



مجلس أبوظبي للتعليم
Abu Dhabi Education Council
Education First **التعليم أولاً**



Private School Inspection Report

Diyafah International School

Academic Year 2016 – 2017

lqraa

Diyafah International School

Inspection Date	April 16, 2017	to	April 19, 2017
Date of previous inspection	May 11, 2015	to	May 14, 2015

General Information	
School ID	233
Opening year of school	2013
Principal	Lawrence Fray
School telephone	+971 (0)2 558 5665
School Address	Mohammed Bin Zayed City, Abu Dhabi
Official email (ADEC)	aldiyafah.pvt@adec.ac.ae
School website	www.diyafahinternationalschool.com
Fee ranges (per annum)	Average to High Categories: AED 25,900 to AED 34,200
Licensed Curriculum	
Main Curriculum	English National Curriculum
Other Curriculum (if applicable)	-----
External Exams/ Standardised tests	International Benchmark Tests (IBT)
Accreditation	----

Students		
Total number of students	1,004	
%of students per curriculum	Main Curriculum	100%
	Other Curriculum	0
Number of students in other phases	KG	368
	Primary:	523
	Middle:	114
	High:	0
Age range	4 to 15 years	
Grades or Year Groups	Foundation stage (FS) 1 to Year 9	
Gender	Boys and Girls FS to Year 4: mixed Year 5 to Year 9: separate boys and girls	
% of Emirati Students	29%	
Largest nationality groups (%)	1. Indian 15%	
	2. Pakistani 11%	
	3. Egyptian 5%	
Staff		
Number of teachers	57	
Number of teaching assistants (TAs)	26	
Teacher-student ratio	KG/ FS	1:15
	Other phases	1:11
Teacher turnover	3.6%	

Introduction

Inspection activities	
Number of inspectors deployed	4
Number of inspection days	4
Number of lessons observed	97
Number of joint lesson observations	4
Number of parents' questionnaires	193; (return rate: 19%)
Details of other inspection activities	Inspectors conducted meetings with senior leaders, teachers and support staff, students and parents. They analysed test and assessment results and scrutinised students' work across the school. They reviewed many of the school's policies, the results of surveys and other documentation. The leadership team was involved throughout the inspection and conducted joint lesson observations with inspectors.

School	
School Aims	'By 2020, Diyafah International School will be recognized as an engaged community of children, parents and educators in a values-based international school of over seventeen hundred students from Early Years to Advanced Level.'
School vision and mission	Mission 'We are committed to a holistic based education in a caring and enlightened environment. We aim to foster creative thinking, courage of convictions and a positive attitude to draw out the highest potential in every student's mind, spirit & body.' Values 'We value each child as a contributor and nurture each to "Let their Light Shine" and be a beacon to others in an ever-changing, complex society. 'Our core values enshrine: Critical and creative thinking to create successful, lifelong learners



	Courageous conviction to create confident, caring individuals Ethical leadership to create effective, constructive contributors Calm understanding to create responsible, compassionate citizens who value peace in a multicultural, challenging world.'
Admission Policy	The school has an open admissions policy. Children are admitted into Foundation Stage after an interview. In other year levels, students take an attainment evaluation.
Leadership structure (ownership, governance and management)	The senior leadership team comprises the principal, vice principal, head of teaching and learning, Key Stage 3 coordinator, head of primary, head of early years and head of Arabic. The governing body consists of 7 members. This includes a parent representative and 2 representatives from the leadership team.

SEN Details (Refer to ADEC SEN Policy and Procedures)

SEN Category	Number of students identified through external assessments	Number of other students identified by the school internally
Intellectual disability	3	0
Specific Learning Disability	7	14
Emotional and Behaviour Disorders (ED/ BD)	2	0
Autism Spectrum Disorder (ASD)	5	0
Speech and Language Disorders	6	0
Physical and health related disabilities	1	0
Visually impaired	1	0
Hearing impaired	1	0
Multiple disabilities	0	0

G&T Details (Refer to ADEC SEN Policy and Procedures)

G&T Category	Number of students identified
Intellectual ability	4
Subject-specific aptitude (e.g. in science, mathematics, languages)	0
Social maturity and leadership	1
Mechanical/ technical/ technological ingenuity	0
Visual and performing arts (e.g. art, theatre, recitation)	7
Psychomotor ability (e.g. dance or sport)	1

The overall performance of the school

Inspectors considered the school in relation to 3 performance categories

Band A	High performing (Outstanding, Very Good or Good)
Band B	Satisfactory (Acceptable)
Band C	In need of significant improvement (Weak or Very Weak)

The school was judged to be:	Band A	Good
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	Band A High Performing			Band B Satisfactory	Band C In need of significant improvement	
Performance Standards	Outstanding	Very Good	Good	Acceptable	Weak	Very Weak
Performance Standard 1: Students' achievement						
Performance Standard 2: Students' personal and social development, and their innovation skills						
Performance Standard 3: Teaching and assessment						
Performance Standard 4: Curriculum						
Performance Standard 5: The protection, care, guidance and support of students						
Performance Standard 6: Leadership and management						

Summary Evaluation: The school's overall performance						
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The Performance of the School

Evaluation of the school's overall performance

Diyafah International School provides education of good quality. The school has added a year level each school year since opening and now includes Years 8 and 9; it has managed the 44% increase in student numbers over two years and the corresponding increase in teaching staff effectively.

Students' achievement overall is good: the majority of them attain levels above curriculum standards and make good and better progress, including those with special educational needs (SEN) and those who are gifted and talented (G&T). The quality of teaching is good in all subjects.

Students' good personal development is supported well by the caring and high quality implementation of effective procedures for protection, care, guidance and support. They demonstrate keen attitudes to learning, consistently positive behaviour and harmonious relationships. Students demonstrate appreciation of and respect for the values of Islam and the heritage and culture of the UAE.

Parents are very supportive of the school, and are satisfied with their children's academic achievement and in particular with the school's close attention to the health, safety and security of students, and the caring approach of all staff to their personal development. The purposeful educational leadership and guidance given by senior leaders results in good staff morale and a shared commitment to continuous school improvement.

Progress made since last inspection and capacity to improve

The school has made good progress in addressing the recommendations from the previous inspection report. It has improved the quality of teaching and learning so that most lessons are now good or very good. Well-targeted professional development has ensured that more effective use of assessment and lesson planning ensure a better match of work to students' abilities and appropriate challenge. There are now more effective strategies to identify and provide support for students identified with SEN as well as those who find learning difficult. The school has provided successful professional development for class teachers and classroom assistants (CAs) with the result that effective support for students' learning has increased. Students are now routinely involved in setting targets, supported by their teachers; they understand when they have been successful and what their goals must be in order to ensure further improvement and accelerate their progress.

The school has raised levels of attainment and progress in all subjects. Professional development and monitoring to support changes in teaching practices have resulted in more interactive, practical and investigative approaches. Throughout the school and in all subjects, students engage more actively, and particularly in the more successful lessons they now enjoy lively interactions with peers and teachers. Teachers understand, and most use, the marking policies more effectively.

Development and promotion of innovation skills

The school is committed to promoting a culture of innovation, and this is developing well, for example when all year levels engaged purposefully in innovation week activities. The school has developed a range of innovative activities. For example, students extend their understanding of other cultures by using video calls to share ideas and experiences with students in other countries.

Curriculum implementation provides students with increasing opportunities to develop innovation skills; for example, professional development has ensured that most teachers make effective use of probing questions in order to encourage students to think creatively and explain their responses. Life skill development is embedded in the curriculum; in all subjects, students make connections and can explain the impact and importance of the life skill of the week. The science club conducted in Arabic provides an opportunity for students who have limited English to enhance their skills without a language challenge.

Teachers' professional development includes weekly opportunities for the sharing of best practice and peer observation. Teachers make use of online conferencing with students to help them complete projects at home. In Arabic, students use online programmes on laptops to enhance their language and information and communication technology (ICT) skills.

The inspection identified the following as key areas of strength:

- students' progress in all subjects, and in particular their confident communication skills in English and the positive impact this has on their learning in other subjects
- students' keen attitudes to learning, consistently positive behaviour and harmonious relationships
- teachers' implementation of active learning strategies and their use of questioning to promote deeper thinking
- the high quality of procedures for protection, care, guidance and support
- the senior leaders' purposeful educational leadership and guidance.

The inspection identified the following as key areas for improvement:

- consistency in teaching for effective learning in all year levels in order to further raise levels of achievement
- the provision of regular opportunities, during lessons in all subjects and other activities, for students to develop skills in innovation and entrepreneurship
- further development of effective identification, planning and support in specialist programmes and by class teachers for students identified with G&T
- the provision of regular opportunities for students to participate in and lead voluntary community activities
- consistency in students' attendance levels.



Performance Standard 1: Students' Achievement

Students' achievement Indicators		KG	Primary	Middle	High
Islamic Education	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Arabic (as a First Language)	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Arabic (as a Second Language)	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Social Studies	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
English	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Mathematics	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Science	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Language of instruction (if other than English and Arabic as First Language)	Attainment	N/A	N/A	N/A	
	Progress	N/A	N/A	N/A	
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Learning Skills (including innovation, creativity, critical thinking, communication, problem-solving and collaboration)		Good	Good	Good	

Students' achievement is good. The outcomes of lesson observations and scrutiny of students' work by inspectors shows good attainment compared to curriculum expectations throughout the school in all core subjects. Students make good progress over time in all subjects.

The school's internally moderated assessments indicate that attainment is good in social studies, good in Islamic education and science, good in Arabic, acceptable in English and weak in mathematics. The school's internal assessment information shows good improvement over time in all subjects and an improving trend across all subjects, with rising levels of performance in tests from one year to the next; this is most notable for students who have been at the school for 4 years. In the Foundation stage (FS), children make good progress against their starting points in all areas of learning. Overall, students with SEN, higher achievers and those with G&T make similar rates of progress to all other groups within the school.

All Year 3 to Year 9 students participated for the first time in November 2016 in standardized, external assessments in English, mathematics and science. The average performance levels for all year levels were below international averages.

In Islamic education, throughout the school, students' attainment and progress are good. The majority of students demonstrate good knowledge and understanding of Islamic concepts. In FS, most children are able to memorize and recite short verses from the Qur'an with correct and clear pronunciation. In Year 2, students clearly recite short Suras from the Qur'an and show good understanding of the main ideas. They confidently talk about the difference between good and bad deeds. By Year 9, students show good understanding and application of recitation rules. The majority of non-native Arab students attain levels above curriculum standards. Students can read and repeat short Suras of the Qur'an and understand how to reflect the Islam values in their behaviour and daily life. In Year 3, most students know the basic facts about Beit Al Maqdes and Al Masjid Al Aqsa and discuss and explain the significance of these for Muslims. In Year 6, students are able to explain the importance and the benefits of Friday Prayer and how to perform it, and they link it thoughtfully with their own lives.

In Arabic, students' attainment and progress are good throughout the school. The majority of students demonstrate listening, speaking, reading and writing skills above curriculum expected levels. Throughout the school, students listen actively and speak standard Arabic. In FS, most children have a good range of sight vocabulary. They can identify the alphabet and read and write the target letters and words. The majority are able to write and understand short sentences dictated by the teacher. In Year 3, most students read with accuracy and understanding, and they confidently answer questions about the text. They are able to describe persons,



places and animals in complete and accurate sentences. By Year 5 students demonstrate good grammatical skills, for example when they distinguish between sentences and semi sentences and use correct Tashkeel. Their understanding and application of grammar is above expected levels, as in their accurate use of connected and unconnected prepositions. By Year 8, the majority of students are able to extract the main ideas from a text and confidently explain and respond in detail. They confidently use an electronic dictionary to search for the meanings of unfamiliar words.

In primary, students of Arabic as a second language are able to read with correct pronunciation and write appropriate text with high levels of accuracy. They are able to distinguish between nouns, verbs and preposition letters, and form short sentences accurately. Year 5 students talk about themselves and about their hobbies with confidence and interest. They recognize and can use present and past tenses and imperative moods. By Year 8, students read texts with good understanding. They identify verbs, nouns and pronouns, and can provide examples of nominal sentences.

In social studies, students' attainment and progress are good in all phases. They demonstrate a progressively secure knowledge and understanding of the UAE's culture and values. In FS, UAE social studies is embedded in Arabic language lessons. Children are able to talk about the desert, and UAE animals like the falcon. In Year 3, most students are able to thoughtfully discuss environmental problems that face the UAE, such as noise pollution. They are well informed and make comparisons between the UAE in the past and present, illustrating their understanding with examples of the extensive modern developments. In Year 5, non-Arab students are able to explain the miraculous journey of Al Isra and Al Meraj. They explain the difference between them and accurately arrange the events of the journey. In middle phase, students demonstrate good understanding of the development of the UAE's population and confidently discuss, and provide examples to explain, the significant increases. Students are able to name a range of multinational companies and discuss the benefits and challenges for a country's involvement in such companies.

In English, students' attainment and progress are good throughout the school. Almost all students have English as an additional language (EAL). They demonstrate secure listening comprehension and their speaking skills are well developed, with an expanding range of vocabulary which they use confidently and with age-appropriate fluency. Their reading skills show strong development in relation to their starting points as a result of the consistent implementation of the language programme. Their written work shows less consistent development. In FS, children listen with understanding and respond confidently in single word and short phrases. They have



secure pencil grip and form letters accurately. By Year 1, most children use their phonic knowledge, including blends, to read unknown words and form simple sentences to show meaning. In Years 2 to 4, students speak with age-appropriate fluency in talking about themselves. They are able to write creative sentences and make accurate use of simple grammar rules. By Year 5, students speak fluently and with a wide range of vocabulary, for example in explaining the meaning of 'weird' and 'lumberjack'. They are able to perform simple analysis of the elements of fairy tales. By Year 9, students speak in complex sentences to express ideas and create interest. They read with expression and understanding. Students understand the elements of a story, such as the features that make a horror story gripping.

In mathematics, students' attainment and progress are good. For a majority of students, their knowledge, skills and understanding are above curriculum standards. They use mathematical terminology with precision and accuracy to explain their work, during interactions with each other and the teacher. In FS, children can identify and create snakeskin effect patterns using 2 to 5 objects. They explore capacity using sand and water and are able to make comparisons using the concepts of more and less. By Year 1, the majority of children are able to share objects into groups and create the appropriate number sentence. A few high achievers are able to make the connection between division and multiplication and explain this to their peers. In early primary, students can construct and deconstruct place value of 3-digit numbers into hundreds, tens and units. By Year 5, students progress from recognising and identifying the names of various angles, to drawing and measuring angles using a protractor. Students in middle phase develop secure understanding and skills, as when they accurately plot co-ordinates on a graph to visually illustrate the relationship between numbers.

In science, students' attainment and progress are good in all year levels. In all phases, students demonstrate confident skills in practical investigations and problem-solving. They use age-appropriate scientific terminology with increasing confidence and accuracy to explain their work. In FS, children know that snakes live in the desert. They also recognise the similarities between a sponge absorbing water and the way cacti in the desert store water in their stems. They can relate this to their knowledge of the desert in the UAE. By Year 1, children know that Earth receives light from the sun and electricity powers light bulbs and batteries. In Year 2 students know that an electrical circuit must be 'complete' in order for a current to flow and illuminate a bulb. By Year 6, they can identify components of an electrical circuit and they are able to construct a series circuit and investigate what happens when they alter various components, such as the motor or the number of batteries. By Year 9, students demonstrate secure understanding of concepts, and careful and accurate observation and recording skills. They know that increasing the

temperature of reagents can accelerate the rate of a chemical reaction. They also know that the rate of reaction is affected by the concentration and surface area of these reagents.

In other subjects, students' attainment and progress are good in all phases. Students demonstrate confidence and increasing skill levels in their use of learning technologies. By Year 9, most students are able to create a database and accurately input a database extract. They understand the value of using a database to speed up queries by criteria. In physical education (PE), students in all year levels show enjoyment and engage well in activities. Students enjoy activities in creative arts and engage enthusiastically. In art, primary students create card lanterns demonstrating secure fine motor skills and creativity in the art of decoration. In drama, primary students demonstrate creativity and collaboration in group performances of stories they have created. Students engage well in music lessons. Most children in FS enthusiastically sing a range of songs and create their own rhyming chant; the majority show an understanding of rhyming words. In Year 6, students are able to interpret graphic notation and most can create, record and perform a short rhythm of their own. Year 9 students use keyboards with varying degrees of confidence and ability to play the violin melody in a waltz.

Students demonstrate well-developed learning skills in all subjects and year levels. They are keen to learn and engage fully in the activities provided. They increasingly take responsibility for their own learning, as when Year 9 students develop a well-organised method for a scientific investigation. Students have frequent opportunities to interact with each other as partners or in small groups, and they work cooperatively, as in FS when children share materials, and role play harmoniously. In older year levels, students listen carefully to each other and share ideas and group tasks collaboratively. Students readily apply their knowledge to the real world. They connect their learning between subjects and with the UAE's culture, as when they write biographies on Emirati leaders. Students are effectively developing their critical and creative thinking skills in all year levels, as a result of teachers' secure use of open questioning strategies, such as, 'Why do you think...?', 'Can you explain?' Students recognize the value of ICT as a tool to enhance their learning, for example when FS children work on the interactive whiteboard, and older students create videos.

Performance Standard 2: Students' personal and social development, and their innovation skills

Students' personal and social development, and their innovation skills Indicators	KG	Primary	Middle	High
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Personal development	Very Good	Very Good	Very Good	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Good	Good	Good	

Students' personal and social development and their innovation skills are good overall; their personal development is very good. Students' value-led attitudes contribute to the positive atmosphere throughout the school. They clearly understand and speak about the impact of life skills on their behaviour and relationships. Students are open, sociable and wish to succeed. They demonstrate a responsible approach to learning and personal interactions, and their behaviour is very good in all year levels. Students consistently demonstrate self-discipline in their day-to-day activities. They also show care towards all their peers and sensitively include students identified with SEN in all settings. Their interactions with adults and fellow students are friendly and respectful. Students confidently interact with adults in an out of the classroom and demonstrate high levels of consideration. They engage with familiar adults in the school community in very respectful and thoughtful ways. A quiet and happy learning environment prevails throughout the school day and including break times. Students articulate a clear understanding of how to follow a safe and healthy lifestyle. They appreciate the value of exercise, and most make healthy food choices. Older students are open in explaining that ignoring junk food is a more difficult issue. Attendance levels and punctuality are acceptable at 93%.

Most students have a sound understanding of how Islamic values influence society and their own lives. This permeates all aspects of their treatment of peers, staff and the school environment. Most demonstrate secure knowledge of and respect for the heritage and culture of the UAE. They express pride in calling the UAE home and are able to talk about its leaders, places of interest such as the Sheikh Zayed Grand Mosque, and economic developments. Students all indicate that they feel safe living



in the UAE. Students express pride in their own countries and cultures. For most students, their experience and knowledge of other cultures is more limited.

Students clearly understand their responsibilities within the community; for example, the student council is active in suggesting improvements and conscientiously take on a variety of classroom leadership roles. Students responsibly care for the school environment, recycling materials and keeping classrooms and open spaces clean. They willingly participate and contribute to social and volunteer activities; the scope of these is more limited and not initiated by students. Students have a very positive work ethic. When given the opportunity, they take the initiative in learning activities and show creativity, for example when drafting writing in Arabic and English. Students demonstrate increasing awareness of environmentalism; this has been well reinforced through related activities during the life skill of the week focus. The Eco Garden reflects the school's and students' commitment to environmentalism.

Performance Standard 3: Teaching and Assessment

Teaching and Assessment Indicators	KG	Primary	Middle	High
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Teaching for effective learning	Good	Good	Good	
Assessment	Good	Good	Good	

Teaching and assessment are good. The quality of teaching observed by inspectors ranged from very good to acceptable. In most lessons, the effectiveness of teaching is good or better. Effective teaching practices are evident in all subjects and year levels.

Teachers demonstrate secure subject knowledge in all core subjects and most use it effectively to engage students. In all subjects throughout the year levels, their approach to teaching has developed so that in all lessons it fosters students' active learning and engagement. In FS, teachers understand how young children learn best, and implement activities that provide choice, and develop skills in communication, independence and cooperation in a resource-rich environment. The quality of teachers' planning is good overall. Teachers meet weekly for team planning and this ensures attention to connections between subjects. Daily planning is detailed and linked to curriculum expected levels, and provides a clear emphasis on differentiated learning, links to the UAE and life skills. Teachers' planning is less consistently thorough in mathematics. Teachers use time well and maintain effective pace in most lessons so as to ensure students' engagement and interest. Their use of available resources supports learning well, for example through the employment of power-points and videos, student use of learning technologies such as the online Arabic dictionary, and use of individual whiteboards to allow prompt and personalised assessment of learning. The learning environments are sufficiently spacious and stimulating. Teachers of PE make particularly effective use of space and resources.

Teachers in all year levels cultivate positive and encouraging relationships with students that help develop their confidence and support their learning well. Teacher-student interactions, including the use of questioning and dialogue, are good in all subjects. In more effective lessons, teachers probe students' understanding thoroughly and also ensure that they have sufficient thinking time. Teachers use a developing range of strategies to meet the needs of most individuals and groups of students in all subjects. They plan and implement appropriately challenging activities, and provide ongoing support resulting in productive lessons in



which students mostly make good progress. This is particularly effective in the inclusion of students with SEN and in smaller support groups for lower-achieving students; it is not as consistently good for students with G&T. Teachers promote critical thinking and problem-solving well: to do so they use open-ended questions and well-planned group discussions. In FS science, teachers consistently stimulate investigative skill development through a wide range of opportunities to participate in free choice and sand-and-water-focused activities. In a few mathematics lessons, teachers do not consistently foster critical thinking skills of lower achievers.

Internal assessment processes are effective and consistent within phases; they are closely aligned to curriculum standards. The school benchmarks student academic outcomes to the curriculum, for example, in FS through age related learning goals and through curriculum levels, and external standardized assessments in other phases. The school conducts accurate and detailed analysis of assessment data and uses this well to monitor students' progress in all subjects. They use a system of comparing relative attainment to track the progress of different groups of students. Subject heads use data analysis effectively to make modifications to the curriculum, particularly for students identified with SEN and lower achievers, and students whose English language skills make access to the curriculum difficult.

Teachers know their students well. They provide well-timed interventions to challenge and support students' individual strengths and weaknesses, and students respond well during lessons; as a result, most students' learning is consistently good in all subjects. Students regularly undertake self- and peer-assessment. Students set targets for their learning; teachers consistently refer to students' targets, thus reinforcing students' awareness of their achievements to date and areas needing further development. Teachers mark students' work regularly and most provide formative comments that support students in improving their work.

Performance Standard 4: Curriculum

Curriculum Indicators	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	
Curriculum adaptation	Good	Good	Good	

The quality of curriculum design, implementation and adaptation is good. It provides breadth and balance and delivers an appropriate range of subjects aimed at developing knowledge, understanding and skills for students of all learning levels. Planning and implementation take effective account of students' different starting points and language fluency. Provision for continuity and progression in students' learning are good. Curriculum planning is very systematic and thorough. Students experience a wide range of opportunities for choice during lessons; this is particularly effective within the FS programme where children regularly engage in a wide range of activities. A variety of links between subjects are carefully planned; for example, in humanities when students learn about scientific inventors. Review is regular and development of the curriculum ensures continuing relevance and student interest.

Regular planning includes meaningful modifications that effectively meet the needs of individual and most groups of students, including those identified with SEN and those who lack fluency in English. It is less consistent in meeting the needs of students with G&T. The curriculum is interesting and fully engages students in all year levels. Opportunities for innovation and entrepreneurship are not yet embedded. Extracurricular activities are very extensive and provide students of all ages with a wide range of experiences ranging from yoga and origami to swimming and movie making. The curriculum in all subjects is designed to promote students' understanding of Emirati values and culture; for example, in FS traditional English fairy tales have been replaced with traditional Arab stories.

Performance Standard 5: The protection, care, guidance and support of students

The protection, care, guidance and support of students Indicators	KG	Primary	Middle	High
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Health and safety, including arrangements for child protection/safeguarding	Very Good	Very Good	Very Good	
Care and support	Good	Good	Good	

The school overall makes very good provision for the protection, care, guidance and support of students. It has in place very thorough procedures to ensure the safety and protection of students; these are effectively shared with staff, parents and the students themselves. Students indicate that they have trusted adults to whom they can take any concerns. Staff provide attentive and caring supervision throughout the day. Security procedures are rigorous and well-implemented at access points and within the buildings. Premises are relatively new, bright and well-maintained: they provide a very safe and hygienic learning environment. They are wheelchair-friendly, with appropriately placed lifts and ramps, and provide access for students with a range of SEN. The school conducts systematic risk assessments; necessary action is prompt and record-keeping is comprehensive. The clinic is sufficiently spacious and two registered nurses provide attentive care. The school promotes safe and healthy lifestyles through the curriculum and especially as part of the life skills programme. The canteen offers healthy choices. The school nurses are actively involved in the promotion of a healthy school environment, and work with teachers to assist students in pursuing the benefits of healthy eating and regular exercise. The school's procedures to ensure safety on school transport are appropriate; a seven-point safety plan is operated; monitoring is comprehensive and maintenance records are up to date.

Staff-student relationships are based on mutual respect and courtesy, and an appreciation of the individuality of children is evident in their interactions; this continuously reinforces the school's values. Behaviour management procedures are consistently and successfully implemented. The school's approach towards attendance and punctuality at the start of the day, and the systems it has in place to support those, are appropriate and resulted in an acceptable attendance level.

The school has detailed and informed procedures for identifying students with SEN. Students have individual educational programmes (IEPs), and progress is tracked



and regularly reviewed. Parents are considered partners and are regularly consulted by the SEN team and teachers in relation to all aspects of their children's programme. Interventions undertaken by the school in relation to meeting students' academic needs and in particular their social, emotional and personal challenges are very good. These are provided by class teachers, inclusion SEN support in collaboration with the teacher and withdrawal support. Additionally, teachers provide small-group support classes for underachieving or struggling students during English and mathematics lessons. Effective provision for students who may have G&T is developing, as in primary student's participation in a Spellathon and debates by students in the middle phase. Students participate in a range of competitions, for example in Arabic they participated in the Sheikh Mohammed bin Rashid Arab Reading Challenge.

The caring ethos of the school is enhanced by the work of the pastoral care team. Students indicate that they can access the team's support at any time. Homeroom teachers are well aware of the academic and personal needs of their students and provide very effective guidance.

Performance Standard 6: Leadership and management

Leadership and management Indicators	
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

The quality of leadership and management is good. Together with staff, the leadership team have created an inclusive approach that results in purposeful learning for all groups of students. Leaders and staff demonstrate professional and supportive relationships, which hold staff accountable for ongoing improvement and raising students' achievement. Subject and year level teams work well; they plan collaboratively to provide consistency in provision. Senior leaders demonstrate a secure understanding of good quality educational practice and are committed to continuous improvement in provision and student outcomes.

Self-evaluation processes are systematic and staff are appropriately involved in developing the school's self-evaluation document (SEF) and school development plan (SDP). Increasingly thorough analysis of student performance data is used to evaluate progress and inform development planning. The SDP is comprehensive and closely linked to the SEF with appropriate priorities and targets to guide development in all aspects of the school's performance. Performance management procedures involve all levels of leadership. This includes formal lesson observations as well as walkthroughs, work scrutiny and peer observations that focus on effective teaching and its impact on learning. A wide range of professional development opportunities are well aligned with school priorities and identified needs, and include all staff.

The school successfully involves parents in their children's education; for example, through the volunteer programme for reading support, year level coffee mornings and curriculum-linked workshops. Communication strategies are effective in keeping parents informed regarding school developments and their children's programmes and progress. This includes electronic channels, communication booklets and an open door policy. Parents appreciate their straightforward access to the school and its responsive communication. Reporting is regular and detailed: it provides full information on students' academic and personal development. Parents indicate that



they have positive relationships with staff and that the school values their opinions. The school has developed partnerships that enhance student learning, including curriculum-related field trips, online contact with schools internationally, competitions with local schools and visits by medical professionals.

The governing board includes the owner as chairperson, an educational consultant and a parent representative. The principal and vice principal attend in a non-voting capacity. A board representative regularly visits the school to meet with the principal and administration. In addition, the board holds regular meetings and receives reports from the principal and as a result it has a secure understanding of the school's strengths and priorities for development. It closely monitors the performance of the school and holds the principal firmly accountable for achieving development targets and improving all aspects of the school's provision. The governing board has a clear vision and supports the school well by providing strategic guidance.

The school is well organised and runs efficiently on a day-to-day basis. The movement of students around the school is well organised and carefully supervised. There are sufficient appropriately qualified staff to deliver the curriculum. Classroom assistants are increasingly effective in supporting learning and behaviour, as a result of their targeted professional development. Premises are of a high quality and offer a range of specialist facilities that support the curriculum effectively and are used well to enhance learning, as in the case of the science laboratories and internal and outdoor PE areas. Premises do not currently include appropriate facilities to allow regular provision within the curriculum of design and technology. The school is however in the process of expanding its premises to enhance specialist facilities and enable development of the middle and high phases. The school provides an engaging range of resources, particularly in FS, which are used effectively by teachers to support curriculum implementation and motivate students.

What the school should do to improve further:

1. Increase the consistency of high-quality teaching in order to raise student achievement still further by:
 - i. ensuring that individual teachers' planning is detailed, takes account of students' prior attainment levels, and provides activities to meaningfully challenge and support all students
 - ii. enabling more effective teachers to influence and help develop colleagues' practice through modelling successful strategies and participating in peer observations
 - iii. ensuring all teachers routinely use a range of questioning strategies to promote deeper thinking.
2. Strengthen the planning, adaptation and delivery of the curriculum by increasing the opportunities provided in each subject for students to develop skills in innovation and entrepreneurship.
3. Strengthen the provision for students with G&T by ensuring that:
 - i. Rigorous systems accurately identify those students who may be G&T
 - ii. Opportunities are planned to provide appropriate specialist programmes and activities that offer challenge and support
 - iii. Teachers have the knowledge and understanding to plan and implement strategies and meaningful activities to provide effective challenge and support in lessons for students identified with G&T.
4. Promote students' understanding of social responsibility by providing regular opportunities for students to participate in and lead volunteer and community responsibility activities.
5. Implement more rigorous strategies to raise students' levels of attendance so that they consistently reach at least 94%.