



المعرفة
Knowledge



AL DIYAFAH HIGH SCHOOL L.L.C

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
Focus Areas	8
Main Inspection Report	12
WHAT HAPPENS NEXT?	22



SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Nahda
	Opening year of school	1982
	Website	www.diyafah.com
	Telephone	97142671115
	Principal	NEETHA SHETTY
	Principal - date appointed	1/3/2020
	Language of instruction	English,Arabic
	Inspection dates	02 to 06 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1714
	Number of Emirati students	0
	Number of students of determination	50
	Largest nationality group of students	Indian



TEACHERS

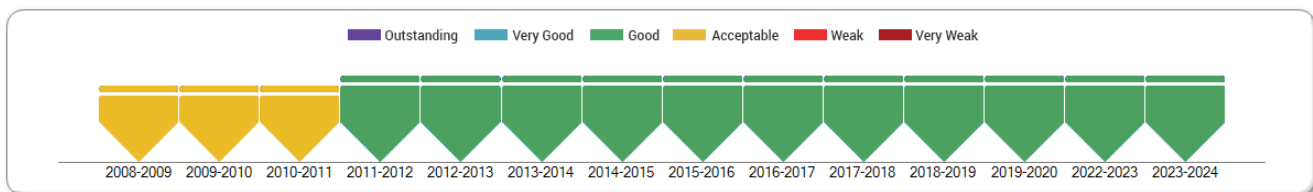
	Number of teachers	121
	Largest nationality group of teachers	Indian
	Number of teaching assistants	19
	Number of guidance counsellors	6



CURRICULUM

	curriculum	UK
	External Curriculum Examinations	GCSE, iGCSE, A-Level
	Accreditation	none

School Journey for AL DIYAFAH HIGH SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Achievement in Islamic Education has improved in Primary and at Post-16. In the Foundation Stage (FS), children make better than expected progress in literacy. In other subject's students' achievement is at least good with the exception of Arabic, an additional language, which is now of an acceptable standard. Learning skills are strong and students in the upper school communicate their ideas with confidence.
- Across the school students demonstrate very positive and responsible attitudes towards their learning and to each other. They are aware of the needs of others and express genuine concern for one another. Students have a very good understanding and appreciation of Emirati heritage and culture. Their awareness of world cultures is more evident in the higher phases. Students in Post-16 are developing strong entrepreneurial and innovation skills.

Provision For learners

- Overall, teaching is most effective at Post-16 where teachers' specialist subject knowledge is used effectively. Most teachers are skilled and creative when using digital technologies and resources. In most phases, internal assessment processes provide valid and reliable information, about students' progress in relation to the curriculum standards. However, in FS assessment practices do not give clear enough guidance on children's next steps in learning.
- The curriculum has a clear rationale and fulfils the requirements of the National Curriculum of England (NCfE) and the Ministry of Education (MoE). Students are provided with opportunities to foster innovation, creativity and social contribution. Curriculum provision includes a variety of extra-curricular activities and is successful in promoting students' knowledge, understanding and appreciation of the heritage of the UAE. Meeting the curriculum needs of all students is developing.
- Rigorous procedures for the safeguarding and protection of students are implemented throughout the school. Buildings and equipment are maintained to a high standard with a very well-organised maintenance programme. The school's medical staff support health and wellbeing through various, whole-school initiatives. The school counselling and guidance services provide support to all students, particularly those in post-16.

Leadership and management

- School leaders provide effective leadership of teaching and learning in the school. They have created a shared vision based on the establishment of a positive learning culture. Parents are very supportive of the school, and of the positive and safe learning environment, which it provides for their children. The governing board holds school leaders accountable for the quality of the school's performance and is a constructive and critical friend.

Highlights of the school:

- The quality of care and guidance for students across the school
- Positive and trusting relationships between students and their teachers
- The positive, well-informed and meaningful roles that parents have within the school community
- The welcoming, inclusive and safe atmosphere that permeates the school

Key recommendations:

- Ensure that the large amount of assessment information available to teachers is used to impact directly on how lessons are planned and taught.
- Make certain that teaching strategies and plans focus on the development of students' critical thinking, problem-solving and independent learning skills.
- Develop the library as a reading hub for all learners across the school.











OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Good ↑
	Progress	Not applicable	Good ↑	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable	Acceptable ↑	Not applicable
 English	Attainment	Good	Very good	Very good	Very good
	Progress	Good	Good	Very good	Very good
 Mathematics	Attainment	Good	Very good	Very good	Very good
	Progress	Good	Very good ↑	Very good	Very good
 Science	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Very good

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

02 Students' personal and social development, and their innovation skills

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

03 Teaching and assessment

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

04 Curriculum

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

05 The protection, care, guidance and support of students

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

06 Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Agenda Parameter

Focus Areas

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
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- Not Applicable

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Not applicable

- The school's PIRLS score in 2016 was 582. On the basis of this, the school's PIRLS target for 2021 was set at 592. The PIRLS score for 2021 was 575 and therefore, it failed to meet its target. Although the school did not meet the target, it remains in the high range and is therefore, good.

C. Leadership: International and Emirati Achievement	Good	
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- The school pays particular attention to students' results in the international tests and NAP assessments. Each of the English, mathematics and science departments do their own analyses to identify students' strengths and where there are gaps in either curriculum content or skills. The school recognises that there needs to be more rigorous monitoring of classroom practice to ensure that this differentiated planning is put actively into practice.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Not applicable

- The school's leadership team has prioritised the development of reading skills in all areas of the curriculum. They have equipped teachers with details of the reading levels of all individual students. However, this information is not being used consistently enough by teachers in the planning and delivery of their lessons. In the best instances, lesson planning and teaching includes a focus on key subject-specific vocabulary.

Overall school standards in the National Agenda Parameter are: good

For Development:

- Make sure that gaps in subject skills and content are addressed and monitored more rigorously and, ensure that teachers make full use of assessment information to cater for the range of student ability.
- Ensure that all teachers make effective use of the reading levels of students to help them to improve their literacy skills.



Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a Good level

- Wellbeing is a high priority for the school. It is driven by strong leadership and supported by the counsellor and an experienced wellbeing committee. The committee meets weekly to monitor and review student and staff wellbeing. Analyses of survey data and regular feedback informs interventions. However, the collection of student, parent and staff wellbeing information is too infrequent to support the identification of individuals with less obvious needs.
- Communication is strong between the school, parents, and teachers. The school's care and support systems monitor their wellbeing and offers counselling to those in need. New teachers are supported through a buddy system, professional development and access to senior management if they should need to. Staff, students, and parents feel well-cared for and part of a wider school family. Many initiatives are planned, but their purpose and how they support the development of wellbeing, does not always inform future planning.
- The moral, social and cultural studies (MSCS) curriculum and timetabled initiatives focus on a monthly theme encouraging students to monitor and enhance their own wellbeing and that of others. Students are supported in a safe and secure environment to talk about their own emotions. Staff are approachable and foster positive relationships. While school documents state that wellbeing is integrated into all lessons, it is rarely seen outside of dedicated lessons and is not referred to in lesson planning.

For Development:

- Implement a more structured wellbeing curriculum to guide initiatives.
- Ensure all students have a secure understanding of their own wellbeing and are equipped with appropriate strategies to manage and develop their wellbeing needs.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural (MSCS) education framework. Social studies and moral education are taught to all students from Years 2 to 13 for one lesson of 45 minutes each week. Lessons cover the curriculum standards effectively and are fully integrated with other subjects across the curriculum.
- All students learn about the culture and traditions of the UAE. Students engage in project-based inquiry to develop their critical thinking skills. Older students participate in discussions about contemporary issues and apply their understanding to everyday situations. Younger children learn about topics for instance, welfare and environmental issues. The school has effective systems in place to assess and evaluate students' progress.

Arabic in Early Years

- In FS and Year 1, children follow the MoE Arabic curriculum. In FS1 they learn for 45 minutes each week, by singing and colouring letters. The main focus is on developing children' speaking skills. In FS2, students continue to learn for 45 minutes per week and they learn about letters and sounds. The children enjoy singing the National Anthem of the UAE and they can identify the names of the different Emirates. In Year 1, Arabic has a time allocation of 90 minutes each week and children are taught to words and to speak short sentences. Assessment strategies focus on speaking skills.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In lessons and in class-related work, the majority of students in Primary and at Post-16 demonstrate levels of knowledge of Islamic principles which are above the curriculum standards. Secondary students' achievement is not at this level. The department's internal assessment data overstates students' achievement levels.
- In Primary, students demonstrate solid knowledge and understanding of Islamic values, morals, and the Pillars of Islam. At Post-16 most students are able to investigate the strategies used by the Prophet Mohammed (PBUH) to strengthen social relationships.
- Students make steady progress in their understanding of Islamic history and Seerah, but progress is slower when students are using appropriate references from the Holy Qur'an, Hadeeth, and Seerah to justify their opinions in discussions.

For Development:

- Improve students' Holy Qur'anic memorisation and recitation skills and ensure that they understand the meanings of the verses they recite.
- Improve students' skills in using appropriate references from the Holy Qur'an, Hadeeth, and Seerah to justify their opinions in discussions and debates.

ARABIC AS A FIRST LANGUAGE

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

- Students in Primary can recognise and blend new letters, as well as read and write simple words. Students in the upper years are able to express their views on a variety of topics. However, students demonstrate less proficiency in applying standard Arabic in speaking and, in writing about unfamiliar topics.
- Most students analyse literary text and connect ideas. However, only a small number of students produce coherent written summaries using accurate punctuation. Although students are able to follow the basic rules of grammar, they lack confidence in applying it to extended writing and speaking.
- Extensive professional training for teachers is having an impact on students' outcomes and especially with their writing. The recently assigned governor for Arabic, is a positive development for the school, and is supporting the quality of training provided for teachers.

For Development:

- Enhance students' speaking and writing skills across the school.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in upper Primary and Secondary are able to engage in simple conversations within a given context. In lower Primary, students are familiar with the alphabet, including short and long vowels, but their levels of dialogue are more limited.
- Most students are able to understand and follow simple questions and instructions. However, limited vocabulary impedes their ability to communicate fully except in familiar contexts. Although reading skills are adequate, students' comprehension skills are underdeveloped.
- The new head of department's coaching role with teachers of Arabic is having a positive impact on students' learning. Students are now enjoying sharing their language knowledge more readily although their ability to use their language skills in everyday contexts is still limited.

For Development:

- Increase the number of opportunities for students to apply their vocabulary and language skills in various contexts.

ENGLISH

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

- From children’s starting points in FS, the emphasis placed on developing speaking and listening skills underpins their good progress across this phase and, as they move into Primary. Secondary and Post-16 students are confident learners who can express themselves clearly.
- All students benefit from the school’s strong focus on reading. Younger students develop strong reading comprehension skills. In the higher phases, students are able to analyse a range of texts critically and use examination criteria effectively to plan and evaluate their own work.
- Students have opportunities to write for different purposes, but their writing does not always reflect what they know and can do. Useful feedback to students about how to improve their work is not consistently applied by teachers. As a result, some students’ writing skills remain underdeveloped.

For Development:

- Provide students with regular opportunities to produce extended pieces of written work.
- Ensure high quality feedback is used by teachers more consistently to help students improve the quality of their work.

MATHEMATICS

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

- Children in FS use practical materials to develop their understanding of number and learn basic facts about shape, space and measure. In the other phases, the large majority of students are making better than expected progress in mathematics.
- The quality of number work is a strength in FS and Primary. In Secondary, a recent focus on improving students’ mental mathematics and use of mathematical language has assisted their progress. Digital technology is not always used consistently to support learning.
- Considerable work has been undertaken by subject leaders and, the senior leadership team in analysing assessment outcomes, adapting the curriculum and planning to strengthen provision and bring about improvements. This process has not yet had the desired impact in mathematics.

For Development:

- Ensure that information from mathematics assessments informs both the planning and the delivery of lessons.
- Use digital technologies more consistently to support mathematics learning and teaching.
- Improve the application and use of mathematical language lessons across the school.

SCIENCE

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

- Students in all phases, but especially in Secondary and Post-16, have maintained high levels of attainment in Science. Students in FS and Primary show stronger attainment levels in examinations than is reflected in their work during lessons.
- Students acquire knowledge and understanding of a range of scientific concepts. Their scientific skills are developing well through the use of engaging, practical activities which include virtual models. The focus on preparation for external examinations supports the progress of older students.
- Teachers have developed activity-based lesson plans to focus on fostering scientific skills and independence, but the impact of these plans, and use of prior learning, is not always evident in classrooms or in laboratory settings.

For Development:

- Provide more practical activities in lessons ensuring that activities focus on key scientific knowledge, understanding, and skills for all students.
- Ensure that all teachers use assessment information regularly to inform lesson planning, so that teaching strategies meet the needs of all students.

LEARNING SKILLS

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

- Students are motivated and eager to learn. They increasingly take responsibility for their own learning as they progress throughout the school. Older students engage positively in assessing one another's work. In FS and Primary, students' application of their learning skills is variable.
- The school has enhanced opportunities for students to develop their critical thinking skills. Students collaborate effectively in groups and are becoming more proficient at connecting their learning to other subjects and, to the outside world.
- The use of digital technologies is a key feature of student learning when applying their inquiry and research skills. Students communicate their ideas with confidence. However, they do not always have sufficient opportunities to be innovative and enterprising across all areas of the curriculum.

For Development:

- Implement strategies for younger students to become more proficient in evaluating and improving their own work.
- Provide students with more opportunities to become innovative and enterprising in lessons across the curriculum.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate very positive and responsible attitudes towards their learning and their school. They are aware of the needs of others and express genuine concern for each other. Children in FS are developing effective communication skills..
- Students demonstrate a high level of self-discipline. Their behaviour in class, and during break times time is commendable. Members of the student council make a valuable contribution to the life of the school. Students are aware of, and make, healthy lifestyle choices.
- The school has improved attendance levels by implementing a new tracking system and by implementing more effective procedures. However, while students' punctuality has generally improved, attendance rates have improving in some phases.

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

- Students across the school show an excellent understanding and appreciation of Islamic values such as, tolerance and respect. Students, particularly in the upper phases, understand how Islamic values play a significant role in the life and character of the UAE.
- Students have a good understanding and appreciation of Emirati heritage and culture. They discuss Emirati history and can give examples of different traditions. Students speak knowledgeably about the future of the UAE and explain how the country has now entered the world of space exploration.
- Students are very proud of their own cultures and heritage and they show respect and appreciation for other world cultures. Most older students have high levels of awareness about their own countries. Students' awareness of world cultures is more evident in the higher phases.

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

- Students are involved in a range of activities which impact very positively on the school and the community. Students in Secondary and Post-16 frequently initiate and lead many school activities, such as, the recent celebration of World Teacher Day.

For Development:

- Promote children's learning skills in FS to help them to support one another's personal development.

03 TEACHING AND ASSESSMENT

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

- In Post-16, teachers use their specialist knowledge to deepen students' knowledge and understanding of topics and themes. However, in other phases of the school, the quality of teaching is not as consistent in ensuring that the curriculum is delivered securely enough to meet the needs of all groups of students.
- Most teachers are skilled and creative in using digital resources, and this has helped to improve the quality of teaching in Arabic. Levels of student engagement and learning are raised when teachers skilfully use questioning strategies in lessons.
- Teachers benefit from professional training which has maintained the quality of teaching since the previous inspection. New training initiatives, focusing on the use of assessment data in lessons, have recently been implemented. However, these initiatives have yet to be consistently embedded in lessons.

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

- In FS, the assessment devices used do not give teachers enough guidance on children's next steps in learning. In other phases, internal assessment processes provide valid and reliable information about students' progress in relation to the curriculum standards.
- The best practice is mainly observed in Post-16. Teachers offer personalised challenge and support to students and provide constructive feedback to guide their future work. In this phase, students are given opportunities to engage in self-and-peer assessments to reflect on their work.
- Recently, leadership has placed a strong focus on the use of assessment information to inform planning for teaching. Most teachers are still developing their use of the assessment in lesson planning to ensure that the needs of all students are appropriately met.

For Development:

- Ensure that in FS, assessment strategies provide clear information to teachers on the next steps in learning for all children.
- Ensure that in lesson planning, all teachers make full use of assessment information to meet the learning needs of all students.

04 CURRICULUM

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

- The curriculum is reviewed regularly to ensure that it meets external requirements and is aligned to external benchmark assessments. Key areas of learning are beginning to be embedded in FS. External test results are routinely used to inform curriculum development.
- Learning is carefully sequenced in each subject and subject teams identify the key knowledge, and skills, to be focused on. However, this is not followed consistently by all teachers.
- The curriculum is broad and well-structured, and the school continues to add additional subjects, such as, IGCSE in Arabic and psychology, in order to develop student interests and progression routes. Subject focus weeks are planned to enhance and enrich cross-curricular learning.

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

- Collaborative curriculum planning in all subjects has meant that lessons are designed to focus on the needs of all students, although this is not applied consistently in lessons across the school.
- Students are provided with opportunities for instance, community outreach activities, the Duke of Edinburgh Awards Scheme, and Peter Jones Foundation projects, which foster innovation, creativity and social contribution. The curriculum extends beyond classrooms and includes a variety of extra-curricular activities.
- The curriculum promotes students' knowledge, understanding and appreciation of the heritage of the UAE through dedicated lessons, celebrations and assemblies. The introduction of 'Super Curriculum' time and 'Stretch' challenge time at Post-16 has ensured that students are well-prepared for life after they leave school.

For Development:

- Ensure that the curriculum is suitably adapted to meet the learning needs of all students, including students of determination.
- Embed more opportunities for enterprise, innovation, creativity and social contribution across all areas of the curriculum.

05 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

- Rigorous procedures for the safeguarding and protection of students are implemented throughout the school. Students feel safe at the school and the well-resourced and trained medical services support them when required to do so. School buses are subject to rigorous and regular checks with issues are being addressed as required.
- The school premises are very well-maintained and managed. The school is highly responsive to any safety issues, and, well-embedded systems and procedures, ensure that the school provides a safe, hygienic and secure, environment for students and staff.
- All students are aware of healthy lifestyles and the health-related choices that they can make. The school has developed a comprehensive and well-considered programme that promotes healthy living across the school, and which informs curriculum design.

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

- Students enjoy mutually respectful and caring relationships with their teachers, and this enhances the learning environment. Comprehensive and effective policies and practices promote attendance and punctuality. The school has a positive behaviour policy but, in a few lessons, the approach to managing student behaviour is not always successful.
- A team of specialists plan and provide individualised interventions for those identified as, students of determination. Most lessons provide effective academic and personal support. Students identified as gifted and talented take part in additional challenges to help them to realise their potential.
- A whole-school pastoral care and support service promotes and monitors students' personal development and their wellbeing. Effective career guidance assists students in choosing subjects and career paths and in applying to universities in the UAE and around the world.

For Development:

- Ensure behaviour management is effective in all classrooms and hallways.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- Governance and school leadership are committed to maintaining the inclusive ethos that permeates the school; however, the admissions policy does not fully reflect this. Not all targets in the inclusive education development policy are measurable with dates by which they are to be achieved.
- A well-established system using checklists, observations, and referral to external agencies identifies students of determination. Students benefit from accommodations, personalised support, and targeted interventions. The school's use of diagnostic assessment tools supports planning and the measurement of students' progress.
- Parents are very pleased with the school's approach and report that their children are happy and have caring relationships with their teachers. They attend Individual Education Plan (IEP) meetings and appreciate the strong links between school and home. However, a few parents consider that teachers do not always fully understand their children and their needs.
- Teachers welcome students of determination into their classrooms. They collaborate well with the specialist staff but the quality of curriculum modifications in lessons is not always applied consistently. Furthermore, IEPs do not always include the academic and non-academic goals for the classroom teacher to focus on.
- Assessment data inform students' starting points. Students IEP targets, performance and test results, are used to assess progress and inform the next steps in learning. Most students are making progress in line with the expectations as outlined in their IEPs.

For Development:

- Improve the effectiveness of IEPs by including a range of personalised academic and non-academic goals.
- Ensure the improved quality and consistency of all class-based support and curriculum modification.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and leaders provide effective leadership for teaching and learning. They have created and maintained a positive and welcoming atmosphere for students, teachers and the wider school community. They have developed a shared vision for the school, based on the establishment of a positive learning culture. The large majority of leaders across the school understand how the effective use of assessment data can impact on successful teaching and learning.
- The school collects and analyses a wide range of internal and external data which informs the self-evaluation process and allows senior leaders and governors to make judgements about school improvement. This information is now beginning to inform lesson planning and teaching. The school has identified its strengths and areas for improvement, and there has been significant progress in addressing the recommendations from the previous inspection report.
- Parents are very supportive of the school and the positive and safe learning environment that it provides for their children. Effective channels of communication already exist between parents and the school and will be enhanced by the new communications application that will soon be operational. Parents value their access to school leaders and teachers, while regular meetings are held between the parent's council and the governing board. Parents feel that they have a voice in their school and one which is heard.
- The governing board includes representation from almost all stakeholders and board members regularly visit the school. Governors meet regularly and meeting minutes indicate that members are involved in all aspects of school life. Governors hold school leaders accountable for the quality of the school's performance and act as constructive critical friends. The governing board has approved the construction of new facilities on the school site to enhance support for learning.
- Most aspects of the day-to-day management of the school are efficiently organised and this helps to create a positive, student-friendly atmosphere for learning. Almost all staff members are suitably qualified, and regular professional training opportunities are provided for staff. The availability of digital technologies and platforms support teaching and learning, especially in the senior classes. Library facilities are limited in supporting a comprehensive reading literacy programme across the school.

For Development:

- Improve the role of the school library as a reading hub, within the context of the various digital reading platforms and paper-based library options, which are now available in the school.
- Ensure that professional training activities focus on how assessment information can be best used in lesson planning, teaching and learning.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae