

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

Inspection Report 2018-2019

The Sheffield Private School

11 YEARS OF INSPECTIONS

Good

Curriculum
UK



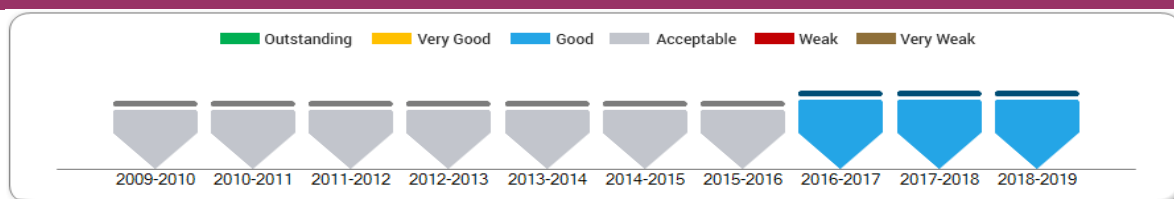
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School Information

General Information	Location	Al Qusais
	Opening year of School	2004
	Website	www.sheffield-school.com
	Telephone	0097142678444
	Principal	Matthew Edwards
	Principal - Date appointed	4/15/2015
	Language of Instruction	English
	Inspection Dates:	12 to 15 November 2018
Students	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1-Year 13
	Number of students on roll	1480
	Number of Emirati students	20
	Number of students of determination	47
	Largest nationality group of students	Indian
Teachers	Number of teachers	114
	Largest nationality group of teachers	UK/Ireland
	Number of teaching assistants	37
	Teacher-student ratio	1:13
	Number of guidance counsellors	1
	Teacher turnover	20%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	Click here to enter text.IGCSE, A, A/S, BTEC, ICDL
	Accreditation	N/A
	National Agenda Benchmark Tests	IBT, GL, ISA, CAT4

School Journey for The Sheffield Private 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

- The school has maintained high levels of student attainment in UK curriculum tests and examinations in English, mathematics and science. Improving literacy practices are helping students to make good progress in Arabic in the primary phase, but less so in Secondary. Students are increasingly developing independent learning skills to improve achievement but apply these inconsistently in the earlier years.
- The school is a very safe and caring environment for students to flourish in. Constructive relationships abound, and this has a positive impact on students' personal and social development.

Provision for learners

- Teaching and assessment are very good in Post-16 and good in the rest of the phases. Most teachers make effective use of the available resources to plan interesting lessons that motivate students. They are increasingly making use of data analyses to personalise learning.
- The schools' recent curriculum modifications, part of many inclusive strategies, provide very good learning opportunities for students to improve their literacy skills. Teachers generally have very good subject knowledge and plan a variety of interesting lessons.
- Health and safety procedures ensure students are safe at all times. Staff receive regular training on child protection processes, and record keeping is excellent. Barriers to effective learning for students of determination are identified, and appropriate support is provided.

Leadership and management

- The governors and the principal share a vision to create strong leadership at all levels. As a result, all leaders share a strategic and inclusive direction for the school and show very good capacity to improve further. They increasingly engage and involve parents to improve learning and promote the future development of the school. The processes for self-evaluation and monitoring of teaching and learning continue to develop.

What the School does Best:

- The curriculum standards in secondary English, mathematics and science for most students and for almost all students in post-16 English and mathematics
- The positive partnerships with parents and their impact on students' personal and social development
- The outstanding provision for the health, safety and care of students
- Recent curriculum changes to provide very good learning opportunities to meet the needs of all students
- The strong leadership at all levels that shares a strategic and inclusive direction for the school and provides very good capacity to improve further.

Key Recommendations:

- Improve attainment and progress in Arabic and Islamic education by:
 - adapting the strategies that are improving Arabic provision in the primary phase to improve student attainment in Secondary
 - using more relevant curriculum challenges that are linked to the Ministry of Education (MoE) standards in Islamic education.
- Teachers should use highly effective strategies more consistently to meet the needs of all students, especially in the Foundation Stage (FS) and primary phase.
- Leaders and governors should improve the processes of self-evaluation to ensure that monitoring of provision is evaluated more accurately by its impact on students' academic achievement.

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	Good ↑	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable ↑	Weak	Not applicable
	Progress	Not applicable	Good ↑	Weak ↓	Not applicable
 English	Attainment	Good	Good	Very good	Outstanding ↑
	Progress	Good	Good	Very good	Outstanding ↑
 Mathematics	Attainment	Good	Good	Very good	Outstanding ↑
	Progress	Good	Good	Very good	Outstanding ↑
 Science	Attainment	Good	Good ↓	Very good ↑	Good
	Progress	Good	Good ↓	Very good ↑	Very good ↑
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		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 ↑	Very good ↑	Outstanding ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Outstanding ↑

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

The effectiveness of leadership			Very good ↑	
School self-evaluation and improvement planning			Good	
Parents and the community			Very good ↑	
Governance			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 Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

meets expectations

- Students exceeded their targets in all subjects, and at all years, in the TIMSS, PISA and PIRLS international assessments. The outcomes of these tests are all at the high international benchmark level. However, the outcomes from the GL Progress Test benchmarks do not reflect the same high standards, for a number of reasons, of which the school are aware and are working hard to rectify.

Impact of Leadership

meets expectations

- Leaders, at all levels within the school, have a real understanding of the need to use all the assessment data to highlight areas of under-achievement in students' performance. As a consequence, all departments have put into place strategic action plans that focus on any areas of weakness.

Impact of Learning

meets expectations

- The need to focus on critical thinking in lessons is a key priority for the school. As such, there is a strong emphasis on giving students the opportunity to predict, test and evaluate problems. Similarly, there is an increasingly focussed approach to reasoning and getting students to justify all their work.

Overall, the school's progression to achieve its UAE National Agenda targets meets expectations.

For Development:

- Ensure students receive appropriate preparation to equip them with the skills they need to demonstrate their true potential in the NAP benchmark tests.
- Increase the opportunities for all year groups, especially in primary, to use technology to research topics and link their subject knowledge to its application in the real world.

Reading Across the Curriculum

- There are signs of improvement in students' achievement in reading across the curriculum, especially in the FS and secondary phase.
- Students' skill, understanding and confidence in the use of reading strategies are developing as a result of increased curriculum opportunities for reading.
- The school library programme to promote reading for learning and enjoyment is not fully implemented.
- The school is fully committed to the whole-school development of reading across the curriculum and is resourcing the scheme appropriately. Its purpose and visibility are not consistently understood and embedded into whole-school systems.

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

For Development:

- Extend the good practices already in place to embed daily teaching and learning activities that inspire and promote reading as an enjoyable and a life-long skill.

UAE Social Studies

- Skilful, well-led curriculum adaptation ensures progressive learning opportunities for Arabic across all phases of the school.
- Students in secondary engage well with critical reading for information. Primary students are less engaged by teacher-led lessons that limit independent learning.
- Attainment is in line with curriculum standards as students acquire basic understanding in social, economic and cultural contexts.
- Progress is acceptable across the primary and secondary phases. It is increasingly supported by additional learning experiences of authentic Emirati culture.

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

Innovation

- The school is increasing its focus on developing learning and investigative skills. This is not always successful. For example, students inconsistently apply their knowledge and understanding to investigations in primary science classes.
- Students are enthusiastic about their leadership in creative, entrepreneurial and environmental activities. Trips, sporting competitions and fund-raising initiatives for charities enhance their personal and academic development.
- Most teachers provide opportunities for students to use their own technology devices and have modified their lessons to facilitate research and critical thinking.
- The school has developed a series of curriculum projects to promote students' entrepreneurial and leadership skills, such as the 'Social Enterprise Fair' and the 'Service Learning Programme'.
- All staff receive support and training from leaders and governors to become effective with a range of educational applications and learning technologies.

The school's promotion of a culture of innovation is developing.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In Primary, most students demonstrate age-appropriate knowledge and understanding of Islamic concepts such as ablution, performance of prayer and the pillars of Islam. Fewer students in Secondary can justify facts with critical understanding as stated in the Holy Qur'an and Hadeeth.
- Students demonstrate developed analytical skills in areas of faith and Islamic values. Implementation of critical thinking skills that are linked to what they have learnt in their daily lives is less developed.
- Improved learning in Primary and Secondary is reflected by better progress in the understanding of Islamic etiquette and values. The understanding of how to recite verses from the Holy Qur'an accurately is underdeveloped. There are good cross-curricular links with other subjects, and this helps students make connections to Islamic features in their everyday lives.

For Development:

- Implement effective critical thinking activities in everyday learning, especially in applying new understanding to real life applications.

Arabic as a First Language

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

- Since the last inspection, teaching has accelerated progress in Primary because accurate assessments of students' starting points have informed lesson planning. This has not had a positive impact in Secondary.
- Listening skills are the most developed across all phases. This is particularly so in Primary where most students also develop good reading and speaking skills. In Secondary and Post-16, students improve their use of standard Arabic, but they lack the confidence to speak more regularly for extended periods of time.
- Listening, responding and writing skills are improving in Primary, and comprehension of Arabic texts is improving in the secondary grades. Lessons are inconsistently challenging, especially as they offer too few opportunities for students to develop their creative writing skills.

For Development:

- Provide more opportunities for students to speak and write independently using appropriate language skills and tasks linked to the MoE standards.
- Accelerate progress by ensuring that teachers raise their expectations of what students are capable of in developing their skills of speaking, reading and extended writing.

Arabic as an Additional Language

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

- Primary students' written work is at an acceptable level and indicates stronger progress than the development shown by their secondary peers. Primary students make the strongest progress because teachers plan for continuity in learning in relation to prior achievement.
- Listening skills across all year groups are underdeveloped as a result of the limited exposure students have to Arabic. They are only able to answer questions based on very short conversations. The writing and reading skills of the older students are limited to familiar texts that are below age-related expectations.
- Primary students make better progress in developing their reading comprehension and writing skills because assessment criteria are aligned to the English curriculum standards. Slower progress is evident in creative writing and extended speaking across both phases.

For Development:

- Raise teachers' expectations of what students can achieve and provide more engaging lessons to improve creative thinking and writing.
- Further develop links with the teaching of English to provide more opportunities for students to speak and write independently.

English

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

- Secondary and post-16 students' very high achievement, driven by their progressive development of critical reading and extended writing skills, is not consistently matched by primary students' achievement. FS children's emerging literacy is evident in their early recognition of letters of the alphabet.
- Across the school, students consistently develop speaking skills that culminate in powerful debate and advocacy in Secondary and Post-16. These skills also support age-appropriate writing in all phases. Critical reading skills for research, enquiry and problem solving are underdeveloped, particularly in the primary phase.
- The teaching of reading strategies to support students' critical and enquiring reading of unfamiliar texts and contexts is at an early stage of development. Students, particularly in Primary, do not consistently or effectively use these strategies.

For Development:

- Improve students' critical engagement with unfamiliar fiction and non-fiction texts and problem-solving contexts in both Primary and Secondary.

Mathematics

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

- As students advance through the school, their levels of attainment and progress improve considerably, leading to highly successful outcomes at IGCSE and A level. A critical aspect of these achievements is the understanding of mathematical language, terminology and logic.
- The main area of weakness, particularly for the younger students, is problem solving, where slower language development affects their understanding. A key strength in mathematics amongst the older students is the ability to apply their understanding to the real world, especially within the context of Dubai.
- In upper Secondary and at Post-16, the use of technology enhances opportunities for enquiry and research. A strengthening area of provision, particularly in the earlier years, is in the use of number, which is promoted by a greater focus on mental mathematics.

For Development:

- Develop mathematical language skills to enable greater comprehension and selection of mathematical operations when applied to problem solving, particularly in the lower classes.

Science

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

- Progress in lessons is accelerated when students are asked to recall scientific facts they have learnt. The application of this knowledge in independent investigations and research is not consistently successful in some primary classes.
- Students perform very well on tests of their scientific knowledge and understanding at the end of Primary and Secondary. In some year groups, progress is limited because students are not consistently challenged beyond age-related expectations.
- Students enjoy experimenting, researching and solving problems. Progress is better when opportunities are provided to test out hypotheses and analyse results before reaching conclusions.

For Development:

- Expect all students to apply their knowledge and understanding independently to carry out research, conduct investigations, form hypotheses and test them to draw conclusions.

Learning Skills

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

- Students are keen and enthusiastic learners in most lessons. They know their strengths, and in most year groups, they take increasing responsibility for their learning, especially in Secondary and Post-16.
- Students work well together in a range of different learning situations. Their increasingly mature attitudes mean they share ideas, interact with each other and collaborate when asked.
- Critical thinking, enquiry skills, research and the use of learning technology are good features of student learning, particularly for the older year groups.

For Development:

- Provide more opportunities for students to take charge of their own learning in FS and Primary, by allowing more scope for independent learning, enquiry, research and experimentation.

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

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

- Students have positive and mature attitudes across the school. They are independent and respond very well to critical feedback. They have very good self-control and relate effectively within groups by working together to settle differences. This is especially impressive in the FS. Bullying is rare and students are increasingly aware of how to address it successfully.
- Students' very positive behaviour is a strong feature of this harmonious school. Post-16 students readily take on additional responsibilities, such as working alongside students of determination.
- Students show a positive awareness of safe and healthy lifestyles. They usually make wise choices about their own health and safety and participate in activities promoting safe and healthy life styles. Students' positivity is evident in their eagerness to come to school.

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

- Students have a clear appreciation of Islamic values. They understand the relevance of these and their impact on everyday life in the UAE. Students understand and appreciate the values of honesty, respect for women, and tolerance. They are able to provide a variety of examples of how these values influence people's lives.
- Students are well aware of Emirati heritage and culture. Particularly at Post-16, they can talk in detail about important events in the history of the UAE. They describe some of the main sporting activities in the UAE, such as camel and horse racing and falconry. In addition, they have good knowledge of local food and traditional clothes.
- Students in all phases have good knowledge and clear understanding of their own culture and respect for the other cultures of their peers. Their knowledge and understanding of other cultures of the wider world, particularly Arab cultures in different countries, are less developed.

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

- The development of social responsibility and innovation skills are very strong in all phases. Older students are excellent role models to younger students. They demonstrate responsible contributions to every-day school life, such as reading with younger students and taking part in voluntary work in the wider community.
- Students have a very positive attitude to their studies. Their participation in internal and external competitions makes them confident and enterprising. Their well-planned projects and enterprise activities add significantly to their personal, social and academic development.
- Students' awareness of environmental issues is a very good feature of school life. Their involvement in projects to improve their environment makes them very aware of the importance of conserving, protecting and improving the environment.

For Development:

- Increase students' participation in national and international events to further develop their understanding of world cultures.

3. Teaching and assessment

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

- Subject knowledge is effectively applied in most lessons and is strongest in post-16 subjects. It is less strong when teachers do not use relevant age-related, curriculum standards to challenge students to achieve their full potential. Most teachers recognise the role that independent learning techniques, investigations and critical thinking have in improving students' learning.
- Lessons are planned well. They are interesting and use a range of exciting resources. Teachers know their students well and use strategies to motivate and engage them. Often, especially in Primary, tasks are not varied enough to provide the correct level of personal challenge for all students.
- Student-teacher interactions are very positive. In some of the lower classes, teachers' talk dominates the early parts of lessons. This limits the amount of time for independent learning that the school is keenly trying to promote. Sometimes, this also restricts the time for a review of learning at the end of the lesson.

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

- Assessment processes in lessons are consistently applied across the school and effectively support learning. At Post-16, they are stronger because teachers expertly personalise the learning to match student capacity. Assessment is linked to the curriculum standards but is not always closely aligned to other national and international requirements.
- Student achievement data are now more closely analysed and correlated to international benchmarks. This evidence is driving departmental action plans that focus curriculum modifications on targeting gaps in learning.
- The frequency of the use of data to inform teachers' planning is beginning to lead to improvements in the way teachers personalise learning. It is more effective when it is the result of accurate tracking of individual and group progress.

For Development:

- Collate and analyse all elements of internal and external data to identify the impact of teaching on learning.
- Improve the effectiveness of the use of data to inform lesson planning in all year groups, using the full range of age-related curriculum standards.

4. Curriculum

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

- Post-16 students access well designed personalised learning opportunities. The wide range of courses prepares them very well for further study, training or employment. In all phases, curriculum design emphasises intellectual skill development alongside the acquisition of knowledge and understanding.
- Very carefully designed, progressive cross-curricular learning in Primary compliments the whole-school focus on developing reading literacy across the curriculum. The new focus on phonics in FS and early Primary further supports the effective continuity and progression in learning.
- An ambitious vision for every learner's personal, intellectual and academic development informs these judicious curriculum improvements. Innovations help improve students' personal development and social responsibility. Regular curriculum reviews ensure responsive and proactive improvements, which are closely aligned to National and Emirate priorities.
- Moral education is integrated in children's learning in FS and in stand-alone lessons during one period per week across all years in Primary, Secondary and Post-16.

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

- The school has developed a thorough system to modify the curriculum to meet the needs of almost all groups of students. Subject leaders adapt curriculum plans to ensure literacy and numeracy skills are developed beyond the classroom. This is less consistently effective in Primary, especially in Arabic and Islamic education.
- The school has enriched its curriculum to increase learning opportunities for creativity, enterprise and social contribution. Leadership skills and self-initiated projects that promote personal and academic development are particularly evident in Post-16.
- Cross-curricular learning experiences are integrated into lessons to ensure that students develop a clearer understanding and knowledge of the UAE's values, culture and society. Motivation and learning improve where students have opportunities for discussion and debate, through practical and creative learning.

For Development:

- Ensure the curriculum is further enriched to provide learning pathways that give students opportunities to work together to become critical thinkers and ask searching questions.

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

- There are rigorous procedures for the safeguarding of students, including child protection. All members of the learning community are aware of these. The school is highly effective in protecting students from abuse, including bullying and cyber-bullying.
- The school consistently provides a fully safe, hygienic and secure environment for students and staff. Safety checks are frequent and effective. Supervision of students is exceptionally capable at all times. Buildings and equipment are maintained in excellent condition.
- The school keeps very reliable records, including those of any incidents, and staff follow-up any issues immediately. The premises and facilities provide an excellent physical environment, meeting the learning needs of all. The school successfully promotes safe and healthy life styles.

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

- Staff and students have developed very positive and respectful relationships that are conducive to learning. Effective systems to reward positive behaviour, attendance and punctuality are in place. The ethos for inclusivity is rapidly developing and is helping students achieve their potential in both the personal and academic areas, especially at Post-16.
- There are thorough systems to identify students of determination and for those with gifts and talents. A well-developed system of provision ensures that these students are well catered for and provided with individual support. This is less embedded in FS and Primary.
- Older students receive effective advice and guidance about their future career choices. Higher education pathways are aligned with their personal aspirations. The well-being of all students is carefully monitored through effective collaboration amongst staff, parents and students.

For Development:

- Strengthen the system of identification to ensure students' needs are rigorously identified and supported, especially at an early stage.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- All leaders work to embed an inclusive ethos, which is evident in both the school policies and practices. The role of the inclusion team is pivotal and is improving whole-school provision and support, especially in Secondary and Post-16.
- The school implements appropriate systems to identify students. Interventions are timely and generally match specific individual needs. More rigorous procedures are required to ensure that specialist staff and subject teachers develop a more secure understanding of some of the barriers to students' learning.
- The inclusion team keeps parents well informed about their children's progress through the use of innovative communication systems. The school consistently involves parents in the education of their children and provides them with effective guidance and updated information about individual targets.
- Curriculum planning is appropriately modified to engage students in meaningful ways. Modifications and personal support are consistently applied to help students meet curricular objectives. Adaptations are less effective in promoting the acquisition of key personal learning skills in the FS and Primary.
- Assessment procedures are carried out to ensure that students' progress is appropriate. Tracking, monitoring and evaluation tools are consistently used to record these improvements in most subject areas. For younger students, progress is measured against curricular standards rather than against their individual needs and skills.

For Development:

- Ensure consistency in the support provided to students across all phases.
- Monitor the impact of identification procedures and interventions to reduce all barriers to learning.

6. Leadership and management

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

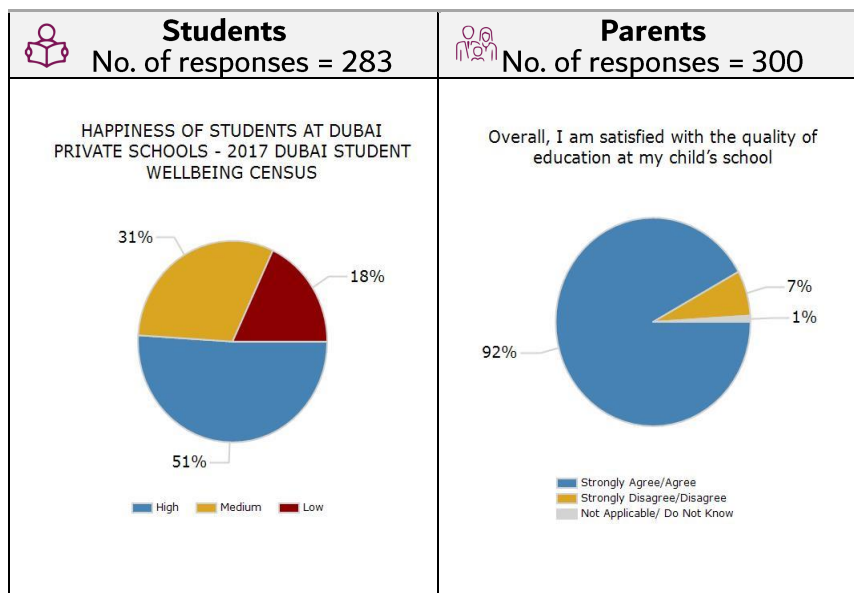
- The principal successfully encourages devolved leadership across the school. There is a conscious drive to develop inclusion strategies, the quality of teaching and learning and literacy across the school. Leaders maintain high levels of student attainment in external examinations, while greatly enhancing students' personal and social development.
- School leaders regularly analyse and compare a range of evidence in relation to students' performance and their achievements. Development plans do not fully prioritise and rationalise what needs to be achieved. Leaders are working to maximise the potential of the self-evaluation process to enable them to measure the impact of their actions more accurately.
- There is regular, high quality communication with parents, and they have a developing understanding of how well their children are performing against appropriate curriculum standards. Parents and members of the local community are increasingly involved in school information workshops and future school plans to support students' learning.
- The governing board supports and challenges leaders through meetings, analysis of attainment data and inputs from the board's academic advisers. They seek parental views and have played a critical role in the further deployment of key leaders. They are working to ensure that the school self-evaluation documents provide a more accurate evaluation of the impact of school improvement plans.
- The day-to-day management of the school is well organised. The majority of teachers have appropriate subject and pedagogical knowledge. A programme of professional development is delivered on a weekly basis and expertly targets school priorities. A wide range of instructional and digital resources is available throughout the school to enhance learning.

For Development:

- Refine leaders' and governors' approach to self-evaluation and improvement planning to include a more precise and detailed focus on students' achievement.
- Provide parents with more in-depth information about their children's achievements across all internal, national and international standards.

The Views of Parents and Senior Students

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



 Students	A significant number of the students who responded to the Dubai Student Wellbeing census say they have strong friendship groups in school. They believe they work hard and have a positive academic self-esteem. Their working day is enhanced by the positive relationships with their teachers. Compared to their Dubai peers, they have slightly higher indicators of anxiety.
 Parents	Almost all the parents who responded to the questionnaire are satisfied with the education the school provides. They feel they are communicated with positively and regularly and that their views count. Those with students of determination welcome the support and advice given. They believe their children enjoy school and work hard. Inspection findings agree with a small number of parents who require more information on their children's achievements and more advice on how to improve their Arabic learning experiences.

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