

# Inspection Report



## Al Diyafah High School

2014-2015



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

[www.khda.gov.ae](http://www.khda.gov.ae)



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## School information



### General information

Location	Al Nahda
Type of school	Private
Opening year of school	1982
Website	www.diyafah.com
Telephone	04-2671115
Address	AL QUASIS, DUBAI.UAE
Principal	Fatima Martin ( The Principal during the inspection )
Language of instruction	English
Inspection dates	16 <sup>th</sup> - 19 <sup>th</sup> March 2015



### 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	1547
Number of children in FS1	75
Number of Emirati students	4
Number of students with SEN	17
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	131
Largest nationality group of teachers	Indian
Number of teacher assistants	25
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	26%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK / MoE
Standardised tests / board exams	IBT, IGCSE, CIE and Edexcel
Accreditation	



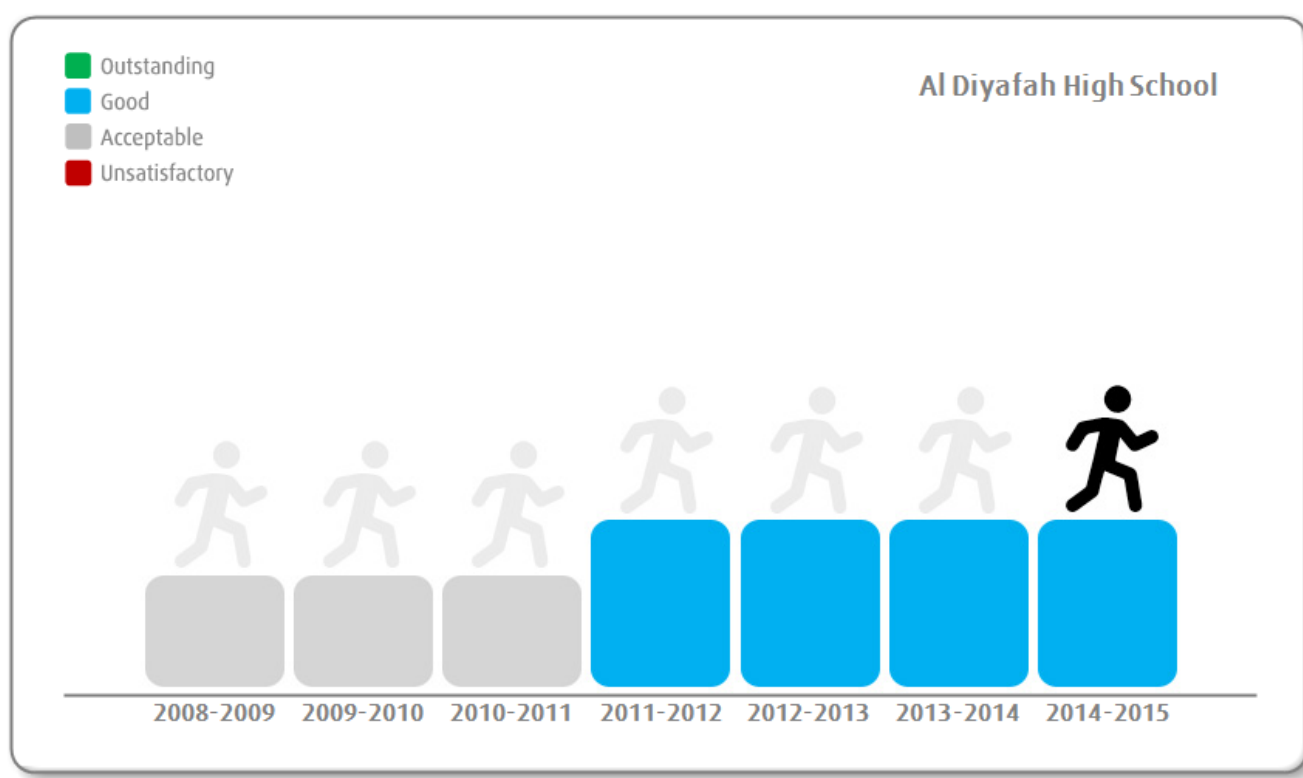




Dear Parents,

Al Diyafah High School was inspected by DSIB from 16<sup>th</sup> to 19<sup>th</sup> March 2015, and the overall quality of education provided by the school was found to be **Good**

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**

- Post-16 students made outstanding progress in English.
- Secondary and post-16 students showed outstanding personal and social development qualities.
- Curriculum design was outstanding in most parts of the school.
- The school's arrangements for students' health and safety as well as the quality of support were outstanding.
- The school's links with parents and the community were outstanding.

### **Areas for improvement**

- Improve all aspects of provision for children in the Foundation Stage to ensure that they make good progress.
- Ensure that students make good progress in Arabic as an additional language by improving subject leadership and improving the quality of teaching, learning and assessment.
- Improve governors' monitoring of school leaders' evaluation of the quality of teaching, improvement plans, and the time allocation for the teaching of Arabic as a first language.

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 Al Diyafah High School



### How well does the school perform overall?

Overall, Al Diyafah High School provided a 'Good' quality of education for its students.

- Students had good levels of attainment and made good progress in most subjects and in most phases of the school. However, there were weaknesses particularly in Arabic as a second language and in the Foundation Stage. Students demonstrated good attitudes to school, often worked well together, and wanted to do well.
- Students' personal and social development was strong, particular amongst the older students. They had a good understanding of how Islamic values influenced lives and of the need to conserve global resources.
- Most teachers demonstrated good subject knowledge. They coupled this with teaching strategies that engaged students, and accurate assessments that helped most students learn well. Teaching in the Foundation Stage and in Arabic as an additional language did not match the standards found elsewhere in the school. Students with special educational needs were mostly taught well.
- The school's well planned curriculum gave students many different learning opportunities. The personal enrichment programme gave students the chance to explore and develop their talents and interests.
- Thorough child protection and welfare arrangements kept students safe in school. Students were very well cared for and supported to make their way through school and the next stage in their lives.
- Links with parents and the community were outstanding, and the middle leaders demonstrated their contribution to school leadership and improvement. However, the new governing board had not checked the accuracy of how the school leaders evaluated the school's performance and standards. The delay to the new building meant there were some shortages in resource provision that affected students' learning, particularly in the Foundation Stage, which impacted on their leaning and development.







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



- Students with special educational needs made good progress and gained knowledge, skills and understanding that prepared them for the next stage in their education. This was because of the effective leadership of the special educational needs department, which identified and supported students well. The department had developed strategies for managing a range of behaviours and evaluating the impact of the interventions.
- The staff's work made sure through the detailed personal education plans that the majority of teachers set work at different levels well. However, not all teachers knew of the special educational needs of some students and did not set work that was matched to their abilities.
- The department had developed good relationships with the parents of students with special educational needs and the parents were invited to regular meetings to review their children's progress.



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


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

↑ 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	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Outstanding 	Outstanding
Community and environmental responsibility	Good	Good	Outstanding	Outstanding

## 3. How good are teaching and assessment?

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




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

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

## 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	Outstanding	Outstanding	Outstanding	Outstanding

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

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



## Overall school judgement

Good

## Key strengths


- Post-16 students made outstanding progress in English.
- Secondary and post-16 students had outstanding personal and social development qualities.
- Curriculum design was outstanding in most phases.
- The school had outstanding arrangements for ensuring students' health and safety, as well as the quality of support provided to them.
- The school had outstanding links with parents and the community.


## Changes since the last inspection

- The number of students on the school roll had increased.
- Students were making better progress in Islamic Education but slower progress in Arabic as a first language.
- Students' attainment and progress had improved in English in post-16 but had declined in most subjects in the Foundation Stage where the quality of teaching, the curriculum and learning skills had declined.
- Three of the school's aspects of leadership and management had declined to acceptable but there had been an increase in the effectiveness of middle managers.

## Recommendations

- Improve all aspects of the schools provision for children in the Foundation Stage to ensure that they make good progress.
- Ensure that students make good progress in Arabic as an additional language by improving subject leadership and increasing the quality of teaching, learning and assessment.
- Improve the quality of governance by ensuring the board holds school leaders to account for: improved accuracy of self-evaluation and school improvement plans; improved systems for monitoring the quality of teaching; ensuring full compliance with the Ministry of Education regulations for the provision for Arabic as a first language.

 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	Acceptable ↓	Acceptable ↓
Science	Acceptable ↓	Unsatisfactory ↓



- In English, most children in Foundation Stage 2 could recognise and sound out the beginning, middle and end letters of familiar three-letter words. They could copy simple words accurately and read their own writing. They had appropriate knowledge of single sounds. They could blend sounds together to make words. The majority of children could listen attentively, and speak well with their peers and adults. Independent writing was not as well-developed. The majority of children made good progress and developed skills in communication and comprehension. However, there was very limited application of these skills.
- In mathematics, children learned to count. By the end of the Foundation Stage 2 a minority could accurately add two single-digit numbers together. They began to use appropriate vocabulary when adding and subtracting and could describe two dimensional shapes. Children had developed their skills in number, sorting objects and shapes.
- In science, a small minority of children developed early investigative skills. They understood basic concepts regarding their world. However, most were still at a very basic level of development in their exploration and investigation skills. A few children gained skills in prediction and they performed simple tests to confirm their thinking about the concepts of heavy and light. Although children's knowledge base was appropriate for their age, their skills remained at a very early stage of development.

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

- In Islamic Education, most students had a knowledge and understanding of Islamic concepts and teachings and these were above expected levels. Most students understood the importance of Al-Khushoo (concentration) as the heart of worship. Progress was particularly good in their Holy Qur'an recitation skills.






- In Arabic as a first language, most students could listen and understand what was said to them in basic Arabic. They could read simple scripts with understanding. However, they made slower progress in writing, including a number of grammatical mistakes.
- In Arabic as an additional language, most students had acceptable listening skills. They could answer basic questions about familiar topics. Students could read simple texts but they did not always understand them. They made very slow progress in reading for meaning and they could not use what they had read to improve their writing skills, especially their free writing.
- In English, students could distinguish between relevant and irrelevant sentences in a report. They could scan text effectively and pose questions related to it. Students could collect information and write good beginnings in reports. They had made good progress in developing their knowledge of parts of speech and the use of punctuation.
- In mathematics, students had strong number skills and they extended number patterns well. They recognised geometric shapes in the environment. Students used mathematical vocabulary effectively when they described what they had done or what they understood. They developed the ability to reason and apply mathematical concepts solving problems about topics beyond the classroom.
- In science, nearly all students understood concepts of electron flow. For example, they knew why a bulb would not glow in a broken circuit. They had a developing understanding of the function of a range of electrical components. Students could prediction, develop a controlled test, observe accurately, record their findings in text, tables and graphs, and produce a thoughtful conclusion. Attainment was improving with progress better than expected.


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

- In Islamic Education, most students understood Islamic concepts such as the consequences of not embracing good and forbidding evil. Students made good progress in applying what they learnt of Islam to their daily lives. They exhibited a sophisticated understanding of the concepts of modesty and humility, in relation to the skills of assertion.
- In Arabic as a first language, most students understood what they read in poetry and stories. A minority of students made good progress in extended writing and research. They made good progress in speaking colloquial Arabic. However their progress in developing their grammar and dictation skills was slow.
- In Arabic as additional language, students' listening skills were good. However, their speaking and answering skills were poor and particularly when the questions related to an unfamiliar ideas. Students struggled to engage with each other in simple conversations. They were making slow progress in most aspects of the subject.
- In English, students in Year 9 analysed a theme. They expressed their ideas in different forms, such as a comic strip or an interview by a journalist. They could write eye-catching newspaper headlines for different styles based on well-known fairy tales. In Year 10, they wrote persuasive speeches, and gave logical reasons for events in the news. Students' good progress was supported when they evaluating each other's work using a rubric.

- In mathematics, students worked well with data. They constructed and interpreted different types of graphs and found measures of central tendency. By the end of the secondary phase, students demonstrated good algebraic knowledge, connected higher mathematical skills to new situations, and used reasoning as they explained their mathematical thinking processes.
- In science, all students used wide sources of information and data which was adequate for the task and they offered reasoned arguments about experimental conclusions. Attainment was improving, with older students making faster progress than younger students.


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

- In Islamic education, most students had an acceptable understanding of Islamic concepts and opinions regarding forbidden behaviour. Students recognised the potential evils of gambling. Although progress was acceptable, there were only small improvements in reciting the Holy Qur'an.
- In English, students reached high standards in speaking, listening and critical thinking as they discussed and debated topics and genres. They used a wide range of vocabulary and a fluent command of English. Their progress was outstanding and they understood clearly what they needed to do to continue to improve their good quality written work.
- In mathematics, students were precise and accurate in working through problems and proofs and they explained their thought processes very clearly. The quality of their written explanations was very good.
- In science, nearly all students were highly competent in making hypotheses, planning their experiments, identifying any experimental error and drawing conclusions. The majority of students made better than expected progress, especially in evaluating the quality of their thinking to higher levels.

	Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>	Acceptable 	Good	Good	Good
<ul style="list-style-type: none"> <li>Students' learning skills were good or better in the primary, secondary and post-16 phases. This was particularly so in English, mathematics and science. It was weaker in Islamic Education and Arabic languages. In the stronger areas, students were given responsibility for their learning, their independence was encouraged, and they collaborated successfully with their peers.</li> <li>In the Foundation Stage, the majority of children were not sufficiently engaged and in some classes children did not interact well with their teachers. Very few children could work without constant teacher direction and some were very easily distracted. Primary students demonstrated positive attitudes and older students could work for extended periods without continuous teacher support.</li> <li>Most students gained knowledge, skills and understanding readily. Older students applied these confidently and accurately to new learning contexts. Most could apply their skills to problems reflecting familiar or unfamiliar real life situations. Some could make connections across subject areas, but this was not consistent.</li> <li>Most students showed independent research skills. The pilot project that allowed students to bring their own laptops and I-pads (BYOD) was proving very successful, particularly amongst boys. Higher order thinking skills, reflection and critical thinking skills were developing best in English lessons and in post-16 science lessons.</li> </ul>				


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

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal responsibility</b>	Good	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students, particularly in the secondary and post-16 phases, were proactive, keen and enthusiastic about school. They were making good progress in developing their self-confidence. Most students responded positively to feedback from their teachers and classmates.</li> <li>Students' behaviour in lessons and around the school was excellent. The atmosphere in lessons was generally purposeful and calm and the behaviour at break times was good.</li> <li>Students had positive relationships with adults and were consistently respectful. Students took the lead in relating to others and they interacted both socially and in their school work with students who had a special educational need.</li> <li>Students were well aware of how to live a healthy life style. They generally made informed choices in the school canteen. They recognised the value of exercise and they actively participation in sports and games.</li> <li>Attendance rates were good and students were generally punctual. Students were aware of the need for good attendance and they recognised the link between good attendance and strong academic achievement.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Outstanding 	Outstanding
<ul style="list-style-type: none"> <li>Most students had a very good understanding of the impact of Islamic values on the Dubai community. Across the school, students appreciated the Emirati culture and recognised the similarities between their cultures and the culture in the UAE.</li> <li>Older students reflected on the impact of Islam on making Dubai a safe city for all. They had a good awareness of UAE heritage, customs and traditions. In the primary phase, students recognised features such as mosques, the calls to prayer, people's dress, manners and behaviours that made Dubai an Islamic city. However, they had a more limited knowledge of some of the heritage, history and of the food.</li> <li>Most students had a very good understanding of their own and a good understanding of different cultures around the world.</li> </ul>				


	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Good	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students' contribution to the life of the school was active. Senior students led some of the after-school activities, supported by staff. The student council was an important part of the school's life. Through it and the house and prefect systems, students had an influential voice in the school and had helped to shape the school's mission statement.</li> <li>Students were good ambassadors for their school. They took part in a wide range of competitions and events. They were proud of their successes and of how these reflected on their school.</li> <li>Students had a strong sense of community spirit and worked hard to make an impact. They cared for the school environment and helped improve it.</li> </ul>				

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

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Acceptable 	Good	Good	Good
<ul style="list-style-type: none"> <li>Nearly all teachers knew their subjects very well and they understood how their students learn. A minority had excellent knowledge, both of their subjects and on how to teach them effectively. Some Foundation Stage teachers had weak subject knowledge and they were not secure in their understanding of how young children learned best.</li> <li>Lessons were generally well planned with clear learning objectives and expectations. Nearly all teachers used additional resources beyond a text book and many, particularly with older students, were using IT and the internet effectively. Teachers had created a positive climate for learning and they reinforced good learning habits. In the Foundation Stage, a few teachers managed their classes poorly and they did not use lesson time effectively.</li> </ul>				




- Nearly all teachers ensured that students were sufficiently engaged in lessons. In upper phases, teachers' questioning was skillful and they encouraged students to think and ask questions of each other and their teachers. In lower phases, teachers sometimes talked too much.
- Teachers recognized that different groups and individuals had different learning needs. The majority of teaching strategies served the needs of most students. However sometimes they failed to take adequate account of the learning needs of the lower and higher achievers. Good examples of meeting all students' needs were found in English lessons.
- The development of enquiry, reflection and critical thinking skills was a priority for most teachers, in their planning. It was not always observed in their teaching. Some teachers particularly in the foundation stage and lower primary, did not provide students with sufficient responsibility for their own learning. The promotion of independent learning was inconsistent. Sometimes teachers gave ample time for reflection and required students to reason and think deeply. However, this was not found across all phases.
- In Arabic as a first language teachers had a strong-subjected knowledge and they had a secure understanding of their students' learning requirements. In the upper phases good student-teacher relationships existed. Teachers promoted collaborative learning. However, it was in effective in promoting stronger learning. They supported their instruction with technology. However, students had few opportunities to use it to support their research. In the upper phases, students were encouraged to make presentations, partake in microteaching and role-plays. Opportunities for higher order thinking were limited.


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

- Nearly all teachers collected assessment data, collated it and used the information to plan students' learning. Early each year diagnostic assessments identified learning needs and special talents. These assessment processes were linked to curriculum expectations and were used the systems to produce data to check students' progress and support their next steps in learning. In the Foundation Stage, assessment practices were in place. However, they were having little impact. Assessment practices were particularly weak in Arabic languages and they did not cover the full range of subject knowledge, skills and understanding or provide sufficient challenge.
- External assessments were used well. Teachers used the information from these to focus on areas in which students were weaker and in the science and mathematics teachers took full account of external comparisons to improve student performance.
- The school recorded students' marks in regular school based assessments. The analysis of this and other data was still being developed. The school had not utilised the pool of data to reliably obtain information about student progress and areas of strength and weakness.
- Nearly all teachers used assessment information in their planning to meet students' needs. There was some evidence that this was helping track students' progress with good examples in English, science and mathematics.
- Many teachers had an adequate knowledge of individual students' strengths and weaknesses. They provided some challenge and suggestions for improvement. Marking of written work was a weakness in a minority of teachers' practice. Students were frequently involved in assessing their own learning. They marked one another's answers. However, there was little discussion or understanding of how to improve students' performance. In the best lessons, teachers asked students to assess their performance against assessment rubrics to help them to understand how well they have learned and achieved during lessons.

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

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Acceptable 	Good	Good	Outstanding

- The school followed the revised National Curriculum of England curriculum. There was a good range of options for students to choose from in the secondary and post-16 phases. Physical education and psychology were additions to the post-16 curriculum since the last inspection. The Arabic for first language learners' curriculum was not fully compliant with Ministry of Education requirements.
- The curriculum was planned in detail with very well presented curricular booklets and these demonstrated clear progression for each year group. Transition activity booklets ensured further continuity. A 'back to school' booklet helped to move students on at the start of the new academic year. Expectations for each year group, in Arabic lessons, were unclear.
- There has been a very thorough review of the curriculum, which has led to the vision statement of the school being broadened because of the wider curriculum. There have been many developments since the last inspection. For example, all classes now go on field trips and ICT has become an integrated feature of many lessons as well as the subject having been developed to include programming.
- Cross-curricular links were strong in English, mathematics, science and Islamic Education. These links were further developed through project weeks, Olympiad and BIZKIDZ events. Opportunities to make connections between subjects, to make the curriculum more coherent, were not always taken in the Foundation Stage classes.
- The school's personal enrichment programme, held during the school day, involved all students from Year 1 upwards. After school clubs and competitions provided an additional wide range of enrichment opportunities. All classes participated in planned field trips related to their school learning and they visited factories when learning about the world of work. Mathematics, science and literacy weeks further enriched the curriculum.
- In Arabic as first language, the school followed the Ministry of Education curriculum which was based on a clear rationale and values. However, the school did not comply with the Ministry of Education requirements in terms of the minimum time allocated per year group. The school provided extra free reading opportunity to support Arabic subject but it lacked appropriate planning, provision, and review to effectively meet students' learning needs.

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

- The curriculum took account of students' different intelligences and learning styles. It provided very well for all groups of students in most subjects and phases and was particularly effective in English and good in most other subjects. The curriculum motivated students very well and was modified well for some students with special educational needs. However, in the Foundation Stage and in Arabic as a second language the curriculum provision for different groups of children was unsatisfactory.
- The school had increased the range of curriculum choices since the last inspection in secondary and in the post 16 phase. Curricular options were based on outstanding career guidance. On-line courses had been developed. Students choose from a wide range of work experience options.
- There was a wide range of clubs both in school time and after school for students to choose from.

- The school did not provide classes for Arabic as a first language in the Foundation Stage. There was one Arab student in the Foundation Stage.

## 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

- Effective and efficient policies and procedures were in place for child protection and for keeping children safe and healthy. Educational programmes alerting students to issues of cyber-bullying and online safety, including internet firewall protocols to help keep students safe while using the internet at school.
- The school had comprehensive arrangements for students' safety and well-being and there were appropriate safety procedures on school buses and security within the school property.
- A thorough record-keeping system was in place and records for transport, fire drills, incidents, maintenance, and security, were kept secure. The clinic was well run and medical records detailing all health related incidents were detailed, current and secure.
- The premises and resources were well maintained and all students and staff were kept safe.
- Healthy Living was promoted through ensuring healthy food choices. Students' health and fitness was monitored and some students took advantage of fitness campaigns, along with their families, with positive results. Sports and exercise were a regular part of the school's healthy living approach. An additional large shaded area contributed to students' enjoying more of these activities.

	Foundation Stage	Primary	Secondary	Post-16
<b>Quality of support</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers and staff were very aware of students' pastoral needs and they provided a caring, positive atmosphere, characterised by high expectations for student behaviour. Students were respectful towards staff and they comfortably shared their ideas or stories with them. Behaviour concerns were infrequent and well managed.
- Accurate attendance and punctuality records were in place. Parents and students understood the need to have high attendance in order to gain the most from the school's educational opportunities. Parents were kept informed about any attendance matters relating to their children.
- The school had procedures for admitting some students with special educational needs. However, not all students with physical difficulties were admitted, due to building limitations. Students with special educational needs were identified within the school and appropriate modifications to the curriculum made. Parents received regular information about their children's progress.
- Support for the majority of students matched their needs, and appropriate student targets were set. Student progress was effectively monitored through individual education plans and through evaluation of assessment data. Targets for individual students were set at the right level for students to make good progress.
- Teachers and the guidance counsellor ensured students had career advice and well-informed guidance to assist them in making wise academic choices in preparation for a future career. Some students took part in opportunities to do internships or experience similar connections to the world of work and this resulted in increased interest and greater academic motivation.

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>The qualification and experience of the special education needs coordinator ensured the development of an effective special educational needs department. Proactive leadership ensured that a whole-school policy on identification and support was developed and in most cases implemented.</li> <li>Early diagnostic testing and identification for all students with special educational needs was a key priority of the school. Development plans were accurate and met the needs of the majority of students.</li> <li>Curriculum modification for students with special educational needs ensured that the majority of students made good progress. A majority of teachers set work at different levels. Accommodations and modifications were based on students' needs, such as extra time for examinations. The special education needs coordinator had developed strategies for managing a range of behaviours and evaluating the impact of the interventions. This included the 'Jump Start' programme for the younger students.</li> <li>The school had developed detailed personal education plans and parents were invited to regular meetings to review their children's progress.</li> <li>Most students with special educational needs generally made good progress and acquired knowledge, skills and understanding that prepared them for the next stage in their education. However, not all teachers were aware of the needs of some students and they did not always set work that was matched to their abilities and needs.</li> </ul>	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> <li>The senior leadership team was effective in leading school improvements but did not always challenge each other's views of the school's effectiveness. Leaders had a clear vision for where they wanted the school to be and they had communicated this well to middle managers.</li> <li>Middle managers had benefited for extensive training opportunities and most carried out their responsibilities well. However, they had insufficient influence on the overall quality of teaching and learning. They had helped inform school self-evaluation and action planning but their judgements were often inaccurate. They had led significant improvements in the school's curriculum development.</li> <li>The school had effective communication systems and supportive relationships.</li> <li>There was sufficient capacity to help the school improve and there had been clear gains in Islamic Education and in English in the post-16 phase.</li> <li>There was outstanding provision for careers guidance for older students and there was good management of provision for students with special educational needs.</li> </ul>	



	Overall
Self-evaluation and improvement planning	Acceptable ↓
<ul style="list-style-type: none"> <li>Processes for judging the school's effectiveness were in place. However, its judgements were not giving an accurate picture and its views of teaching strengths and weaknesses and student attainment and progress were inaccurate.</li> <li>The school had identified appropriate priorities in its action and improvement plans. They had used a range of data and international benchmarks. However, there were no definite times when the actions in the plans would be completed and their impact evaluated.</li> <li>The school's monitoring of teaching performance was linked both to the awarding of increments and to continuing professional development. However, the process of lesson observation was not sufficiently accurate. There was a lack of precision in the identification of key areas of improvement in teaching and learning resulting in inflated views of the overall quality.</li> <li>There had been progress on aspects of the previous inspection report's recommendations. There were improvements in the training of middle managers, the distribution of leadership, and in the subject choices available to older students. However, weaknesses remained in the quality of teaching, particularly in lower primary phase and in Arabic as a first language.</li> </ul>	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> <li>Parents were encouraged to be involved in their children's education and they were provided with information about the curriculum and on how they could support their children at home. They were kept up to date with school events which they willingly supported. They helped raise funds for the school and for the wider community.</li> <li>Parents appreciated the ease of communication with the school. The speed of response from the school to concerns added to the confidence that they had in the school. Although there were concerns over the rate of staff turnover, they accepted that the school did what it could.</li> <li>The school kept parents up to date with their children's progress and there were regular meetings and informative reports. These informed parents on their children's required next steps to improve.</li> <li>Links with the wider community had strengthened and exchange visits with families in Turkey had been introduced. Local businesses supported the school in work experience and advice. The school had a good record of success in local competitions.</li> </ul>	




	Overall
Governance	Acceptable ↓
<ul style="list-style-type: none"> <li>The school's governing board had educational and business representation. It did not have representation from parents or students and this was planned. It knew of parents' views and took these into account.</li> <li>The boards understanding of its responsibilities for holding the school to account for its performance were emerging. It considered reports, made visits and one member had a regular presence in school. However, the board was not fully acquainted with the school's strengths and weaknesses. It did not challenge the school's own self-evaluation with enough rigour.</li> </ul>	

- The board did not ensure that the teaching of Arabic as a first language fully met Ministry of Education regulations. Governance had made resources available for funding a management information system from which the school benefited. However, there remained significant shortages in, for instance, the Foundation Stage.

	Overall
Management, staffing, facilities and resources	Acceptable ↓
<ul style="list-style-type: none"> <li>• The school was managed effectively and efficiently. There were established routines and students were well supervised, they moved around the school safely. Policies and procedures were well known and followed.</li> <li>• There were sufficient, qualified staff. However, the high level of staff turnover had significantly affected the quality of teaching, especially in the Foundation Stage.</li> <li>• Facilities were clean and generally met the curriculum needs. However, the delay in the construction of a senior school building had put pressure on classroom room space and some teaching spaces were small. The library was small in size and did not hold enough books or provide adequate working space to meet the needs of both primary and secondary phase students. Music was taught in a cramped, unsuitable space. This impacted on the students' progress and the quality of their learning experiences.</li> <li>• Governance had made a large investment in electronic whiteboards. These were beginning to improve learning experiences. Teaching resources were generally sufficient in most areas of the school. However, there were notable shortages of reading books in the Foundation Stage and in the primary phase.</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>	385	35%
	<b>Last year</b>	504	52%
 <b>Teachers</b>	81		62%
 <b>Students</b>	199		85%

- A minority of parents but most teachers and students completed their surveys.
- Most parents, teachers and students were satisfied with the school's educational quality and felt that their children generally made good progress.
- The majority agreed that teaching was good but a large minority of teachers felt they had too little preparation time.
- A majority of the students agreed that teachers' marking did not help them improve.
- Nearly all parents agreed that the school helped their children understand community and environmental issues.
- They had few concerns over safety in school and agreed that good leadership engaged well with them. Two thirds of students agreed that the school listened to them. A minority of students had concerns about the facilities and the curriculum and about half the parents could not see any improvement in facilities or learning experiences even though fees had increased.

\*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)