

INSPECTION REPORT

2022-2023



AL DIYAFAH HIGH SCHOOL L.L.C

UK CURRICULUM

GOOD

CONTENTS

CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	10

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Nahda
	Opening year of School	1982
	Website	www.diyafah.com
	Telephone	97142671115
	Principal	Neetha Shetty
	Principal - Date appointed	3/1/2020
	Language of Instruction	English
	Inspection Dates	31 to 03 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS to Year 13
	Number of students on roll	1703
	Number of Emirati students	0
	Number of students of determination	70
	Largest nationality group of students	Indian

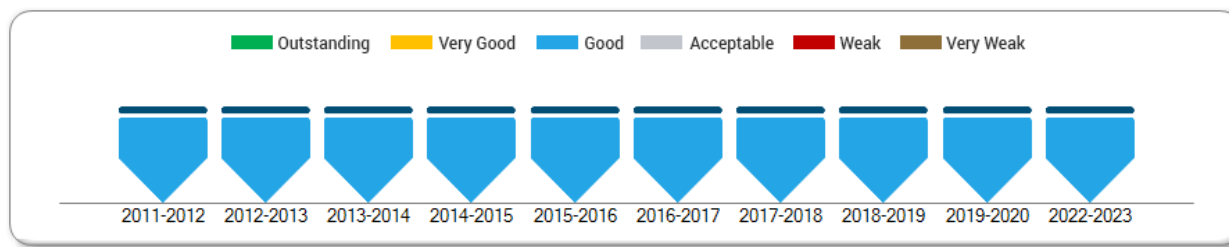
TEACHERS

	Number of teachers	126
	Largest nationality group of teachers	Indian
	Number of teaching assistants	15
	Teacher-student ratio	1:14
	Number of guidance counsellors	5
	Teacher turnover	18%

CURRICULUM

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

School Journey for AL DIYAFAH HIGH 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

- Students' achievements in Islamic Education are strongest in the Post-16 phase. Students of Arabic, as first or second language, attain acceptably well except in the Secondary phase. Foundation Stage (FS) children have good expressive English skills. Post-16 students' communication skills are very strong. Most students make substantial progress in mathematics and science, but their investigation skills are limited. Post-16 students display secure scientific inquiry skills.
- Students' behaviour and attitudes are exemplary. They are confident, self-reliant and responsible in all phases. They maintain healthy lifestyles. Punctuality and attendance rates are high. All students demonstrate clear understanding of Islamic values, Emirati and Indian cultures. Their understanding of other world cultures is less secure. Students are actively involved in local and international community projects.

PROVISION FOR LEARNERS

- Teachers have secure subject knowledge. Strategies for teaching generally support students' learning, but there is a lack of challenge in some Primary and FS lessons. Post-16 students are taught to apply critical thinking skills and the use of technology. Student tracking is successful, especially in the smaller groups in the Post-16 phase. However, the wealth of assessment data, is not always used to optimise lesson planning by some teachers.
- The curriculum has breadth and balance consistent with the National Curriculum of England and UAE Ministry of Education (MoE)'s requirements. Planning ensures continuity and progression between subjects and phases. In the Secondary and Post-16 phases it meets the needs of almost all students, who are motivated and challenged. Curriculum adaptations require further development in all phases, except the Post-16. All students engage in a breadth of extra-curricular activities.
- A detailed safeguarding policy is accompanied by rigorous training, robust cyber-security and an anti-bullying culture. The premises and grounds are very well maintained. The medical staff helps to promote healthy living by students. Thorough procedures are in place to identify students with learning needs. Personalised support is most effective in the Post-16 phase. Counsellors provide careers advice and emotional support, especially important since the pandemic.

LEADERSHIP AND MANAGEMENT

- School leaders share a vision of inclusivity in line with the UAE's priorities. They provide students with a strong curriculum plus a Personal Enrichment Programme. Parents feel empowered as partners in learning and decision-making. Students contribute to local and national communities, but less so internationally. Owners and board members challenge leaders to ensure their accountability. Governors are committed to developing all resources and addressing the identified priorities for improvement.

The best features of the school:

- Students' high achievements in most subjects in the Secondary and Post-16 phases and their improved attainment in English and mathematics in the Primary phase
- The personal development of students
- The quality of learning skills displayed by the students in the Secondary and Post 16 phases
- The commitment of governors and leaders to making improvements to teaching and learning to meet the needs of all students
- The emphasis on supporting the physical and emotional wellbeing of students and staff members.

Key Recommendations:

- Improve outcomes for all students by:
 - ensuring that teachers of Arabic and Islamic Education provide well matched activities to meet the needs of different groups of students and,
 - strengthening the levels of challenge, independent learning opportunities and task differentiation for all students, particularly those in the FS and Primary phases.
- Ensure that all teachers use what they know about students' strengths and barriers to learning so that they provide learning experiences that are relevant, meaningful and pose appropriate challenge.

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	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak	Not applicable
	Progress	Not applicable	Acceptable	Weak	Not applicable
 English	Attainment	Good	Very good ↑	Very good	Very good
	Progress	Good	Good	Very good	Very good
 Mathematics	Attainment	Good	Very good ↑	Very good	Very good
	Progress	Good	Good	Very good	Very good
 Science	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	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	Outstanding

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

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
Progress in international assessment	is above expectations	Not applicable

- On external benchmark tests from TIMSS and PISA, the school exceeded their targets in all subjects. In the National Agenda Parameter benchmarks the school sustained a very good judgement.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- Most leaders have very good understanding of the requirements of these benchmark tests. They conduct detailed analyses of the elements of these tests. This is enabling them to identify specific skills, or gaps in knowledge. They then use this information to make the adaptations that may be necessary.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	Not applicable

- A school priority is improved reading comprehension. Teachers and leaders are monitoring all students' progress in reading, informed by diagnostic data from the standardised reading test they have recently adopted.

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

For Development:

- Increase the focus on critical thinking skills in English.
- As more diagnostic reading data become available, ensure that they are used to support students' achievements.

Wellbeing

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

- The school has a well-developed and widely shared vision for students' well-being. In addition to stakeholders' physical, social and emotional well-being, the school aims to provide learning experiences that are 'challenging, creative, and fun' for all students. Leaders are using the findings of external and school-created surveys of students' well-being to make changes. These have included changes to the timetable, the quality of food in the canteen, and the creation of alternative learning pathways to cater for students' interests and aspirations.
- The school provides high quality care, guidance and support which are contributing very positively to students' well-being. Leaders are mindful of adults' well-being, reflected in practical actions taken by the leaders and governors during the pandemic. They address the concerns of many families. Governors are knowledgeable about the importance of well-being and the factors which affect both students and adults. However, leaders and governors have yet to ensure that all teachers understand the important contributions to well-being made by high quality learning. Several avenues are available to engage with stakeholders and take account of their views.
- Staff members, parents, and students make important contributions to well-being throughout the school community. As a result, students are very well aware of the concept of well-being. They benefit from participation in physical activity, mindfulness exercises, and opportunities to share skills and knowledge through the Personal Enhancement Programme. Further mapping, modification and integration of wellbeing across subjects and phases is an important priority. Students demonstrate positive dispositions, attitudes and skills related to wellbeing. Students report feeling safe at school and well connected to teachers.

UAE social studies and Moral Education

- The UAE Social Studies and Moral Education programmes have been modified and are now taught as dedicated subjects, with 45-minute lessons each week. The UAE Framework is fully embedded within these subjects. This is supported by a cross-curricular approach, by which students can apply their learning to other subjects.
- Lessons are well planned. Teaching and learning are structured effectively to build on students' previous learning and to establish high standards for personal and moral values. Assessment information is applied appropriately in each phase. Adaptations of the curriculum to provide individual challenge for different students is improving.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- During lessons and in their recent work, most students demonstrate knowledge and understanding that are in line with the Ministry of Education (MoE) curriculum expectations. Students make slightly better progress in the Post-16 phase than in the other phases.
- In the Primary phase most students have secure knowledge of the life of the Prophet (PBUH) and understand the Pillars of Islam and faith. In the Secondary phase students have appropriate understanding of Islamic values and morals. However, students in the Post-16 phase make the greatest progress embedding Islamic concepts and laws into their thinking.
- A minority of students in all phases is making significant improvements reciting the Holy Qur'an by applying the rules. Overall, students' memorisation and recitation skills are still underdeveloped. The Post-16 students make stronger links between the Islamic concepts they learn and the appropriate Hadeeth and verses.

For Development:

- Improve the recitation and memorisation skills of all students in each phase.
- Ensure that teaching strategies enhance learning for all students.
- Support specific groups of students to improve their knowledge and understanding of Islamic culture and values.

Arabic as a First Language

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

- During lessons and in their recent work most students attain levels that are in line with the curriculum expectations. Internal data show that students' attainment is above the curriculum expectations, but this was not evident during the lessons observed.
- Primary and Secondary students are able to read at age-appropriate levels. They can respond to questions about the texts they read or heard with sufficient degrees of interpretation and comprehension. However, students' extended writing is underdeveloped, as they are offered too few opportunities to practice. Only a minority of students use standard Arabic when communicating with their teachers or peers.
- There are weekly reading lessons and teachers use the 'I Can' tracker for monitoring their students' progress. This work is beginning to enhance students' reading skills. However, it is not yet evidenced by accelerated progress.

For Development:

- Require students to use standard Arabic during discussions and debates in lessons.
- Ensure that students write for different purposes, using correct spelling.

Arabic as an Additional Language

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

- The school's internal assessments suggest good attainment in the Primary phase and acceptable attainment in the Secondary phase. However, during the lessons observed and in their recent work, most students in the Primary years attain levels that are just in line with the curriculum expectations. In the Secondary years, students' attainment is below the expected levels.
- Primary students read and understand spoken texts about common topics; for instance, colours and daily routines. In the Secondary phase students are familiar with basic Arabic vocabulary and can read sentences, but struggle to understand them fully. Students' creative writing and communication skills using Arabic are underdeveloped.
- Weekly reading classes are offered by the school to improve students' skills. The lack of constructive feedback on students' reading skills is limiting their ability to make rapid progress.

For Development:

- Practice speaking and allow students to increase their Arabic vocabularies and thus speak with confidence.
- Write at length and for different purposes frequently, especially in the Secondary phase.

English

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

- The majority of children in the FS demonstrate good levels of development in expressive and receptive language skills. However, their independent learning skills are limited. Students' attainment has improved significantly in the Primary phase. In the Post-16 phase students display the full range of effective communication skills.
- Reading and comprehension are the most developed communication skills in the Primary years. Reading, debating and speaking are strong during Secondary English lessons. In the Post-16 phase all communication skills are very well developed. Writing skills are less well developed in the Primary and Secondary phases.
- The use of online reading programmes and progress tracking systems are enhancing students' reading skills. In the Post-16 phase students demonstrate proficiency and a passion for creating podcasts, video conferences and web logs.

For Development:

- Offer students more opportunities to speak for themselves and to write more extensively.

Mathematics

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

- In the FS a majority of children attain above the curriculum standards. In the other phases a large majority are above the relevant standards. A majority of students in the FS and Primary years are making progress acquiring knowledge and skills in mathematics. In the Secondary and Post-16 phases a large majority are making better than expected progress.
- The students' understanding of numbers is strong in every phase. As students' progress through the school, their application of numbers to solve real-life word problems becomes more refined.
- The focus on understanding mathematical language from an early age is enhancing students' abilities to reason, recognise mathematical operations and solve word problems.

For Development:

- Primary school students need to learn mathematics in more practical, 'hands on' ways.

Science

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

- Most students' attainment on the internal and external assessments is consistently high in all phases. These results are not fully reflected in their attainment and progress during lessons, particularly in the FS and Primary phases.
- Students' conceptual knowledge and understanding of science is very strong across the school. Students focus well on grasping scientific facts and take pride in their written work and explanations of it.
- The Post-16 students demonstrate robust higher order thinking, particularly during practical scientific investigations. They can hypothesise, predict, analyse and draw conclusions. However, independent learning skills, personalised higher order and critical thinking skills are not as strong in the FS and Primary phases.

For Development:

- Ensure that all groups of students develop their skills in science and make even more progress.
- Enhance students' application of scientific investigative methods, particularly in the FS and Primary phases.

Learning Skills

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

- In all phase, students engage in learning with sustained enthusiasm. In the Secondary phase and particularly the Post-16 phase, students have frequent opportunities to engage in self-directed learning and to lead the lessons. These students are focused, engaged and responsible learners.
- Students interact and collaborate with their peers in a wide range of contexts to achieve common goals. During the best lessons, students are encouraged to choose what they learn or what challenge to address.
- Students support their choices with confident and credible arguments, especially in the senior phases of the school. Since the previous inspection the Post-16 students have strengthened the full range of their learning skills. The initiatives to improve learning skills in the FS and Primary phases are yet to be bring results.

For Development:

- Ensure that all students, particularly in the FS and Primary years have more frequent opportunities to direct their learning.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding

- Students in each phase have positive attitudes toward school and are very keen to learn. They demonstrate confidence in their own abilities, self-reliance and responsibility as members of the school community. Older students, with specific roles, support younger students very well indeed.
- Relationships between the staff and students are extremely positive and supportive. Behaviour is exemplary. Students resolve any difficulties in mature ways. They maintain healthy lifestyles through proper eating habits and keep fit by participating in a range of physical activities.
- Students are generally punctual in arriving at school and always punctual to their lessons. The overall attendance rate is 95 per cent. It is higher in the upper years, but lower in the FS.

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

- Across the school Muslim and non-Muslim students demonstrate clear understanding of Islamic values. They show appreciation of and respect for, Islamic attitudes related to Emirati culture. They can discuss important topics such as tolerance in the contemporary society of the UAE.
- The understanding and appreciation of Emirati culture is a strength of the school. Students celebrate the UAE National Day and Flag Day. They are aware of Emirati cultures and traditions and the Islamic values that underpin them. Students value the cultural aspects of UAE, for instance, traditional sports and UAE dress.
- Students demonstrate clear understanding, awareness and appreciation of their own cultures. They have deep knowledge of their own heritages and the cultures of their home countries. However, their knowledge of other world cultures is limited.

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

- Students are actively involved in community programmes within the UAE, supported by teachers and their parents. They frequently initiate international projects including providing resources to schools in India and online tuition to students in rural schools there. Locally, students support persons of determination in special schools in Dubai.
- Students in each phase demonstrate a strong work ethic and initiate innovative projects. Older students participate in business competitions in the UAE; many of their innovative projects have been recognised and rewarded by universities and by the Dubai Electricity and Water Authority.
- Students in all phases take part in an extensive 'Enterprise Week,' when they research and present ideas to explore solutions for real world issues. Internally, students are involved in recycling materials and have been using online platforms to educate and influence others about environmental matters.

For Development:

- More students, especially in the FS and Primary phases, should develop their innovation, critical thinking and design skills.

3. Teaching and assessment

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

- Teachers display strong subject knowledge. During the better lessons they are confident risk takers, willing to facilitate learning rather than instruct students. In these lessons they create momentum for students to develop a wide range of learning skills. During other lessons there may be insufficient challenge or support, which are necessary to enhance the learning by different groups of students. This is a feature of some lessons in the Primary years.
- Teachers in the Post-16 phase promote critical thinking through skilful questioning that deepens their thinking and extends learning. In this phase students are prompted constantly to evaluate and question what they learn.
- Teaching in the Secondary phase has improved since the previous inspection, but the above facilitation of learning is less apparent. The use of technology for research has increased and students are frequently using devices to enhance learning.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good	Very good ↑

- Across each phase, the school has effective systems for tracking students' progress and identifying any weaknesses in their performance. During Post-16 lessons this is particularly successful, as the small number of students enables teachers to know them well and plan further learning accurately.
- A wealth of assessment information, including reading data, are cross-checked and provide a comprehensive overview of the progress of individual students, of different groups of students and the progress of a whole cohort.
- However, while there is plenty of data, their use is not maximised by every department, or by all teachers, to inform their planning and meet the needs of all groups of students.

For Development:

- Leaders at all levels should monitor how data are used to inform planning in every department, and in each phase, to ensure that the individual needs of all students are met.

4. Curriculum

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

- The curriculum is broad, balanced and enhanced to fulfil the vision of the UAE. It is better structured in the Post-16 phase. There it builds on previous learning, prepares students for tertiary education and is sufficiently flexible to meet the needs of almost all groups of students.
- Curriculum plans are reviewed on a regular basis to ensure they provide continuity between the phases and links between subjects. Older students have a wide range of course options to address their interests and career aspirations.
- Students engage in a broad range of extra-curricular activities which support their learning and personal development. They benefit from opportunities to take leadership roles in the Personal Enhancement Programme.

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

- Curriculum adaptation varies between subjects and phases. It is accomplished best in the Post-16 phase, where all students are suitably motivated and challenged. Adaptations to meet the needs of different groups of students in the other phases need to be established in most subjects.
- A wide range of courses provides more opportunities for older students to achieve creatively and academically, enabling them to consider a more comprehensive range of opportunities for higher education and careers.
- Students develop a broad range of values, social and cultural understanding in Moral, Social and Cultural Studies lessons, which are now established by an integrated course.

For Development:

- Increase the students' independence when learning in the FS and Primary phases.
- Develop new strands for independent learning in the Secondary phase.
- Ensure that individual students' needs are met so that all make faster progress, especially in Arabic.

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

- A detailed safeguarding and child protection policy is in place, supported by a rigorous training programme, implemented annually with all staff members. There is a strong anti-bullying culture, and the school ensures that students are kept safe online by pursuing a robust cyber security policy.
- The premises and grounds are very well maintained. General cleaning and sanitising of mathematics resources, toys and shared equipment is meticulous. Filtration units have been installed to ensure good air quality in classrooms. The school meets all regulatory requirements.
- The clinic is well run, and the medical staff is pivotal for promoting healthy living initiatives, in collaboration with teachers. Ongoing feedback is provided by the students in respect of the quality of food in the canteen. Their input about costs and healthy options has led to positive changes.

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

- There are very clear expectations of students' behaviour and attendance. Students' exemplary behaviour is recognised, supported and celebrated. This work underpins very good rates of attendance and punctuality in all phases.
- Very well-planned personal development programmes support students' health and their well-being. Thorough procedures accurately identify students' particular learning needs, or their gifts and talents. Personalised support for students of determination and those with particular talents is best in the Primary years.
- Additional staff members are supporting the emotional advice and guidance offered to students in all phases. Careers and further education advice ensure that the Post-16 students pursue appropriate pathways to higher education and future careers.

For Development:

- Ensure all students needs and barriers to success, are addressed in all lessons..

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leaders provide clear direction to the provision for the wide range of students' needs and abilities. The Inclusive Education improvement plan outlines the priorities. However, leaders have yet to ensure that all teachers support all students of determination during lessons.
- Thorough procedures accurately identify students with additional learning needs or disabilities. The identification of barriers to learning constructively informs the Individual Education Plans (IEPs). Students' IEPs set measurable targets and advise clearly how teachers can best support them.
- The school ensures that parents are consulted at all stages of the identification process. Leaders value and take account of parents' contributions when writing the IEPs. Effective communication between the teachers and parents includes helpful advice on parental support at home.
- Teachers' use of personalised strategies during lessons supports the majority of students' learning. For a few students, learning is not consistently relevant, meaningful or appropriately challenging. Learning Support Assistants (LSA) support students well and contribute to assessments of their learning.
- Almost all students make at least good progress towards their personal development goals. A majority do so in their academic learning. Teachers track students' academic progress and personal development closely. However, they may not modify students' learning tasks appropriately, most notably in the Primary years.

For Development:

- Ensure that the needs of all students of determination are consistently well met, particularly in the Primary years.

6. Leadership and management

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

- The Principal and Vice Principal share their vision of an inclusive school, in line with the UAE's priorities. They promote a learning culture as professional development. Leaders ensure that the curriculum has appropriate opportunities for everyone. Staff morale and retention are positive because of good communication and care for everyone's well-being. Almost all leaders have clear understanding of how to improve the school further. Leaders steered the school through the pandemic, sustaining high achievements and enhancing some.
- In response to the previous inspection report, the identified priorities are outlined in the School Improvement Plan with clear success criteria and realistic target dates for review. These include curriculum extension and a Personal Enrichment Programme to support all students' development. The refined lesson observation procedure and improving data analysis are beginning to inform teaching practices. Consequently, more students develop their learning skills and enhance their academic outcomes. Almost all middle leaders know the strengths and the development needs of their subject departments.
- Parents are highly appreciative that their children's performances were sustained during the pandemic. They believe that the quality of communication empowers them as partners in learning and in the school's decision making. A very large majority of parents engage in events; for instance, the Al Diyafah Community Games. The Parents' Council plays an active role in resolving traffic issues during drop off and collection times. Although students contribute significantly to the local and national communities, their engagement with international communities varies.
- The owners have broadened the expertise on the Board. The Parents' Council is now represented. The Primary Head Boy and Secondary Head Girl now also report to the board. They ask and answer questions as liaisons between governors and students. There is still no teacher representative. Board members regularly tour the school during lessons and review data to ensure accountability. They are committed to developing the human and physical resources to address the priorities of learning in Arabic and Islamic Education, inclusion and well-being.
- The day-to-day management of the school is well-organised. Most teachers are suitably qualified, especially in the Secondary and Post 16 phases. Staff development has not yet established a consistent approach to inclusion during all lessons. Leaders and governors optimise the use of the site, but they recognise the need to expand, especially to provide specialist facilities for the FS and Post-16 phases.

For Development:

- Ensure that all leaders promote the identification and support for students of determination and those with gifts and talents.
- Leaders should develop more meaningful international links.
- Governors should consider providing more specialised learning space for children in the FS, and students in Post-16.

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