

# INSPECTION REPORT

2022-2023



**THE SHEFFIELD PRIVATE SCHOOL L.L.C**

**UK CURRICULUM**

**GOOD**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Qusais
	Opening year of School	2004
	Website	www.sheffield-school.com
	Telephone	97142678444
	Principal	Roger Neil Hancock
	Principal - Date appointed	5/18/2021
	Language of Instruction	English
	Inspection Dates	14 to 18 November 2022

### 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	1165
	Number of Emirati students	15
	Number of students of determination	62
	Largest nationality group of students	Indian

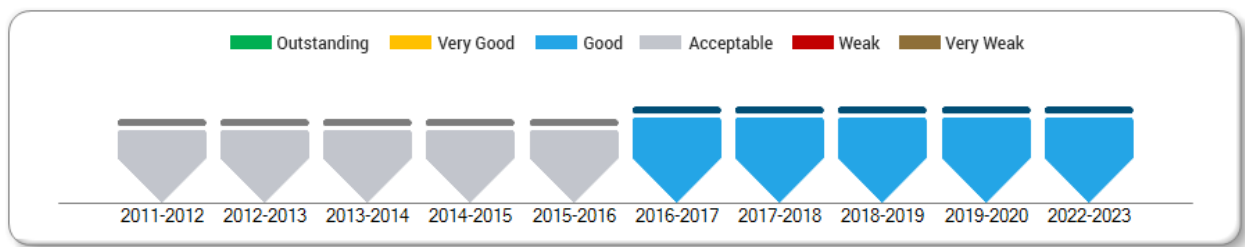
### TEACHERS

	Number of teachers	84
	Largest nationality group of teachers	UK/Ireland
	Number of teaching assistants	21
	Teacher-student ratio	1:14
	Number of guidance counsellors	1
	Teacher turnover	9%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, A-Level
	Accreditation	None

### School Journey for THE SHEFFIELD PRIVATE SCHOOL L.L.C



## Summary of Inspection Findings 2022-2023

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

- Children in the Foundation Stage (FS) show good attainment and progress in all subjects. Students' outcomes in the primary phase have improved to good or very good in almost all subjects. Except for attainment in Islamic Education and Arabic, students' outcomes in the upper two phases are at least good. Progression of students in international assessments is good or better. In all phases, students are keen to learn, collaborate well, and apply critical thinking and problem-solving skills in all core subjects.
- Students in all phases demonstrate positive attitudes and conduct themselves very respectfully. They are generally punctual, but attendance rates are still lower than expected. Students have a clear appreciation of Islamic values, UAE heritage and world cultures, better demonstrated in the upper phases. Students' contributions to the school and to the local community are significant, and their environmental understanding and action are strong.

### PROVISION FOR LEARNERS

- Teaching across the phases and subjects is consistently good. However, there are some variations within and between subjects. Teachers have secure subject knowledge and a well-developed understanding of teaching. They use questioning skillfully to promote problem-solving and critical thinking skills. Internal and external assessment processes are applied coherently, and consistently provide rich information across subjects and phases. There is still a need to align internal with external data and to use the information to plan and deliver effectively differentiated learning activities.
- The curriculum is well aligned with expectations. Cross-curricular links are well planned and are taught effectively, particularly in Primary and in the MoE subjects. Progression is strong, but transition between phases is less effective. The curriculum engages most students and enhances their learning. A range of extra-curricular activities is offered, but students' participation is limited. Adaptation of the curriculum for students of determination and for the more able is not well embedded.
- The whole school community is kept safe and secure. There are very good relationships between staff and students. The identification of students of determination is accurate. Students, generally, receive at least good support. Academic and personal development are carefully monitored. Wellbeing is a high priority. Pastoral care and counselling are very effective.

### LEADERSHIP AND MANAGEMENT

- Leaders at all levels are visionary and committed to school improvement. They have good leadership skills and have improved some aspects of the school's performance. Self-evaluation and improvement planning are the main areas for development. Relationships with parents are a strong feature of the school. Links with the community are limited. The governing board supports the school and holds leaders to account. Resourcing requires further attention. Day-to-day management is effective. Professional training opportunities are ample, but the numbers of teaching and inclusion support staff are only adequate.

### The Best Features of The School:

- Students' personal and social development
- The quality and implementation of curriculum design, and the breadth of course offerings
- The effective systems to ensure that students, members of staff and visitors, are safe at all times
- The quality of pastoral care and students' wellbeing

### Key Recommendations:

- Monitor and promote attendance more effectively.
- Provide specific training for all teachers to ensure that their teaching and learning strategies meet the needs of all groups of students.
- Improve the rigor and accuracy of school self-evaluation and the effectiveness of improvement planning.
- Ensure sufficient staffing is in place.


## Overall School Performance

# Good




### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Good ↑
<p>Arabic as a First Language</p>	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good ↑
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
	Progress	Not applicable	Good	Acceptable ↑	Not applicable
<p>English</p>	Attainment	Good	Good ↑	Very good	Not applicable
	Progress	Good	Good ↑	Very good	Not applicable
<p>Mathematics</p>	Attainment	Good	Good ↑	Good ↓	Good ↓
	Progress	Good	Very good ↑	Good ↓	Very good
<p>Science</p>	Attainment	Good	Very good ↑	Very good	Good
	Progress	Good	Very good ↑	Very good	Good ↓
<b>Learning skills</b>		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	Very 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	Good 
Assessment	Good	Good 	Good	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	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				Acceptable 
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](#)

## Focus Areas

### 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.**

	Whole school	Emirati cohort
<b>Progress in international assessments</b>	meets expectations	is above expectations

- Overall performance in TIMSS across the school is good. Grade 4 results reflect good progression in both mathematics and science, while in Year 8 it is stronger. Students' performance in PISA is good. Progression in GL science is very good and stronger than in mathematics or English. Whole school GL progression is good.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	is above expectations

- Leaders at all levels support the vision and the goals of the National Agenda. The current data analysis identifies specific areas for improvement. These include plans to modify the curriculum to address skills and knowledge gaps identified by the international assessments. Actions are on a whole-school level. Separate planning for Emirati students has resulted in their attaining outstanding NAP results in English, mathematics, and science.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	is above expectations	meets expectations

- Leadership in reading literacy is effective. A standardised reading test is administered three times each year. Resulting information is entered in students' records and supplied to teachers. A variety of initiatives is in place to improve reading literacy across the curriculum. Research, enquiry and investigative skills are underdeveloped.

**Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.**

#### For Development:

- Increase the opportunities in science and mathematics for teachers to promote reading literacy in their subjects, and, in all subjects teach students to think critically, to conduct research, and to solve problems.
- Ensure that all teachers understand the knowledge and skills requirements for the international tests and that they adapt teaching to address gaps.



## Wellbeing

### The quality of wellbeing provision and outcomes is at a high level:

- Senior leaders are committed to supporting students' wellbeing. The wellbeing policy contains a clear vision for development. Governors and owners have begun to put additional resources into the school to support improvement. Surveys of students' wellbeing are used to identify and to pursue individual concerns. A range of opportunities supports students' welfare, with high-quality career guidance for older students and regular health monitoring by medical staff. Students have access to a good range of extra-curricular and physical activities.
- Pastoral care teams monitor students' personal development and academic progress. Interventions are provided to support their personal development and parents are informed. Teachers receive professional training. Surveys indicate that staff morale is high. The governing board is aware that currently, teacher workload is high, and is working to address this.
- A range of opportunities is available to promote student wellbeing. A systematic review of current programs is important to inform a comprehensive, broad, and balanced offer across phases. Most students consistently follow clear rules of behaviour. There are very good relationships between students and members of staff. Healthy lifestyles are promoted and monitored carefully by medical staff, but some students do not always follow the advice given. Students say that they feel safe, valued, and cared for well.

## UAE social studies and Moral Education

- Across the school, social studies and moral education are taught in English for one 45-minute period per week. Ministry of Education (MoE) textbooks are used as a primary resource.
- The MoE resources for social studies are enriched by discussion of current topics. Links with other curriculum areas are planned and taught well. Shared teaching with moral studies ensures a common vision. A child-centred approach enthuses students. Assessment is mainly ongoing in Primary, but in Secondary it also contains summative tests.
- Moral education is appropriately aligned to MoE standards and well linked to other subject areas. Teaching and learning are collaborative and engaging and enable students to understand the key concepts. The school has an innovative checklist to enable teachers, parents, and students to assess behaviour against key standards.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- In lessons and in recent work, most students attain knowledge and skills that align with curriculum standards. School internal assessment data indicate good attainment, but this is not evident in lessons. Students make good progress in all phases.
- Most students demonstrate adequate understanding of Islamic beliefs and worship. They are improving their skills in relating their knowledge to real-world situations. They can provide verses from the Holy Qur'an and Hadith to support their answers. Knowledge of the Seerah of the Prophet (PBUH) is underdeveloped.
- Teachers have started to use the Five Pillars strategy in each lesson to raise students' attainment, based on the most recent diagnostic test results. However, the time given for this strategy is not sufficient for students to improve their skills.

#### For Development:

- Enhance students' knowledge of the Seerah of the Prophet (PBUH) and his companions.

#### Arabic as a First Language



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

- The achievement of students in Primary is improving. Post-16 students make accelerated progress when teachers enable them to use their language skills in a variety of formats.
- Students have secure reading comprehension skills. Their writing of summaries of stories is developing well. In the upper grades, writing includes a range of genres, and the use of correct punctuation marks. Students' ability to use modern standard Arabic in speaking is inconsistent.
- The frequent analysis of students' work samples and the use of clear evaluations of students' work are improving performance in writing in all phases.

#### For Development:

- Provide students with better opportunities to express their ideas, to ask questions, to give opinions, and to analyse texts independently.
- Improve students' writing skills by aligning teaching to the curriculum standards.

## Arabic as an Additional Language



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

- Across all phases, students show knowledge, understanding and skills that are in line with curriculum expectations. In Secondary, students make noticeable progress when taking their starting points into consideration.
- Due to more structured opportunities for practice, students in the secondary phase have improved their speaking and listening skills. Students in Primary write texts of variable length, but with inconsistent use of accurate punctuation and grammar.
- Strengthened teaching practices promote students' progress in lessons and in recent work. Students have started to make connections between what they learn and their everyday lives.

### For Development:

- Track students' progress accurately and regularly and use this information to plan lessons that meet the needs of all.
- Ensure that all students have the opportunity to use Arabic regularly.

## English

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

- From a low starting point in FS, children make steady progress in acquiring vocabulary, and in pre-reading and communication skills. In Primary, all students' literacy and speaking skills develop progressively. Most secondary students increase their knowledge and skills to perform very well in external assessments.
- Students' listening, speaking, and reading skills are much stronger than their writing skills and other aspects of English. They demonstrate increasing confidence and competence in speaking as their vocabulary improves. Most older students can express their thinking clearly and with precision.
- Since the previous inspection, initiatives to promote the development of reading and higher-order thinking skills, combined with more rigorous tracking of students' reading skills, are accelerating progress. In addition, they are helping to close attainment gaps, particularly between the varied student groups.

### For Development:

- Improve the development of students' writing and ensure that they use the resources available to check their work for accuracy, particularly grammar, spelling, and punctuation.

## Mathematics

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

- The teaching of mathematics through real-world contexts supports good attainment across the school. The very good progress in Primary and Post-16 reflects better support for the varied student groups. In external examinations, students' results in IGCSE, AS and A level differ considerably.
- Children in FS have insufficient experiential learning and challenge to develop their number skills. Students in Primary and Secondary enjoy devising and using formulae to solve word problems. Senior students relish opportunities to attempt complex and challenging concepts and topics.
- Students use mathematical language confidently in explaining their work, reflecting a strong emphasis on the key vocabulary. Problem-solving, critical thinking and reasoning skills are developing well. Research and enquiry are not yet integral within mathematics. Emirati students make good progress.

### For Development:

- Strengthen students' outcomes in external examinations by developing greater independence in learning.

## Science

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

- In lessons and in recent work, most students perform at least in line with expected standards. A majority in FS and Post-16, and a significant majority in other phases, achieve above expectations. This leads to strong performance in all three sciences at IGCSE, but less so at A-level.
- Students develop an improving knowledge of topics and deeper understanding of scientific concepts. In FS, children accurately describe the structure and function of plant parts. By Year 8, students can explain gas pressure in terms of the kinetic energy of molecules. By Year 11, they investigate enthalpy changes in reactions.
- The school focuses strongly on investigative skills. However, students have insufficient opportunities to plan their own tests. Children in FS show good enquiry skills, and across the school, students have very good understanding of scientific methodology. Performance is, generally, in line across the varied student groups.

### For Development:

- Ensure that there is a progressive increase in challenge for students in planning and evaluating investigations and that they have more opportunities to test their own hypotheses.

## Learning Skills

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

- Across all phases and subjects, students have very positive attitudes to learning, are keen to participate in activities and increasingly take responsibility for their own learning. They act purposefully to complete their work, especially in Secondary and Post-16.
- In all subjects, students interact very well with their teachers and fellow students. They regularly engage in collaborative discussions to share their thinking. Most can communicate their learning confidently, using increasingly sophisticated vocabulary. Students frequently connect their learning to real-life scenarios.
- Critical thinking, problem-solving and high-performance learning are key features of all core subjects. Students' use of technology has improved but remains inconsistent. Most students use technology to access lesson content. Older students use technology more effectively to support their learning and to conduct research.

### For Development:

- Develop greater consistency in students' use of technology and encourage them to take ever-greater responsibility for their own learning and to find things out for themselves.

## 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 across all phases demonstrate positive attitudes to learning. They show confidence in their own abilities and are self-reliant members of the school community. They exhibit good leadership skills, particularly in the upper phases.
- Relationships between students and members of staff are very positive and are characterised by great respect. Students are sensitive to the needs of others. Behaviour is excellent. Students are aware of healthy living, but a few do not make healthy choices of foods and drinks.
- Although systems to promote attendance are in place, attendance rates are lower than expected. Students are generally punctual in arriving at their lessons and at school.

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

- Students have a clear appreciation and understanding of Islamic values, reflected in their commitment to learning, their respectful behaviour, and their kindness towards one another. They feel that the Emirates represent these values through welcoming people from different backgrounds and nationalities.
- Students appreciate UAE heritage and culture. They listen respectfully and sing the UAE national anthem. They are involved in a wide range of UAE national celebrations. Students in the upper phases initiate and lead those activities.
- Students are proud of their own culture. They show respect and appreciation for other world cultures. They participate in celebrations of school diversity. Children in FS and primary students have a basic knowledge and understanding of other world cultures.

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

- Students' contributions to the school and the local community are significant. They plan and participate enthusiastically in initiatives that affect the school and wider communities. There are plans to deliver more contributions within the community, which were restricted during the recent pandemic.
- Students' work ethic is very strong. They willingly take on responsibilities within the school and beyond. The students' council communicates very well with school leaders to support their initiatives, such as dyslexia awareness day and the mental health awareness campaign.
- All students take responsibility for keeping the school environment clean and tidy. They actively work on recycling, sustainability, and other ecological initiatives.

### For Development:

- Provide children in FS and students in the primary phase with more age-appropriate activities to increase their participation within and outside the school.
- Offer more opportunities for students to express their creativity and innovative skills in lessons and in the wider school context.

### 3. Teaching and assessment

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

- Overall, teaching standards are consistently good across all phases. However, there are significant variations within and between subjects. Teachers have secure subject knowledge and understanding of how young people learn. They consistently plan and teach purposeful lessons which promote learning.
- Teachers effectively use time and resources, particularly technology, to promote learning. They interact very well with students and initiate discussions. Most skillfully use questioning to check understanding. The use of differentiated teaching strategies to meet the needs of all students is an emerging feature.
- Problem-solving and critical thinking are features of most lessons. Teachers' adoption of the high-performance learning initiative is impacting positively on the development of higher-order thinking. However, these skills are not yet systematically developed.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good ↑	Good	Good ↓

- Internal assessment processes are mainly coherent and consistent. They are in line with the school's curriculum standards. A lack of alignment with the international data is evident in several subjects and phases. Benchmark data identify gaps in learning and profile students according to ability levels.
- Assessment data are analysed well. Information about students' progress as individuals and as groups is very detailed. It allows accurate tracking of students' progress over time. Data are used to set individual student targets.
- Analysis of data informs curriculum modifications, and teachers use it to plan work for all abilities. However, delivery of suitably modified work is inconsistent across the school. Generally, teachers know their students well and provide constructive written and oral feedback.

#### For Development:

- Ensure that the school's internal assessment data for all subjects align more closely with international test data.
- Ensure that all teachers use the data that are available in the school to plan lessons to meet the needs of all students.

## 4. Curriculum

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

- The curriculum has a clear rationale with values well aligned to the National Curriculum for England. It also fulfils the requirements of the MoE for all prescribed subjects. Post-16 students can choose pathways with different assessment processes, and this broadens participation.
- Cross-curricular links are well planned and are delivered effectively, particularly in Primary and in the MoE subjects. Progression between year groups is assured. Transition between phases is less effective. It is mostly delivered through special days rather than continuous provision.
- The school has introduced the high-performance learning initiative. It permeates lessons, especially in Primary and Lower Secondary, and provides students with a framework to support their development and to use a variety of learning skills.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Good ↓

- The curriculum engages most students and enhances their learning. A range of extra-curricular activities is offered to meet the needs and interests of students. Only a minority of students participates.
- The curriculum, particularly for MoE subjects, includes themes which effectively develop students' knowledge, understanding, and appreciation of UAE culture and the values that influence UAE society. They are enhanced by special events and by celebrations of Emirati traditions.
- Adaptations to the curriculum to meet students' needs in lessons are mostly restricted to planning for the proportion of students who will achieve desired outcomes. Teachers do not always effectively ensure accessibility of content for the less able or challenge for the more able.
- Arabic is taught for 120 minutes per week, delivered over six sessions, in FS2.

### For Development:

- Ensure that lesson planning includes effective support and challenge.



## 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 is highly effective in keeping all students safe and secure. Child protection and safeguarding policies and procedures are reviewed and updated regularly. Appropriate training is provided for all members of staff. All safeguarding reports and medical records are stored securely.
- Regular maintenance and safety checks ensure that the facilities are safe. The premises have been fully adjusted to enable access to all areas of the school. Resources continue to be updated to match the growing educational needs of students.
- Students are carefully supervised both in the school and when on school transport. Healthy living is promoted throughout the school. Students receive regular guidance from the medical staff on healthy lifestyles.

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

- Very good relationships between students and members of staff result in mutual respect. Clear systems for managing behaviour are followed very successfully. Procedures for monitoring levels of attendance are not having sufficient impact on raising attendance levels. Punctuality is good.
- The identification of students of determination is very accurate. Students receive overall good support. High-attaining students are recognised, but in a minority of lessons they do not receive consistent focused support.
- Academic and personal development are carefully monitored. Care and wellbeing are high priorities. Students receive strong individual support from the counsellor, teachers, pastoral teams, and inclusion staff. Older students receive high-quality course and career guidance.

### For Development:

- Ensure that all lessons are planned to provide consistent support which is well matched to the needs of individual students.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- This is a highly inclusive school. School leaders and governors welcome applications from students of determination. The leadership of inclusion is very good. The inclusion team receives strong support from senior leaders and increasingly from the new governing board and owners.
- Processes to identify individual barriers to learning are thorough. They are applied on entry. The experienced leaders use a wide range of assessment information and expert advice to plan strategies for support. An increasing number of students has been assessed as gifted and talented.
- Parents greatly value the help and advice which they receive from the inclusion team. Regular meetings involve parents in reviewing, forming, and setting goals for their children. Parents are particularly pleased with the quality of communications on progress and the welcoming nature of the school.
- Learning plans clearly identify the needs of individual students. In most classes, plans are used appropriately. As a result, most students make at least good progress. In a minority of lessons, tasks are not always well matched to the needs of different ability groups.
- Most students benefit from interventions which reduce the barriers to their learning. When they receive focused interventions from members of the inclusion team, progress is consistently high. Students overall make good progress from their starting points towards achieving their individual goals.

### For Development:

- Ensure that teachers take clear account of all students' potential and prior knowledge when planning tasks.

## 6. Leadership and management

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

- Leaders at all levels have a clear and shared vision for improving the school. Although they focus on raising standards, there has been a decline in a few. Senior and middle leaders have a good knowledge of the curriculum. Relationships are professional. Leadership roles and responsibilities are well defined, and lines of accountability are clear. In some instances leaders have not been successful in ensuring productive collaboration and sharing best practices.
- There are clear processes for self-evaluation and improvement planning. The views of stakeholders, particularly parents and students, are not well incorporated. Although leaders have demonstrated appropriate understanding of their areas of responsibility, their review of the school's performance is not secure. They frequently observe lessons, but without sufficient focus on attainment and progress. The self-evaluation process has notable discrepancies in presenting evidence to support judgements. The school improvement plans prioritise only the recommendations of the previous inspection. The actions are not specific enough. Success criteria lack measures for progress.
- Parents recognise that leaders and teachers are welcoming and approachable. Communication channels are well established and keep parents informed about their children's progress and about school events. There are many initiatives to engage parents more fully in school life. Parents are very satisfied with the quality of reports. They appreciate the communication of next steps in learning. Their views are encouraged through direct communication, but there is no formal system to act upon these views. Partnerships and professional relationships with other bodies are relatively limited.
- The governing board has good representation of different stakeholders. Members have ambitious plans to increase the number of staff. They are keen to ensure favourable working and wellbeing conditions. Members' contribution to the school's self-evaluation and review processes are not sufficiently comprehensive and effective. Wellbeing issues are at the top of the board's priorities. The board has had a clear impact on improving certain aspects of the school but has not been able to prevent decline in others.
- The day-to-day management of the school is efficient. Professional expectations are clear, and there is a good level of delegation and trust. The school provides appropriate professional training opportunities, including coaching and mentoring. There is a variety of specialised rooms and resources for different phases. The technology infrastructure has been updated and is efficiently used. Students have increased opportunities to use digital technology in learning, but not in all lessons. Some classrooms are relatively small and hinder students' collaboration. The library is underused.

### For Development:

- Improve the rigour of self-evaluation and the effectiveness of improvement planning.
- Increase the numbers of teaching and learning support staff.
- Develop the school library as a central learning hub to facilitate students' reading and learning.

## 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)