

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018



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School information

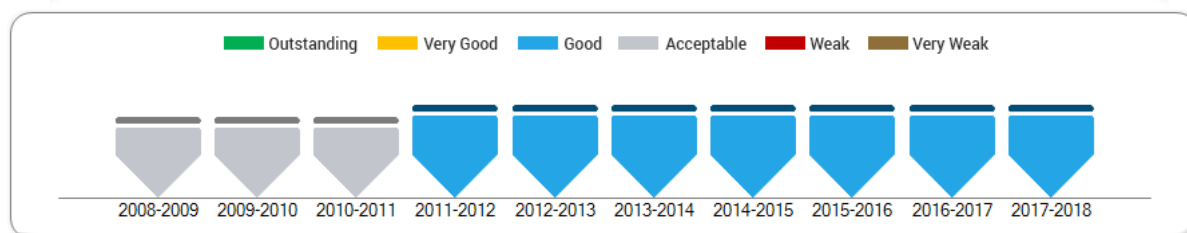
General information	
Location	Al Nahda
Type of school	Private
Opening year of school	1982
Website	www.diyafah.com
Telephone	0097142671115
Address	P.O Box 24023. Al Quasis. Dubai
Principal	Patricia Johnston
Principal - Date appointed	16.08.2015
Language of instruction	English
Inspection dates	9 to 12 October 2017

Teachers / Support staff	
Number of teachers	125
Largest nationality group of teachers	Indian
Number of teaching assistants	16
Teacher-student ratio	1:13
Number of guidance counsellors	3
Teacher turnover	6%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	1629
Number of children in pre-kindergarten	NA
Number of Emirati students	2
Number of students with SEND	29
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / IGCSE
External tests and examinations	IGCSE, Cambridge Checkpoints, GCE, AS and A levels
Accreditation	None
National Agenda benchmark tests	CAT4, GL

School Journey for Al Diyafah High School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Al Diyafah High School was inspected by DSIB from 09 to 12 October 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The school's leadership is fully committed to improving students' outcomes. The sense of teamwork in the school is strong and staff morale high. Training for staff has successfully improved the quality of teaching in the secondary and post-16 phases. Thorough evaluation of the school's work provides leaders with a realistic view of how well the school is doing. Governance arrangements continue to be very effective and supportive of school leaders.

Students' achievement

Children make an effective start and achieve good outcomes in the Foundation Stage in all subjects. This good achievement continues in the primary phase in English, mathematics and science. Students' progress accelerates as they move through the school. Their attainment and progress in Arabic and Islamic education is improving at a slower pace. Students' learning skills are at least good throughout the school. Students work diligently with good social interactions and communication to support their learning

Students' personal and social development, and their innovation skills

Students' personal and social development throughout the school is very strong. Younger students demonstrate good or very good attitudes and behaviour toward each other and in their day-to-day interactions with their teachers. As they move into the secondary phase, they develop outstanding understanding of Islamic values and awareness of Emirati and world cultures. Students have an excellent appreciation of the role and importance of innovation.

Teaching and assessment

The quality of teaching is stronger in the secondary and post-16 phases where teachers have strong subject knowledge and use a range of strategies to support students in their learning. In the primary phase, opportunities are missed for students to learn independently. In the Foundation Stage, teaching is backed by a good understanding of how young children learn through play.

Curriculum

The design of the curriculum varies from good to outstanding in the post-16. The additional curricular choices to support older students' understanding of enterprise, innovation and entrepreneurship are having a very positive impact. Less effective is the modification of the curriculum to meet students' individual needs in lessons, particularly for students with SEND and those who are academically gifted.

The protection, care, guidance and support of students

Health and safety provisions, including arrangements for child protection and safeguarding, remain outstanding. The care and support offered to older students helps them make career and higher education choices. Less effective are the arrangements to help children move from the Foundation Stage to the primary phase, and the support for students with SEND.

What the school does best

- School leaders' commitment, experience and skills in sustaining and improving students' academic and personal outcomes.
- Students' very good achievement in English, mathematics and science in the secondary and post-16 phases.
- The high regard all staff have for students' safety and protection.
- The highly supportive, committed and actively involved parent group.







Key recommendations

- Improve students' attainment and progress in Arabic and Islamic education by:
 - providing opportunities for students to work more independently
 - raising teachers' expectations of what students can do
 - enhance teachers' understanding of how to plan work that meets students' different needs.
- Improve teaching and learning in the primary phase by:
 - ensuring teachers plan lessons which provide a wide range of appropriately challenging activities
 - routinely providing students with opportunities to work collaboratively and to lead their own independent learning
 - providing access to a wider range of learning technologies to support students' research, inquiry and investigation skills
 - make the necessary modifications to lesson content and approach to ensure that students with SEND make good progress.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable ↑	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English 	Attainment	Good ↑	Good	Very good	Very good ↑
	Progress	Good	Good	Very good	Very good
Mathematics 	Attainment	Good ↑	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 ↑	Very good ↑

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

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Very good	Outstanding
Curriculum adaptation	Good	Very good ↓	Outstanding	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	Very good ↑
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Very good
Management, staffing, facilities and resources	Good

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment, as indicated by the National Agenda Parameter tests is above expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- The school leadership is fully committed to the National Agenda. The action plan prioritises the need for improved student achievements through changes to teaching and curricular.
- The data analysis of the National Agenda Parameter tests is fully integrated into the overall school assessment practices. This enables teachers to adapt their teaching to suit the needs of all students.
- All relevant National Agenda Parameter data is triangulated against internal curriculum data to find the right curriculum and learning pathways for students.
- All the core subjects have developed procedures to enrich curriculum opportunities. There is a focus on skill development to deliver high outcomes.
- With the increased knowledge of their potential, and success in international tests, students have become well-rounded learners, organised and reflective in everything they do.

Overall, the school's provision for achieving National Agenda targets is above expectations

Moral Education

- The curriculum meets statutory requirements, and supports age-appropriate provision. Sessions are taught in discrete lessons, with additional incidental opportunities to enhance learning.
- Staff adhere to well-planned topics on the four pillars of moral education. In the earlier years there is more focus on expressing feelings.
- Students' learning reflects diligence and for older students, sensitivity to others in difficult situations.
- The assessment process has been devised to reflect a formative approach with students' achievements and accomplishments noted in their moral education 'passport'.

The school's implementation of the UAE moral educations programme is developing.

Social Studies

- Social studies is delivered in English and has been integrated with the National Curriculum of England. Heritage and culture are features of this programme alongside humanities.
- Teaching is well-planned, but at times lacks a specific focus on students' involvement in lessons.
- There is not enough adaptation of learning to meet a range of needs. Students can be involved in the same task with limited recording of work.
- Attainment and progress in social studies are assessed mainly through formative methods, with a summary of achievements to inform the next steps in learning.

The school's implementation of the UAE social studies programme is developing.


Innovation in Education

- In the upper phases, students use online resources to solve problems of varying complexity in mathematics and science. This is often accomplished through problem based learning projects.
- In the secondary and post-16 phases students are keen and enthusiastic about their involvement in the entrepreneurial activities that help them to acquire and develop leadership and other key skills.
- In higher year groups, teachers routinely involve students in problem-solving, independent research, and critical thinking. In the primary phase, tasks tend to be more teacher initiated and controlled.
- Innovation is promoted across a range of subjects and the extended curriculum, providing students with the opportunity to use technology well and motivating them to have high aspirations.
- School leaders have developed a coherent strategy for promoting innovation. Detailed strategic planning identifies opportunities to establish key partnerships that support and promote a culture of innovation in the school.

The promotion of a culture of innovation is developing.

Main inspection report


1. Students' achievements

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

- In Islamic education, the school's internal data indicates students' attainment is weak. However, learning in lessons and students' workbooks show that most students attain levels that are in line with curriculum standards. They acquire an appropriate knowledge of Islamic morals, values and understanding of Islamic laws.
- Students make slightly better progress in the primary and secondary phases than in the post-16 phase. However, students in post-16 can understand more sophisticated Islamic concepts and can apply and relate their knowledge to real life situations.
- Students' understanding and their knowledge of Seerah (life of the Prophet PBUH) is stronger than their understanding of Hadith and their interpretation of the Holy Qur'an.

For development


- Improve students' recitation and memorisation skills by providing opportunities for the systematic practice of the Holy Qur'an.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Most students in Arabic as a first language attain levels that are in line with the Ministry of Education (MoE) curriculum expectations. The school's internal assessment results are higher but they do not reflect the standards observed in lessons and in students' workbooks.
- Students' listening and reading skills are stronger than their writing and speaking skills. Although students writing is of an acceptable standard it often lacks depth. Students' progress is slower when work does not match their needs.
- A particular improvement this year, is seen in students' ability to use language in a wider range of real life situations. This is evidenced by less mistakes in both written and spoken forms of language.

For development


- Improve students' writing and speaking skills by increasing the level of challenge in tasks.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Acceptable ↑	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable

- In the primary phase students' attainment is in line with MoE curriculum standards. In the secondary phase students' attainment remains weak because a significant number find it difficult to understand and follow their teacher's instructions.
- In all phases students are beginning to decode written words and sentences. A minority can read and fully understand sentences and short paragraphs. Students' speaking and writing remains weaker than other skills.
- There has been some improvement in students' attainment in the primary phase. The focus on language practice in a range of real life situations, and the use of dictionaries, are enhancing students' language development.

For development


- Increase the opportunities for students to speak Arabic in lessons and make links with real life situations.

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

- Students in all phases can write for a specific audience. While these skills are less developed in primary, in upper secondary and post-16 they are exceptionally good resulting in very strong achievements when measured in international and curriculum assessments.
- In the primary and secondary phases, the majority of students can comprehend meaning, identify the main idea and sequence events in a given text, resulting from a strong focus on reading. Most students in upper secondary and post-16 are skilled in understanding implicit and explicit meaning in a passage.
- Systematic and increased opportunities for speaking and listening in all phases has led to improvement in students' oral skills especially in the Foundation Stage. Secondary and post-16 students are fluent speakers and use a breadth of vocabulary in class debates, discussions and presentations.

For development


- Develop students writing skills in the primary phase by increasing opportunities for them to write independently and creatively.

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

- Progress and improvement has been constant over the previous three years with particularly strong application of mathematical concepts in the upper phases. In the Foundation Stage, children's understanding of number and accuracy in counting is stronger than previously.
- Progress accelerates as students move through the school. This is as a result of opportunities for students to extend their capacity to comprehend and apply more complex mathematical concepts.
- Senior students are frequently made aware of the links between their study and real-life, which provides a relevant context for their work. They also acquire very good knowledge and apply this in research-based projects.

For development

- Provide a greater level of challenge for more able students in the primary phase.

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

- Both internal and external assessment information shows attainment and progress in the secondary and post-16 phases are generally higher than in the primary phase because of a stronger emphasis on investigative work.
- Underpinning the very good outcomes at the secondary and post-16 phases is the use of assessment and the focus on developing key scientific skills and understanding. Older students have systematic opportunities for practical group investigations and independent work.
- The newly introduced 'learning skills framework' is enriching the curriculum and improving students' scientific understanding, critical thinking, problem solving, investigation and research skills. Assessment criteria, based on high international benchmarks, are used to raise standards across all phases.

For development

- Increase opportunities for students in the primary phase to write, read and think more analytically.
- Consideration should be given to challenging students' learning beyond age-related expectations.

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

- Students' learning skills are well developed across all phases. However, they are particularly strong in the upper phases, where students take more responsibility for their own learning and the assessment of it. In the primary phase, teacher-led lessons restrict opportunities for students' independence.
- Students in all phases are able to work cooperatively and make meaningful connections between areas of their learning. Older students communicate their thinking effectively when describing their learning and delivering presentations in class and to wider audiences. Working together cooperatively and developing role play situations are strengths in the Foundation Stage.
- Students confidently apply skills, knowledge and understanding acquired in one lesson to new learning contexts. In the Foundation Stage, innovation is less obvious but technology is used well.

For development

- Develop teachers' skills to enable students in the primary phase to take responsibility for their own learning.

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

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

- Students' personal development is a strength across the school but is comparatively less effective in the primary phase where some immaturity is evident in and out of lessons.
- Behaviour is generally excellent around the school. However, a minority of students in the primary phase become detached in lessons when teaching is not engaging enough or teachers do not set behaviour expectations at appropriate levels.
- Bullying is rare and students understand the value of a safety and healthy eating. Overall attendance is very good. Students keenly attend school and are mostly punctual in arriving to school and their classes. This has a positive impact on their attainment and progress.

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

- Older students demonstrate an excellent awareness and appreciation of Islamic values and their relevance to UAE modern society. Younger students are able to reflect on how Islamic values affect their lives in the UAE.
- Students fully respect and appreciate UAE culture and heritage. They enthusiastically take part in numerous cultural activities and trips to celebrate the UAE culture. Awareness of the wider world and the community in which students live is stronger in the upper phases.
- Students display a very secure understanding and appreciation of their own cultures. They are aware of the many similarities between the different cultures represented in their school.

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

- The development of social responsibility and innovation skills are very strong in all four phases. Older students are excellent role models to younger children. They lead a wide range of social and volunteering initiatives, all of which have a positive effect in the school community.
- Through well-planned projects, students acquire key skills to innovate and be creative. They have a very secure understanding of environmental challenges and some have come up with innovative approaches to address them.
- The focus on developing student leaders through their involvement in community, environmental and entrepreneurial initiatives and projects has secured excellent social development for students particularly in the upper phases.

3. Teaching and assessment

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

- The quality of teaching is very strong for the older students particularly in English, science and mathematics. In the Foundation Stage, teaching is supported by a good understanding of how young children learn through play. Tasks provided are well matched to the needs of the children.
- In the better lessons teachers have a good level of subject knowledge and expectations of students are high. Less successful lessons lack challenge and are characterised by closed questioning, which limits opportunities to develop higher order thinking skills particularly in Arabic and Islamic lessons.
- A focus on students conducting research, using technology, working collaboratively and the effective use of assessment to monitor progress has driven improvement in teaching, particularly in the upper phases. Questioning is often well focused and probing to help students reflect more deeply and precisely. [Click here to enter text.](#)

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

- Assessment procedures are rigorous and comprehensive. They provide the detailed information necessary to strengthen students' achievements. This information is used most effectively to provide challenge for the different ability groups in the upper phases.
- Data is available to track the progress of student groups and individuals and enable teachers to make the necessary adjustments to teaching to match student needs. Students' progress diminishes when the focus is on content rather than on developing learning skills.
- The increasingly accurate use of international benchmarks is enabling teachers to profile and challenge students better. Self-assessment by students increases motivation and new learning intervention practices offers students structured catch-up sessions.

For development

- Build on and share the very best teaching and assessment practices and ensure they are consistently applied throughout the school.

4. Curriculum

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

- Themes are chosen very carefully to ensure there is breadth, balance and relevance in the Early Years Foundation Stage (EYFS) framework. In the rest of the school the programmes of study ensure smooth progression through the subject matter. Planning is a strength of the curriculum, although it is implemented more effectively in the secondary and post-16 phases.
- New subjects have been successfully introduced at the end of Year 9, enabling students to choose subjects for IGCSE based on their interests. Skills-based activities (DIVE programme) aims to equip post-16 students for the next phase of their education.
- Reviews of the curriculum take place regularly. In the Foundation Stage, children have insufficient access to natural objects and resources to develop their creativity and artistic skills. As a result, they are not as able to observe, draw conclusions and make predictions.

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

- The curriculum provides excellent opportunities for students to learn about the UAE culture and traditions. Students develop entrepreneurial and innovative skills especially in the secondary and post-16 phases. This is less strong in the Foundation Stage where children are more restricted in freely exploring the world around them.
- Older students are supported to achieve success through a wide range of additional learning opportunities and experiences. These interest, motivate and challenge students. However, the modifications in the classroom for students with SEND and those who are academically gifted are less effective.
- The cross-curricular, experiential approach to learning established in the Foundation Stage is not sufficiently well developed in the primary phase. Transition arrangements do not always support the children's move to a more formal learning setting.
- Arabic is not taught in Foundation Stage.

For development

- Develop resources and opportunities for students in Foundation Stage to make connections between their learning and the world around them.
- Support the transition of students into primary by adapting the curriculum to match their stage of development and experience.

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

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

- The school has excellent policies and procedures in place. Child protection procedures in the school are understood by staff, and promoted through regular training. Supervision of students throughout the day ensures their safety. Arrivals and departures on the buses are very well- managed.
- Clear expectations and well-established routines throughout the day ensure the safety of students and staff. The school premises are clean and tidy, and equipment is maintained in good condition. Systems for recording and evaluating the effectiveness of safety checks are fully embedded.
- Healthy lifestyle choices are very effectively promoted through the school's curriculum. Students also have access to planned and informal sporting activities throughout the day. The physical education programme is very well led by specialists. Students' health and well-being is overseen and promoted by qualified medical staff.

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

- The emotional and physical well-being of students is well promoted across the school. Students in the post-16 phase receive excellent professional guidance to make well-informed choices about their future careers and programmes of study, and to support them in developing maturity and confidence.
- The school uses a range of strategies to identify students with SEND and those who are gifted and/or talented. Systems for the effective support and challenge of the students in the classroom are not sufficiently well refined. This results in variable progress across a range of subjects.
- The school provides a very caring environment. Relationships in the school are exceptionally respectful and strong. Strategies to promote regular attendance are effective with swift action being taken when students are absent or late to school.

For development

- Support prompt and accurate identification of students with SEND and those who are gifted and/or talented.
- Provide high quality learning experiences in classrooms which are appropriately adapted to assist identified students in making rapid and sustained progress.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The appointment of a governor for inclusive education, an inclusion champion and an Inclusion Steering Committee, demonstrates the school's commitment to inclusive education. A robust programme of monitoring to support the evaluation and improvement of provision is not yet established.
- Specialist staff use a range of assessment strategies to identify the learning needs of students. Whilst identification is generally accurate the support plan targets are too focused on curricular outcomes with insufficient attention given to developing learning strategies for the individual student.
- Relationships with parents are strong. They have confidence in the school's procedures for SEND support and receive regular communication from the school, both formal and informal, regarding their children's achievement. Specialist staff are approachable to listen to concerns and provide guidance for parents in understanding their children's need.
- Students engage in active learning, which helps with their personal and academic development. In the secondary phase, students have a range of curricular choices to enable them to select the programme of study best suited to their needs and interests.
- A variety of assessment systems are used to monitor and track the progress of students. However, the interrogation of assessment information is underdeveloped. Most students demonstrate positive attitudes to their learning, showing a determination to succeed. They make good progress over time.

For development

- Ensure all students with SEND make accelerated progress through developing Individual Education Plan(IEPs)and Personal Learning Plan(PLPs) that are focused on reducing their individual barriers to learning.
- Implement strategies to secure robust monitoring and evaluation of the school's inclusion strategy.

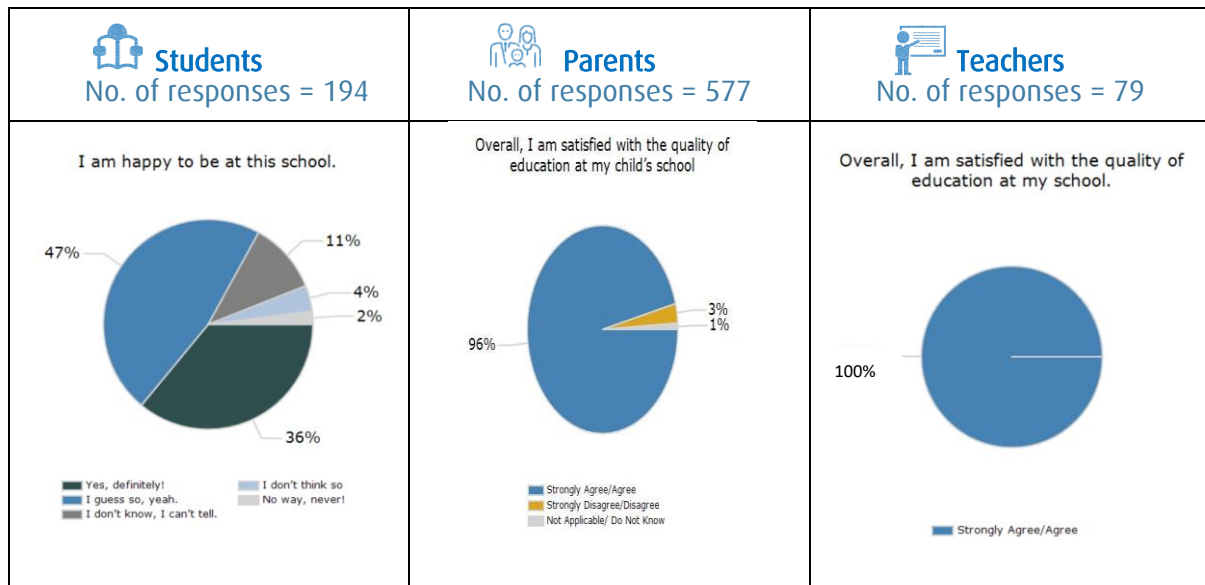
6. Leadership and management




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

- The principal, supported extremely well by the vice principal, provides very strong leadership. Senior leaders demonstrate a thorough knowledge of the English National Curriculum and the requirements for Islamic education and Arabic. They give significant emphases to the UAE's priorities and demonstrate a thorough knowledge of how students learn best. The leadership strongly promotes a vision which is inclusive and effectively incorporates the National Agenda.
- The school knows its strengths and weaknesses well, although the monitoring of classroom practice by a few leaders lacks rigour. The school development plan correctly identifies the main areas for development. However, plans do not always clearly identify how improvement will be checked and measured, limiting the effectiveness of leaders and the governing body to evaluate accurately the progress that the school is making.
- The school has excellent links with parents. Regular newsletters provides parents with details of the curriculum and events, and celebrates the success of students. Parents feel they are very well informed about their children's academic progress, in particular, regarding their performance in international assessments and the updates on the national priorities.
- The governing body works very closely with senior leaders on the school's evaluation of its work. As a result, they have an accurate and insightful view of current strengths and areas for development. Governors receive regular and up-to-date information about the performance of the school, including data about how well students are achieving. They provide good support to leaders and are confident in challenging senior leaders.
- The premises and facilities provide a clean and well-maintained environment for learning. The buildings are safe, secure, and used to the best advantage. Day-to-day management of the school is very well organised. Teachers and staff are sufficiently qualified to fulfil the school's vision and mission. The teaching staff benefit from regular training that closely matches the school's priorities.

The views of parents, teachers and senior students

Before the inspection, the views of the 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.



 Students	<p>Students feel the school strives hard as an organisation to help them succeed and has their best interests at heart, a few felt they would like more enrichment activities, but feel overall that their learning and achievements are progressing well and that these are acknowledged and they are congratulated when they do well. The inspection findings support these views.</p>
 Parents	<p>Almost all parents who completed the inspection survey express positive views and satisfaction with the effectiveness of the school and how leadership plans carefully and thinks through any new ideas and initiatives. Most, but not all, feel the staff know the students well and assess their learning in an informed way to ensure progress. The inspection findings reflect these views.</p>
 Teachers	<p>Most of the teachers have very positive views about the leadership provided in the school, which has resulted in a well-organised provision with a highly positive ethos. There are few negative comments, although the staff praise the way in which they feel supported and the improvements made to the school in recent years. These opinions are supported by the inspection findings.</p>

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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