

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

The Sheffield
Private School

Celebrating
10 years of
inspections

THE SHEFFIELD PRIVATE SCHOOL

UK CURRICULUM

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School information

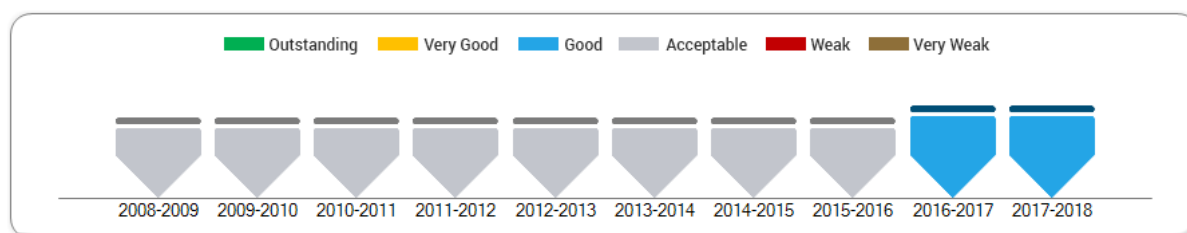
General information	
Location	Al Qusais
Type of school	Private
Opening year of school	2004
Website	www.sheffield-school.com
Telephone	0097142678444
Address	Al Nahda2, Near Zulekha Hospital, Dubai-P.O.BOX:92665
Principal	Matthew Edwards
Principal - Date appointed	9/1/2014
Language of instruction	English
Inspection dates	09 to 12 October 2017

Teachers / Support staff	
Number of teachers	113
Largest nationality group of teachers	UK/Ireland
Number of teaching assistants	32
Teacher-student ratio	1:13
Number of guidance counsellors	1
Teacher turnover	0%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	1503
Number of children in pre-kindergarten	0
Number of Emirati students	17
Number of students with SEND	38
Largest nationality group of students	Pakistani

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	IGCSE, IDCL, A, AS, BTEC
Accreditation	N/A
National Agenda benchmark tests	GL, IBT, ISA, CIE, CAT4, CEM, ALIS

School Journey for The Sheffield Private 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

The Sheffield Private School was inspected by DSIB from 9 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 principal and senior leaders' close teamwork and clear vision for improving the school have enabled improvement in many areas of the work of the school. Such improvement is most consistently evident in the improvement in post-16 student outcomes. Leadership has not secured consistent improvement in primary students' outcomes, nor in Islamic education and Arabic.

Students' achievement

Primary students' science progress is now very good, as is students' achievement in English and mathematics in secondary and post-16. In addition, in post-16, academic achievement is supported by very good learning skills. In this phase students typically act in partnership with their teachers, taking impressive responsibility for their own learning.

Students' personal and social development, and their innovation skills

Post-16 students demonstrate very good personal and social responsibility and innovation. These students voluntarily accept responsibility for younger peers in a range of school contexts. Their innovative output includes creative short film and IT presentations. In other phases, some students are happiness ambassadors, and primary students lead family fun days, but most lack the daily leadership opportunities provided in post-16.

Teaching and assessment

Very good teaching in post-16 very effectively supports students' outcomes. In other phases, good teaching also supports improving outcomes in particular subjects, but not yet in Islamic education and Arabic. The quality of teaching in the large primary phase, other than in science, lacks the consistency found in post-16.

Curriculum

The very good design of the curriculum at secondary and post-16 phases reflects school leaders' determined vision to offer all students wider routes to relevant qualifications as they prepare for the next stage of their education. The extended range of subjects, and levels at which they are offered, meets very effectively the needs of the increasing post-16 student roll.

The protection, care, guidance and support of students

The school's provision for the health and safety of all school users, and arrangements for child protection and safeguarding, continue to be outstanding. Good provision for students' care and support is matched by continuing effective support for students with special educational needs and disabilities (SEND).

What the school does best

- The improved outcomes in primary science, secondary and post-16 English and mathematics attainment and progress and post-16 science attainment, very good learning skills, and personal development.
- The very good teaching and curricular provision at secondary and post-16.
- The overall outstanding provision to ensure the health and safety of students, and their safeguarding and protection.
- The determined leadership leading to further improvement, notably in provision and outcomes for the growing number of students in post-16.

Key recommendations

- Improve students' attainment and progress in Islamic education and Arabic across the school by:
 - ensuring middle leaders accurately evaluate the quality of teaching, linking this explicitly to the quality of students' achievement
 - providing appropriate support and challenge to teachers to raise expectations, and improve teaching methods to match the best found elsewhere in the school.
- Improve the quality of teaching in the Foundation Stage, primary so that students benefit from consistently skilled teaching that matches the effective practice that already exists.
- Improve teachers' use of assessment to inform curricular adaptation in order to meet better the needs of all groups of students.
- Refine the process of observation of classroom teaching and learning to focus more sharply on the quality of students' attainment and progress lesson-by-lesson.

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	Weak	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 ↑	Good
Science 	Attainment	Good	Very good	Good	Good ↑
	Progress	Good	Very good ↑	Good	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	Good	Good	Good	Very good ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good	Very good ↑

3. Teaching and assessment

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

4. Curriculum

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

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	Good	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	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 in the National Agenda Parameter (N.A.P.), is below expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter.
- Leaders are fully committed to the National Agenda. Action planning includes continuing professional development among key strategies to continue meeting targets.
- The school analyses IBT and recent CAT4 data increasingly well to identify students' achievement gaps and for curricular adaptation to better accommodate students' learning styles.
- The curriculum aligns well to new TIMSS and PISA requirements. Subject skills and the National Agenda Parameter content are used to adapt these year groups' curriculum.
- Analyses of IBT and TIMSS/PISA assessment results are increasingly used to impact on teaching strategies, particularly in the development of critical thinking and enquiry-based learning in some subject areas.
- A majority of students are familiar with their National Agenda Parameter performance. This is enabling them to make choices which improve learning, particularly in their use of learning technologies for research.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Leaders and governors are aware of the achievements of the Emirati students in the school. They ensure that data and information on Emirati students' achievement is increasingly used to implement appropriate teaching strategies for these students.
- Learning opportunities such as school debating and peer support activities provide opportunities for Emirati students to develop the key skills of collaborative learning and critical thinking, and also leadership skills.
- The school has only recently received their Cat 4 results. This has limited the personalisation of the curriculum for all students including Emirati students. However, the well-developed curriculum pathways in secondary and post-16 support these students well.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- The moral education programme (MEP) is integrated into the curriculum as a stand-alone subject. It is taught in English.
- While some personalisation is evident, insecure knowledge about the nature of moral education and limited strategies for challenging students to think deeply limits teaching effectiveness.
- Students are keen to participate but learning is hindered by the lack of opportunity to explore moral issues and make real-life connections.
- Assessment processes are developing. Formative feedback variously focuses on concepts, behaviour and feelings.

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

Social Studies

- UAE social-studies is provided separately in Arabic and English across Years 2 to 9 and English in Year 10, and focuses on concepts and skills.
- Content knowledge and teaching varies from a focus on content and cross-curricula links to the provision of thought provoking challenges.
- Learning is inconsistent as a result of teaching inconsistencies. When challenged, students collaborate purposefully and think deeply and critically.
- Assessment strategies target concepts and skills, are comprehensive and are varied to meet the needs of different learners.

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

Innovation in Education

- Post-16 students regularly lead their own and peers' learning. In other phases programmes such as 'Let's Think' in English, foster critical thinking.
- Well-developed opportunities to use learning technologies enable students to make creative presentations. There are clear educational and social benefits from peer-to-peer interactions both within and beyond school.
- Innovative teaching and learning is best-developed post-16. In other phases it is not yet a consistent feature of students' daily learning experience.
- Innovative curriculum design is most pronounced at secondary and post-16 where flexible pathways into post-16 enable all students to experience regularly innovative learning.
- The school's established system of delegated leadership has resulted in students in post-16 benefitting from well-integrated, innovative learning experiences across their curriculum.

The school's 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

- The knowledge and understanding of most aspects of Islamic education are generally in line with the curriculum expectations. Although students' attainment levels are similar across the school, the skills of students in upper grades are less developed.
- Students' knowledge of Islamic values and morals is within the expected level. Most students demonstrate adequate knowledge of Seerah and key events in Islam. However, understanding and memorisation of the Holy Qur'an is weak.
- Overtime, most students are developing their knowledge and understanding at an adequate rate but there are no significant improvements in students' achievements, which remain similar to previous years.

For development

- Improve students' understanding of key Islamic concepts and principles.
- Improve students' knowledge and understanding 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, across the school demonstrate attainment levels that are broadly acceptable. However, notably attainment is less developed in the upper grades. When measured against students' starting points in learning, their rate of progress is acceptable.
- Most students' listening skills, are secure. However, their speaking skills are inconsistent across grades and phases. Reading comprehension is generally within the expected levels and literary analysis is underdeveloped, particularly in the upper grades. Overall writing skills are weak.
- Students' vocabulary acquisition is improving. However, the strategies to improve students' speaking and writing skills are not consistently effective.

For development

- Improve students' speaking skills to enable them to articulate their thoughts using extended sentences.
- Improve students' creative and extended writing skills across all phases of the school.

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

- Across the primary and secondary phases, most students are making acceptable rates of progress. However, the attainment levels of most students are below expectation for additional language skills acquisition.
- Students' vocabulary is very limited. Students find it difficult to decode and understand the meaning of what they read. Students' reading and writing skills indicate gaps in knowledge and understanding in both the primary and secondary phases.
- In lessons, most students make expected progress as per the lesson's objectives aligned with the expected school-based curriculum. Only a few make better progress.

For development

- Determine students' starting points of language acquisition to make more informed decisions about students' progress and attainment levels.
- Provide professional development for teachers on how to teach all aspects of the subject and monitor its effectiveness.

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

- Children in the Foundation Stage, listen carefully and develop speaking skills well. Primary students increasingly appreciate writers' craft and persuasive language. Secondary students hone debating skills and older students are able literary critics. Post-16 students present ideas persuasively orally and in writing.
- Post-16 students' English skills are roundly developed across reading, writing, speaking and listening. By the end of primary students write creatively and persuasively. Secondary students increasingly develop critical thinking through close reading of texts.
- Students across the phases increasingly develop their capacity for critical thinking, helped by programmes such as 'Let's Think'. By post-16 phase, students are intellectually curious, critical readers, and articulate speakers and writers.

For development

- Develop students' extended writing skills, especially in the primary phase.
- Promote and encourage the love and habit of reading widely for a range of purposes, particularly as students' progress through upper primary and into secondary phase.

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

- Students' attainment and progress are good in the Foundation Stage and the primary phase. Achievement is strongest at secondary and post-16 stages. Standards of attainment in external examinations at the secondary phase show a sustained and high levels of performance.
- Students in the primary phase have insufficient opportunities to use information technology to promote independent learning opportunities and consolidate their understanding of mathematical concepts, particularly number applications. Girls' achievements are stronger than boys'.

- Effective emphasis on mathematics in real life situations provides a meaningful and relevant context for students' mathematical learning. Emphasis on investigative activities provides effective opportunities for older students to explore mathematical concepts through discussion about problem-solving strategies.

For development

- Develop strategies to close the gap in the relative attainment and progress between boys and girls.

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

- Achievement in science across all phases is at least good, and in the primary phase it is very good. Although improving, a gap between the achievement of boys and girls remains, across all phases. Boys' achievement in secondary biology is weak.
- Although achievement in post-16 science is inconsistent over the past three years, it has improved. Current attainment and progress as observed in lessons are good, supported by effective planning and differentiation.
- The effective use of assessment data to improve students' skills in science has a positive impact on their achievement across the primary and secondary phases.

For development

- Address the gender gap in achievement in science.

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

- Students' learning skills are most consistently well-developed in post-16. Students in this phase collaborate very effectively on tasks and activities that promote critical thinking and require independent learning. Students spontaneously link their learning across subjects.
- In the Foundation Stage, children have positive attitudes and are motivated and eager to learn. They engage in activities and tasks and take increasing responsibility for their learning. Post-16 students' creative use of learning technologies supports their articulate presentation of information, argument and debate.
- In phases other than post-16, students' development of critical thinking is well-supported by lessons where teaching is stronger, particularly in primary science, and in secondary English and mathematics.

For development

- Develop, particularly in primary, students' critical thinking and the skills of independent learning.
- Increase opportunities for Innovation and enterprise across the Foundation Stage, primary and secondary phases.

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

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

- Across the school students demonstrate positive and responsible attitudes to their learning. This is best-developed in post-16 where students' self-reliance supports their leadership roles.
- Students behave well and relationships with teachers are built on mutual respect. In post-16, students relate to their teachers as partners in their learning and development. In the Foundation Stage, children increasingly appreciate the need to share and take turns.
- Most students understand the importance of safe and healthy living. Attendance is very good and students almost always arrive to school and lessons on time.

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

- Most students across the school demonstrate similar levels of understanding of Islamic values and how they shape life in the UAE.
- Most students have a strong knowledge and understanding of their own and world cultures. The school's multicultural and international community enables students to deepen their understanding global citizenship. Their knowledge of the UAE heritage and history is developing.
- The school's enhancement of its social studies programme is accelerating students' progress and raising their awareness of different cultures around the world.

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

- Post-16 students' whole-hearted volunteering actively channels their energy and creativity into social benefit for their peers in the school. Primary and secondary 'Happiness Ambassadors' proudly exemplify leadership opportunities in these phases. Students across the school have positive work ethics.
- Students' social responsibility and innovation skills are best-integrated in their daily learning experiences in post-16. In other phases of the school, such innovative learning occurs only in particular subjects. Well-planned leadership opportunities challenge primary students to plan whole school-community events.
- The school has successfully adapted the post-16 provision for this numerically small but growing cohort. Well-thought-out primary and secondary leadership opportunities are not yet supplemented by regular innovative classroom learning and leadership opportunities that involve all students.

For development

- Provide students in the Foundation Stage, primary and secondary phases with the consistently well-planned opportunities to take responsibility for their own learning.

3. Teaching and assessment

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

- Across the school most teachers demonstrate at least good subject knowledge. Professional understanding of effective learning is most consistently evident in post-16. Such secure knowledge and understanding supports planning of tasks and activities which are well-matched to most students' needs.
- In the most effective post-16 lessons, teachers' probing questions require students to extend their thinking. These strengths are present in other phases but characterise teaching in particular subjects, such as primary science. They are less consistently evident across other subjects of the phase.
- In the Kindergarten, most teachers have secure knowledge of how children learn. They plan interesting, integrated, learning environments which support progression and differentiation. Teacher interactions with children are warm, caring and often include effective questioning and dialogue. In the secondary phase, there are particular strengths in English, which offer consistent opportunities for critical thinking.

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

- Assessment processes, including data analysis, are mainly coherent and there is consistency in their application. In the Kindergarten, the comprehensive internal assessment processes are linked to the curriculum standards and enable teachers to monitor children's learning.
- The school is beginning to make effective use of recently published CAT4 data. Prior to that, assessment information from TIMSS/PISA and IBT have been used to adapt the curriculum, particularly for skills development.
- In the Kindergarten, observations and assessment data are analysed to identify 'next steps' and are used by teachers to plan for individual children as well as tracking progress over time. In the remaining phases, the use of CAT4 and other assessment information to personalise learning in the classroom, though beginning, is not fully implemented.

For development

- Consistently apply the effective teaching strategies in the school, across all subjects and phases.
- Robustly triangulate internal and external assessment data and compare it to National Agenda Parameter benchmark assessment information (including CAT4)
- Identify achievement gaps for all individuals and groups of students and rigorously monitor teachers' use of data to plan more effective lessons.

4. Curriculum

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

- Curriculum design and implementation is good in the Foundation Stage and primary phases. It is very good at secondary and post-16 level. This provision ensures students are very well prepared to make future choices and for entry into further and higher education.
- The smooth transition from one phase to another effectively promotes continuity in students' learning experience. Specific strengths are the attention given to cross curricular-themes within disciplines and planned references to practical applications in order to ensure relevance to learning.
- The systematic review of the curriculum enhances provision for students with SEND. The school modifies the curriculum for students with SEND in order to meet their specific needs. This is not strongly evident for the more gifted and talented students.

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

- The curriculum in all phases has been adapted effectively to provide a wide range of stimulating and varied learning experiences.
- The skills-based curriculum suitably promotes social interaction, critical thinking and creativity. The restructured option course programme and the introduction of a vocational studies framework effectively promote student motivation through greater relevance to their learning experiences.
- The introduction of moral education and adaptations to the social studies provision have a positive impact in promoting a deepening understanding of the values and the lifestyle of different cultures, particularly Emirati. The impact of the innovation strategy is more variable.

For development

- Provide opportunities within the curriculum for students in all phases to develop leadership skills.

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 care, protection and safeguarding of students remain highly effective and consistent. Provision is consistent and very strong across the school. In the Kindergarten, classrooms and outdoor areas are safe and clean and children are well supervised at all times.
- Rigorous policies and procedures ensure a high level of student safeguarding and protection and are fully understood by all concerned. Record keeping is well organised and updated.
- School premises and facilities provide a safe physical environment that meets the needs of all students. Elevator and ramps enable easy access. The medical staff, the health and safety and P.E department effectively promote a healthy life style among students.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good	Good	Good	Good

- Mutual care, support, respect, and courtesy towards all are characteristics of the well-developed relationships in the school. Effective systems for positive behaviour management and for the promotion of good attendance and punctuality are understood and implemented by all.
- Identification of and support for students with varying levels of skills and abilities is effective. In lessons some teachers modify learning opportunities for students with SEND. Such skilful differentiation is not consistently evident across the school.
- Effective personal guidance and support is provided by a range of care personnel in the school. Work placement, internships and an effective career self-analysis tool enable students to make the best decisions for the next phase of their education.

For development

- Provide professional development for teachers to enable them to meet the needs of students with challenging learning needs across all phases.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- An inclusion champion and an inclusion governor have been appointed as part of the school's inclusion agenda. Work to implement the Inclusion Education Plan is in its early stages. The work of the SENCO is efficient and reliable.
- The SEND team use a variety of interventions well-matched to individual students' needs. These include both in-class support and 1:1 support in the newly-opened resource room.
- The school has developed positive and reassuring partnerships with parents of students with SEND.
- In lessons teachers modify the learning opportunities for students with SEND, ensuring students' progress. Accurate differentiation is not evident in all subjects and year groups.
- A range of student assessment, progress records and students' work indicates that the majority of students are making at least good progress.

For development

- Provide accurately differentiated work in all lessons for all students with SEND.

6. Leadership and management

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

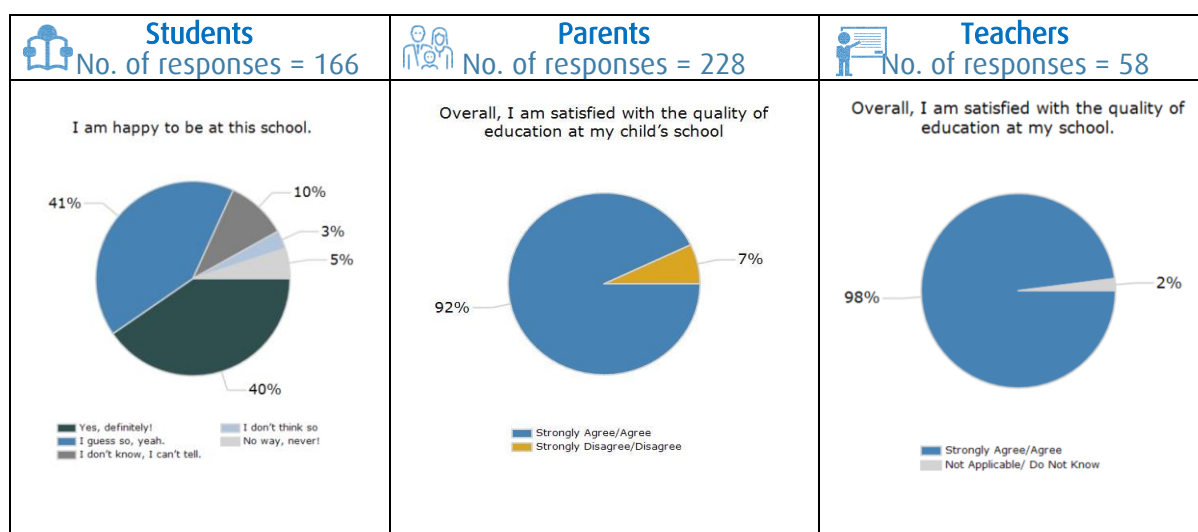
- School leaders' strategic leadership of curriculum development and teaching and learning are improving outcomes for post-16 students. Most middle leaders' good understanding of effective teaching is improving outcomes in particular primary and secondary subjects. School leaders at all levels have not effected measurable improvement in Islamic education and Arabic but have been more successful in improving progress made by students in primary science.
- Systematic approaches characterise school self-evaluation. Appropriate attention to internal and external data identifies areas of strength and for development. Resultant development plans with relevant priorities and measurable success criteria are well implemented. Leaders at all levels regularly sample teaching and learning through learning walks and classroom observation. These processes have improved most consistently for provision and outcomes for post-16 students.
- Clear communication of key information, including reports on students' attainment and progress, involves parents well as partners in their children's learning. Workshops and other information sessions support parents' understanding of curricular development and changes in teachers' practice. Parental views on the work of the school are periodically sought.
- The governing body includes parental representation, as well as professional educationalists. Governors' detailed understanding of the work of the school informs well-developed systems that hold school leaders accountable for school improvement. Governors' support for school developments have contributed to improvements in provision and outcomes for post-16 students. Governance has been less effective in supporting improvement in Islamic education and Arabic.
- Management of the day-to-day life of the school is efficient. Staff are appropriately deployed to implement UAE and school priorities. Teachers benefit from regular professional development linked to school priorities. Facilities are suitably upgraded to support curricular development such as BTEC. Some areas of the school such as the library are under-used to support student learning and development.

For development

- Strengthen the dialogue with parents about school improvement.
- Governors should focus on improving Islamic education and Arabic provision and outcomes and maximise support for Arabic and English reading development.

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	Almost all students who responded to the survey, agree teachers are helpful and supportive of their learning, and that school is well led. Extra-curricular activities and opportunities to develop leadership skills were features students wanted more of. Inspection findings confirmed that these features are best developed in post-16 phase.
 Parents	Parents' responses to the surveys are positive overall. Almost all are satisfied with overall quality of education and health and safety. 1 in 6 do not agree that the school deals well with bullying. Most parents, agree the school encourages students to be innovative and curious.
 Teachers	Teachers' responses to the survey are overwhelmingly positive. Almost all agree strongly with all questions. There is less certainty about effective support for students with SEND.

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