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

DUBAI Knowledge المعرفة

Inspection Report
2018-2019

11 YEARS OF INSPECTIONS

Al Diyafah High School

Good

Curriculum
UK

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School Information

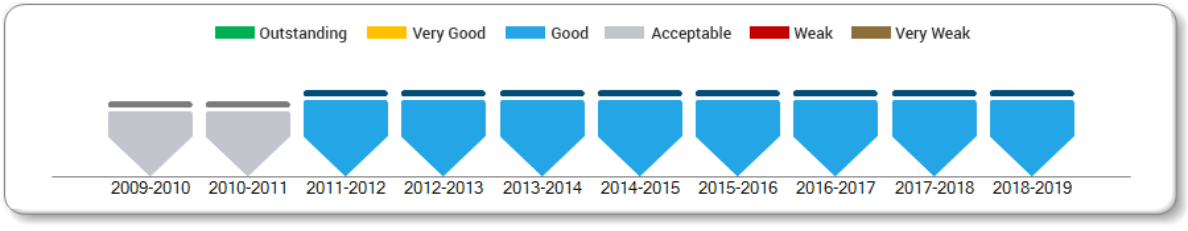
General Information	Location	Al Nahda
	Opening year of School	1982
	Website	www.diyafah.com
	Telephone	0097142671115
	Principal	Phillip Burgess
	Principal - Date appointed	8/6/2018
	Language of Instruction	English
	Inspection Dates:	05 to 08 November 2018

Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	Year FS2- Year 13
	Number of students on roll	1591
	Number of Emirati students	2
	Number of students of determination	23
	Largest nationality group of students	Indian

Teachers	Number of teachers	112
	Largest nationality group of teachers	Indian
	Number of teaching assistants	16
	Teacher-student ratio	1:14
	Number of guidance counsellors	3
	Teacher turnover	12%

Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, AS/A-Levels
	Accreditation	Cambridge
	National Agenda Benchmark Tests	CAT 4, GL

School Journey for Al Diyafah High School



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- In the Foundation Stage, children's achievements vary from class to class, but are generally good. In the other phases, there is limited correlation between internal assessments, external benchmarks, and outcomes during lessons. In some subjects, students perform better than assessment results suggest, while in others, internal results appear inflated. With the exception of Islamic education and Arabic, learning skills and outcomes improve as students mature.
- Students have a strong sense of responsibility towards the school community. Older students have a clear understanding of Islamic values, which they conscientiously adopt. Their awareness of Emirati heritage and other cultures is very secure. They initiate activities and contribute effectively to their community. They support schemes which promote sustainability and conservation. By the post-16 phase, they develop into articulate, mature and responsible young people.

Provision for learners

- Most teachers have a secure subject knowledge and understand how students learn. Teaching is more effective in the upper phases, offering more opportunities for collaboration, greater challenge, reflection and analysis. The application of inquiry, problem-solving, critical thinking and innovation skills is developing in the primary phase. The assessment process generates a wealth of data, but its use to adapt teaching is inconsistent.
- The curriculum is aligned well to UK expectations and to the vision of the UAE. Clear planning outlines differentiated tasks, which are not always applied. Some cross-curricular links, and a wide range of clubs, offer enrichment. Appropriate intervention is not always offered for students of determination, nor extension activities for those with gifts and talents. However, additional options allow post-16 students to pursue individual aptitudes and to fulfil their aspirations.
- The premises are well maintained. The school has rigorous health and safety procedures, including those to protect students from abuse, bullying and cyber-bullying. Students are made aware of the importance of a healthy lifestyle. Very positive relationships contribute to the supportive and caring atmosphere. Procedures to identify students of determination are well refined. Older students receive high quality advice and guidance to make informed choices about their future pathways.

Leadership and management

- The new principal and head of school form a strong complementary partnership. Senior and middle leaders have begun to improve the learning environment for younger students and to refine assessment. As a community school, there are exceptionally strong links with parents, local entrepreneurs and universities. Governors' commitment to students results in the good use of limited resources. There are insufficient opportunities for experiential learning in most phases of the school.

What the School does Best:

- Students' outstanding personal development and maturity, resulting from their appreciation of Islamic values, knowledge of world cultures, and understanding of global issues
- excellent academic results
- The promotion of students' health and well-being, and the school's outstanding care, guidance and support
- Exceptionally strong partnerships with parents and the local community, contributing to the overall development of the students.

Key Recommendations:

- Improve outcomes in Arabic as an additional language in all phases by:
  - increasing teachers' understanding of curriculum standards
  - raising their expectations and providing students with more opportunities to practice all four language skills.
- Raise attainment and increase the rate of progress, especially in Islamic education across the school and in mathematics in the primary phase.
- Ensure that all teachers apply best practices of assessment to adapt the curriculum and to inform their teaching to meet the learning needs of each student.
- Develop middle leaders' capacity to monitor and evaluate lessons by:
  - providing time and support to do so
  - ensuring that leaders and teachers all understand the importance of teaching that increases students' learning skills.

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	Weak ↓	Not applicable
English	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good
Mathematics	Attainment	Good	Acceptable ↓	Very good	Very good
	Progress	Good	Acceptable ↓	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	Very good ↑	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	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	Very 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	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Very good
Management, staffing, facilities and resources	Good

For further information regarding the inspection process, please look at **UAE School Inspection Framework**

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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 Paramete targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

Schools Progression In International Assessements	**meets expectations**

- Overall Progression judgement in international assessments is V.Good. N.A.P assessment data shows a decline in the students' overall scores in GL 2018 results in English & Mathematics. However, the school maintained a very good judgement in Science.
- With the exception of years 7 & 9, CAT4 scores reflect weak cohorts of students attaining Stanine 5 and above in particular years 6 and 7 in Mathematics with a negative gap of -12 & -18 respectively. Outcomes against CAT4 measured potential, achievement gap is positive except for years 6 and 7 in Mathematics and years 6 & 9 in English.

Impact Of Leadership	**meets expectations**

- Leaders analyse the testing data rigorously, ensuring the triangulation of data between CAT4, internal assessment and external benchmark data provides a wealth of information about students' ability and achievement. Necessary curriculum modifications are made in terms of content and skills. However, There is limited evidence that suggests the use of CAT4 to refine differentiation is used in the classrooms. Low performing students are identified and supported in intervention lessons.

Impact Of Learning	**is approaching expectations**

- Critical Thinking, problem solving and Inquiry based learning are stronger in secondary and post- 16 but not yet sufficiently embedded in teaching. Opportunities for independent research are limited at school. Students mainly use learning technologies to answer online assessment questions.

Overall, the schools progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Ensure that all N.A.P. and CAT4 data are used more accurately to support curriculum planning and teaching, to plan and set individual targets and to track progress.
- Monitor the effectiveness of all tracking data to ensure reliability of the information at all stages.
- Develop a more consistent approach to the application and use of critical thinking, verbal reasoning and information technology for research.

Reading Across the Curriculum

- Assessment data related to reading have been effectively analysed to ensure progression in reading across all phases. Reading interventions are now in place and are effective.
- Post-16 phase students show high levels of critical analysis and inference skills. Those in the primary and secondary phases benefit from an increased focus on the development of comprehension skills.
- The school's library programme is enhanced by the appointment of two specialist reading teachers, but their focus is limited to students in the primary phase.
- School leaders are committed to improving reading skills across the school. Governors have invested in a focused reading programme for the primary phase.

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

For Development:

- Extend the school's library programme to students in the senior phases to ensure the continuous development of lifelong reading skills.

UAE Social Studies

- The UAE social studies curriculum is delivered from Year 1 to Year 13 during English lessons. Integrated topics encompass economics and humanities from a UAE perspective. Equality and diversity are addressed within the Dubai context.
- The application of learning skills varies considerably and is stronger in the senior school, where debate is more common. Students are interested, participate willingly and show empathy with the values of the UAE.
- Older students confidently articulate their opinions about challenging issues such as inclusion. Younger students understand global communities and have a very sound appreciation of the UAE, but their research is limited.
- Acquisition of factual information is strong. In lower year groups progress is limited because of insufficient opportunities for collaboration. Older students present thought-provoking scenarios and rise to this challenge, thereby accelerating progress.

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

Innovation

- In some lessons, students are encouraged to think innovatively and to work in creative ways.
- The curriculum offers some creative projects. Students have an excellent understanding of their responsibility to the environment and to the community.
- The application of learning technologies is inconsistent, and opportunities are limited for students to use them independently or more creatively.
- There is a wide range of additional extra-curricular activities from which students choose. Most participate regularly in a club or activity. The school offers limited opportunities to nurture innovative or entrepreneurial thinking in teachers or students.
- The school has established effective partnerships with external organisations, universities, former students and parents, particularly to help older students to develop and implement new ideas.

The school's promotion of a culture of innovation is emerging

1. Students' Achievement

Islamic Education

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

- The majority of students demonstrate a level of understanding that is in line with curriculum standards both during lessons and in individual work. However, the internal data would suggest better attainment than what is apparent. Post-16 students demonstrate greater understanding of Islamic laws and apply them in their lives more effectively than those in the lower phases.
- Students have a secure knowledge of the Pillars of Islam and faith. They have a clear understanding of Seerah, Hadeeth, Islamic values and morals. Most make slower progress in recitation and understanding of the Holy Qur'an.
- Students' understanding and knowledge of the life of the Prophet Mohammed (PBUH) and Islamic laws are strong. Their understanding of how to apply that knowledge to real-life situations is more limited.

For Development:

- Improve students' recitation skills in all phases.
- Develop all students' ability to link their learning to real-life situations.

Arabic as a First Language

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

- Internal data indicates that the majority of students acquire knowledge, understanding and skills above curriculum standards. However, during lessons and in their recent individual work, the knowledge and understanding demonstrated are only in line with curriculum expectations.
- In each phase, listening is the strongest skill. For most students, reading comprehension is consistent with curriculum expectations. Speaking remains underdeveloped. By the post-16 phase, students demonstrate improved extended and creative writing.
- In the primary phase, the majority of students have stronger listening skills, enabling them to understand instructions. In the secondary phase, the majority of students have acceptable reading skills, enabling them to identify and extract ideas from written Arabic.

For Development:

- Increase the level of challenge during lesson activities to encourage speaking.
- Raise teachers' expectations of what students can achieve, especially in the primary and secondary phases.

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

- Internal assessment data indicate that students' attainment is high in both phases. However, lessons observed, and scrutiny of students' work, suggest that it is in line with curriculum standards in the primary phase and remains below curriculum expectations in the secondary phase.
- In the primary phase, the majority of students have acceptable reading and listening skills, and adequate speaking skills. However, in the secondary phase, the majority of students are still in the early stages of developing these skills.
- Progress in developing listening and reading skills is acceptable in the primary phase. In the secondary phase, progress is slower. Writing and speaking are weak and are the least developed skills in each grade.

For Development:

- Improve students' skills in speaking, reading and writing by providing more opportunities to work collaboratively and independently.
- Develop students' listening skills by requiring teachers to increase their use of the target language.
- Improve teachers' knowledge of the MoE curriculum standards to ensure that they have high expectations for students, and offer appropriate challenge.

English

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

- Students in the primary phase have good skills in speaking. They are becoming increasingly accurate in their use of grammar, punctuation and spelling. Those in secondary and post-16 demonstrate strong oral and debating skills.
- During post-16 and most secondary phase lessons, students continuously read, analyse and extract information from a range of texts. These critical reading and research skills are less well-developed in the lower phases.
- An increased focus on the development of comprehension skills is beginning to have a positive impact on students' learning in the primary phase. However, differentiation is not leading to consistently better outcomes for all students.

For Development:

- Ensure that students understand their own strengths and weaknesses in English in order to accelerate progress.

Mathematics

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

- In the Foundation Stage, all children can count accurately to at least ten, and many beyond. Their mental arithmetic skills are developing well, but tackling larger numbers and problems is not a strength. Almost all can identify two-dimensional shapes well.
- N.A.P assessment results have declined sharply and are weak in the primary phase. Examination data reveal a weakness in both procedural fluency and conceptual understanding, particularly in the early primary phase. Teachers' expectations are not consistently high enough in this part of the school. Students' achievement in external examinations is outstanding in the secondary phase.
- In the secondary and post-16 phases, greater emphasis is given to algebra and analytical mathematics, calculus and trigonometry. Geometry and data handling are less secure. Students' problem solving, investigation and critical thinking skills are developing very well in the senior sections of the school.

For Development:

- Ensure that students are appropriately challenged and have more investigative opportunities in the primary phase.
- Continue to develop students' problem-solving, investigation and critical thinking skills in the secondary and post-16 phases.

Science

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

- Attainment and progress are stronger overall in the secondary and post-16 phases than elsewhere in the school. Primary students achieve better in assessments where their scientific knowledge is tested. In contrast, students in the secondary and post-16 phases perform less well in examinations than during lessons, where they are given greater opportunities to investigate and experiment.
- Students enjoy solving problems. Progress is better when they have opportunities to investigate, research and discover for themselves, before testing hypotheses and analysing results.
- Students successfully link science to the real world, environment and medical discoveries. For example, linking the structure and function of veins and arteries with the causes of varicose veins made learning both relevant and more memorable.

For Development:

- Ensure that investigation and problem-solving are integral parts of each science lesson, so that students can hypothesise about possible outcomes, rather than be told what they are going to discover.

Learning Skills

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

- Students in each phase are highly committed to learning. Children in the Foundation Stage and students in the primary phase are beginning to collaborate more during lessons and to apply their learning to the real world. In secondary and post-16 phases, students increasingly take responsibility for their own learning.
- Students in each phase show positive attitudes towards learning and acquire knowledge and skills from a range of contexts. Critical thinking, inquiry, innovation and problem-solving skills are developing, especially in the primary phase.
- Initiatives to strengthen students' engagement in learning in lower primary classes are beginning to have a positive impact. Primary students' understanding of their own strengths and weaknesses, and of the next steps to take in order to improve, is in its early stages.

For Development:

- Provide more opportunities for students to develop their critical thinking, inquiry, research and technology-based skills.

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

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

- Almost all students have a positive attitude towards their school, their teachers and one another. They have a strong sense of responsibility. Older students display considerable maturity. Younger students are active and energetic, and some can occasionally be a little unruly during lessons.
- Older students are outstandingly competent and confident communicators. They are self-disciplined and resolve difficulties in a mature manner. Staff and students have excellent relationships. Bullying is extremely rare.
- Students in each phase have a significant understanding of the need to adopt a safe and healthy lifestyle. The level of attendance is very good. Students are punctual when arriving at school and for lessons throughout the day.

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

- Older students have a clear understanding and appreciation of Islamic values. All students are conscientious about adopting the values of the UAE, and speak confidently about the impact of these values on their lives.
- Students' awareness of Emirati heritage and culture is very strong. They speak proudly and confidently of their participation in cultural activities. They have a very good understanding of the festivals of each culture represented in Dubai.
- Students have a very clear appreciation of their own cultures. Older students have a strong sense of identity as citizens of the world, but also appreciate the diverse views of their friends. Younger students have less understanding of other cultures and little awareness of the way of life for Emiratis beyond the cities of Dubai and Abu Dhabi.

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

- Students participate willingly in activities in school and within the wider local community. Older students initiate and lead activities and make contributions to the community, being mindful of those less fortunate than themselves.
- Students demonstrate a very positive work ethic. They are fully involved in activities and events. They are resourceful and creative with projects, including a recent enterprise by a small number of senior students to develop a self-build drone kit.
- Students display pride in and take great care of their school and its environment. They support schemes that contribute to sustainability and conservation. By the time they reach the senior school, almost all have developed into articulate, mature and responsible young people.

For Development:

- Ensure that students in lower primary classes do not allow their exuberance to become distracting or to have a detrimental effect on educational outcomes.

3. Teaching and assessment

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

- In the primary phase, teachers have a thorough knowledge of their subject and a good understanding of how students learn. In most secondary and post-16 lessons, teachers effectively apply their knowledge to enable students to be successful learners.
- Teaching is more effective in the secondary and post-16 phases, where there are more opportunities for collaboration, greater challenge, more reflection and analysis. The application of inquiry-based, problem-solving, critical thinking and innovation skills is at a developing stage in the primary phase.
- The school is increasingly using external assessment data to modify teaching practice. The implementation and impact observed during lessons are not consistent. Children in the Foundation Stage are benefitting from more free choice in their learning activities.

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

- An integrated electronic assessment format is being used effectively in the Foundation Stage, allowing parents and teachers to share their observations about children's achievements.
- A recent refinement of the school's assessment processes is the comparison of data from various sources to provide a wealth of information about students' ability and achievement. This highlights inconsistencies between students' potential and their achievements.
- The National Agenda has led to more rigorous assessment. International benchmark assessments are now used to alter the design of the curriculum and to provide a focus in intervention sessions for under-performing students. Most teachers have a good knowledge of the strengths and weaknesses of their students. However, the CAT4 data is not used effectively by teachers to modify their lesson planning or to set individual targets.

For Development:

- Increase the consistency of good or better teaching by sharing the best practice that is found in some subjects and in some areas of the school.
- Ensure that all assessment information including CAT4, is used effectively by all teachers to inform their planning, to set individual targets and to differentiate learning accordingly.

4. Curriculum

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

- The curriculum is well aligned to UK expectations and to the Emirati vision. Programmes of study build on prior skills, knowledge and understanding. Regular reviews ensure that students' achievement and aspirations are considered, particularly at post-16.
- Very clear planning informs tasks and activities, some of which are well differentiated. This is less apparent in some subjects, most notably Islamic education and Arabic. Some lessons make cross-curricular links and connections with the real world, but this is less evident also in Islamic education and Arabic.
- Most students are well prepared for the next stage in their education. A wide range of clubs enriches the curriculum. Additional options are available in the post-16 phase, allowing students to pursue individual talents and aspirations.
- The school delivers an integrated moral education programme from Year 2 to Year 13 during English lessons. This is monitored up to Year 10 using a moral education passport.

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

- In the post-16 phase, the curriculum is substantially enriched and generally modified to meet the needs of most groups of students. Curriculum adaptation is less effectively managed in other phases. For example, appropriate intervention strategies are not always adopted for students with gifts and talents or for students of determination.
- The extra-curricular programme provides a wide range of opportunities for creativity and social contribution which enhance students' participation in, and enthusiasm for, learning. Links with the local community and businesses enable older students to develop and apply their skills of entrepreneurship.
- The opportunities for students to learn about the culture, traditions and heritage of the UAE are well integrated.
- The basics of Arabic are taught in the Foundation Stage.

For Development:

- Ensure that the curriculum is appropriately implemented and modified to meet the needs of all groups of students in every phase.

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 rigorous safety and child protection procedures both within the premises and on school transport. All staff are aware of the child protection policy and receive robust training about their role in protecting students from abuse, bullying, and cyber-bullying.
- The buildings and equipment are maintained to a very high standard. The school records and responds to all incidents. The school is safe, hygienic and secure and there are effective procedures in place to maintain health and safety, and to enable emergency evacuation.
- The school effectively promotes a safe and healthy lifestyle. Food options available in the canteen are appropriately monitored. Through the curriculum, students are very aware of the importance of adopting a healthy lifestyle. During the inspection students were engaging fully with the Dubai Fitness Challenge.

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

- Staff and students have very positive relationships which contribute to the creation of a supportive and caring atmosphere. The approach to managing behaviour is very effective, and includes a rigorous system to ensure good attendance and punctuality.
- The school has developed a thorough system to care for and support all groups of students. The procedures to identify and support students of determination have been well refined. However, support and challenge for students with gifts and talents are not fully integrated in lessons.
- Older students receive high quality advice and guidance to enable them to make informed choices about their future careers, further and higher education or vocational pathways aligned to individual potential and aspirations.

For Development:

- Ensure that appropriate procedures are used to monitor the implementation of challenging interventions for students with gifts and talents.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination	Good

- Senior leaders and the inclusion manager have established an inclusive ethos. They demonstrate a very strong commitment to high quality support for all students of determination. A well-written development plan illustrates this commitment, and the strong capacity to improve when additional resources become available.
- Specialist staff have an effective system to identify students of determination, which leads to appropriate interventions outlined in individual education plans. Procedures on entry and over time are regularly reviewed.
- Parents are well informed about their children's progress on a regular basis. Effective communication between home and school is promoted. Parents are actively engaged in their children's educational programmes. Their feedback and support are routinely sought and valued.
- Curriculum planning has led to some modifications. They are not always translated into appropriate support or differentiation to enable students to become independent learners. During some lessons, a learning buddy provides good support, but adult support is limited to that provided by the class teacher.
- A new system of tracking progress and monitoring students' performance has been implemented. Its impact is not apparent during lessons and it is not reflected in improved student outcomes. However, data analysis and teachers' assessments suggest that most students are meeting age-related expectations.

For Development:

- Monitor and evaluate the impact of the recently implemented system of support and intervention on students' learning and outcomes.
- Develop strategies that can inform teachers' modification of the curriculum, and ensure that students gain independence in learning.

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

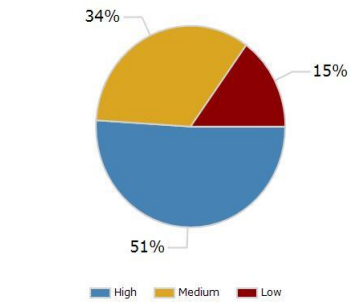
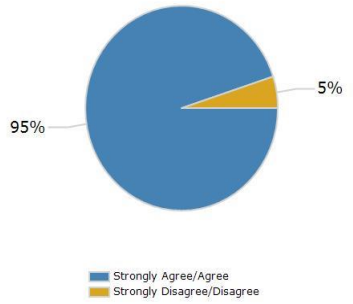
- The recently appointed principal and the head of school form a strong and complementary partnership. They are well supported by other senior and middle leaders who share their vision and commitment to the UAE's school improvement agenda. Since the previous inspection, they have taken steps to improve the learning environment in the Foundation Stage and the primary phase, and to refine assessment procedures throughout the school. However, the procedures are not yet sufficiently embedded, particularly in the earlier phases.
- Leaders at all levels engage in self-evaluation. Senior leaders and governors create action plans which focus on appropriate priorities. New monitoring systems have been implemented but have yet to be developed fully in the Foundation Stage. Middle managers understand how to interpret data, but do not sufficiently monitor the impact of data analysis on lessons. They do not all focus on teaching that will allow students to become independent learners.
- This community school has exceptionally strong links with parents, local entrepreneurs and universities. Parents are involved directly in the reading programme. Older students are well supported in future planning by internships, or they receive careers advice from businesses. Parents value highly the new electronic portal which provides instant communication.
- The governing board is very well served by members who are committed to developing young people. Others bring skills and experience of law, finance and construction. Strong educational guidance is offered by an experienced academic advisor and a parents' representative. The board both supports and challenges school leaders. Governors' commitment to the students means making the best use of their limited resources. An external consultancy advises individual senior students about their future education and career pathways without charge.
- Governors and school leaders manage the school well, optimising the educational impact of limited resources and maintaining a safe environment. Teachers receive professional development targeted on needs identified by school leaders, but the impact is not yet apparent. The nature of the premises limits the school's capacity to accept all students of determination. There are insufficient opportunities for experiential learning through research, or for scientific investigation in laboratories, for all but the most senior students.

For Development:

- Develop middle leaders' capacity to evaluate lessons by giving them enough time and by ensuring that they understand their role in enabling students to develop independence in their learning.
- Provide younger students with more access to specialist facilities, such as laboratories for investigation and online resources for research.

The View of parents and senior students

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

Students No. of responses = 447	**Parents** No. of responses = 525
	

Students	• Most students who responded to the survey feel positively about their school. Almost all feel safe and well supported. Students are less confident that they are achieving their potential. However, the outcomes for the most senior students suggest otherwise. Virtually all students suggest that they participate regularly in school activities. Many feel that there are insufficient opportunities for music, the arts or sport.
Parents	• Almost all parents who responded to the survey feel positively about the school. However, only 22% strongly agreed, with a large majority selecting only to agree with the statement. A few commented negatively about communication, but the school has just introduced a learning and communication portal for students and parents. A few also questioned the subject knowledge of teachers in the secondary and post-16 phases. Inspection evidence indicates that this is not an issue.

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