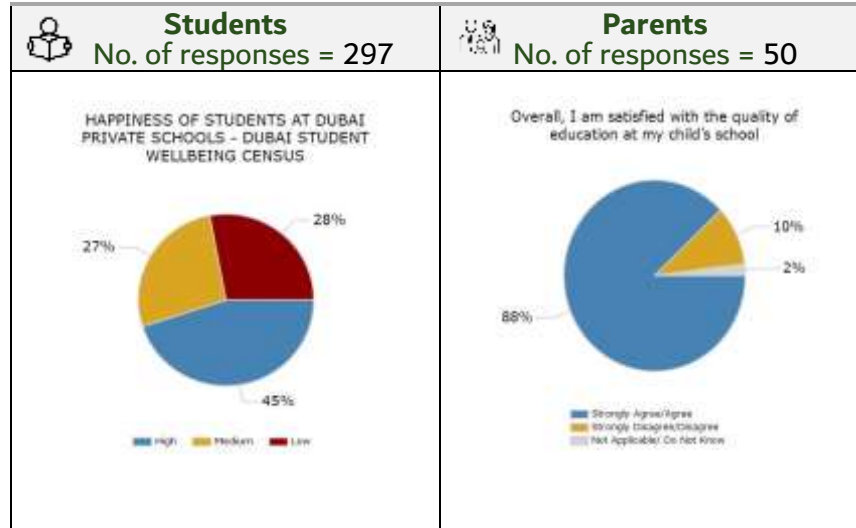
- School leaders are establishing a vision and direction for improvement. Effective delegation is in place. Leaders new to their posts are still acquiring a knowledge of the strengths and weaknesses in their areas of responsibility. They understand the best practices in teaching, curriculum, and, to a lesser extent, assessment. However, they do not ensure consistently high-quality teaching or consistent curriculum progression in all subjects. They have not been fully successful in maintaining high standards in all phases and subjects.
- Leaders make use of internal and external assessment information in arriving at school improvement priorities. However, they do not take account of the discrepancies between different sources to question and moderate the accuracy of internal assessments. Leaders monitor the quality of teaching regularly. They provide clear feedback to teachers and offer continuing professional training. A lack of detail in the recording of students' attainment and progress hinders the accurate evaluation of the impact of teaching on students' learning.
- The schools' partnership with parents is strong. Parents regard communication as a strength of the school and appreciate the different ways in which communication is maintained. They receive regular reports on their children's academic and personal development, as well as next steps in their learning. They are highly satisfied with their children's experiences at school. The school actively collaborates with other schools, businesses and community organisations.
- The governing board represents all stakeholders. Governors have taken action to address the high levels of staff turnover. Recent changes have given parents and students a greater input into planning for school improvement. Governors' knowledge of the school is improving through regular visits. They are beginning to use their knowledge of the school to hold leaders firmly to account. However, their actions have not had a noticeable impact on raising standards.
- Effective daily management ensures that the school runs smoothly. The school is well staffed. Most teachers are suitably qualified. The school continues to improve the learning environment and to provide enhanced facilities. Curricular and sporting resources contribute successfully to learning and teaching throughout the school.



For Development:

- Embed new leadership roles firmly, and increase the impact of leaders in bringing about improvement in their areas of responsibility.
- Make better use of external assessment information to challenge and moderate internal assessments.
- Improve the evaluation of students' attainment and progress and use this information to measure the impact of teaching on students' achievement.

Views of parents and students

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



 <p>Students</p>	<ul style="list-style-type: none"> In most areas of the survey, students' responses are not as positive as the Dubai average. Nevertheless, most students confirm that they feel safe in school and that they are motivated to do their best. Similar numbers of students to the Dubai averages are very confident of their ability to reach their goals, and are positive about the future. Only a very small number of students indicate that they have experienced bullying in school, but they confirm that teachers offer support.
 <p>Parents</p>	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of education provided. They confirm that their children are motivated to do their best. They are satisfied with the development of their children's learning skills, but are concerned about the amount of work that they are expected to do at home. Almost all parents are confident that their children are safe in school. They value their children's well-being and academic successes equally. However, a few express concerns regarding lack of cleanliness, especially in students' toilets. A few parents also express concern over the high levels of staff turnover, and the subsequent impact on their children's progress.

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