THE SHEFFIELD PRIVATE SCHOOL L.L.C

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
GOOD	VERY GOOD	GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Qusais
Opening year of school	2004
Website	www.sheffield-school.com
Telephone	97142678444
Principal	Roger Neil Hancock
Principal - date appointed	05/18/2021
Language of instruction	English
Inspection dates	13 to 17 November 2023

STUDENTS

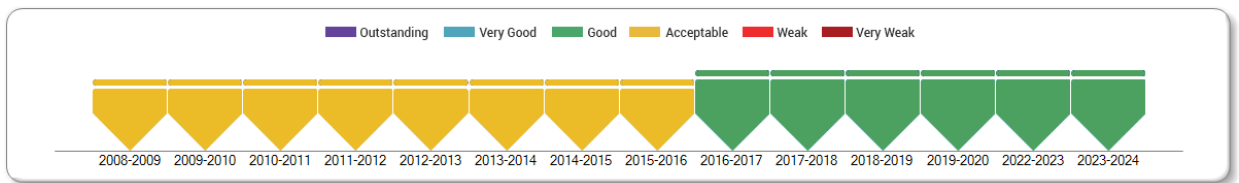|	
Gender of students	Boys and girlsBoys and girls
Age range	3 to 18
Grades or year groups	FS1 to Year 13
Number of students on roll	1188
Number of Emirati students	12
Number of students of determination	66
Largest nationality group of students	Indian

TEACHERS

Number of teachers	91
Largest nationality group of teachers	UK/Ireland
Number of teaching assistants	30
Number of guidance counsellors	2

CURRICULUM

curriculum	UK
External Curriculum Examinations	IGCSE, AS Level, A Level, BTEC
Accreditation	HPL school

School Journey for THE SHEFFIELD PRIVATE SCHOOL L.L.C

Outstanding Very Good Good Acceptable Weak Very Weak

2008-2009	2009-2010	2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023	2023-2024
Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Acceptable	Good	Good	Good	Good	Good	Good

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

- Attainment and progress in mathematics have improved in Secondary and are now very good. Progress in Arabic as an additional language has increased to good in Secondary. There has been a decline in students' attainment and progress in English in the secondary phase, and in progress in mathematics in Primary. Elsewhere, attainment and progress have remained stable.

- Throughout the school, students show positive and responsible attitudes. They are self-reliant. They respect and support one another through a number of wellbeing awareness initiatives. Students have a very secure understanding of how Islamic values influence contemporary society in the UAE. They have a strong work ethic. They participate in a variety of activities that benefit the school and the local community.

Provision For learners

- Most teachers have secure subject knowledge and engage students effectively. Teachers of mathematics and science have extended opportunities for students to conduct investigations. A large majority of teachers develop students' use of learning technologies. On-going assessments are well integrated into most lessons. Teachers use information from assessments to tailor activities to meet individual needs. A common feedback policy provides clarity on next steps in students' learning.

- The curriculum has a clear rationale and structured progression across the phases. Leaders regularly review the curriculum to ensure personalisation of learning for students. They monitor teaching to ensure that the curriculum is appropriately delivered. The curriculum is interesting and well adapted to meet students' needs. It offers a range of opportunities across all phases. Innovation, creativity and enterprise are well supported through engaging extra-curricular activities.

- The secure school premises are well maintained. They contribute to a pleasant and stimulating learning environment. Medical care is of high quality. The strong promotion of healthy lifestyles positively affects students' health and wellbeing. Robust policies for child protection and safeguarding are well understood by students and members of staff. Rigorous systems identify students of determination. Accurate identification processes identify those students with gifts and talents.

Leadership and management

- The principal and senior leaders are committed to school improvement. Their vison is shared by the whole school community. Most aspects of the day-to-day management of the school are efficiently organised. Parents are very supportive. They appreciate the caring and safe learning environment created for their children. Members of the governing board are involved in all aspects of school life.

Highlights of the school:

- Students' positive attitudes and their strong sense of social responsibility.
- The school's strong commitment to inclusivity.
- Students' understanding of Islam and their awareness of Emirati and world cultures.
- The school's strong focus on the safety and wellbeing of students, staff and visitors.

## Key recommendations:

- Raise standards of teaching by providing time for leaders, at all levels, to focus on the monitoring of teaching and learning.
- Improve attainment in Islamic Education and Arabic.
- Embed curriculum changes in the Foundation Stage (FS) to consolidate the smooth transition to the primary phase.
- Ensure better alignment between data analysis and the self-evaluation process.

OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Good ⬆	Not applicable
Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English	Attainment	Good	Good	Good ⬇	Not applicable
	Progress	Good	Good	Good ⬇	Not applicable
Mathematics	Attainment	Good	Good	Very good ⬆	Good
	Progress	Good	Good ⬇	Very good ⬆	Very good
Science	Attainment	Good	Very good	Very good	Good
	Progress	Good	Very good	Very good	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	Very good	Very good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ⬆	Very good ⬆	Very good	Outstanding ⬆
Social responsibility and innovation skills	Very good	Very good	Very good	Outstanding

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

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	Very good

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
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

FOCUS AREAS

National Agenda Parameter

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	Partially Met

- Only registration for newcomers in that year group.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Weak

- The school did not meet its targets in the Progress in International Reading Literacy Study (PIRLS) in 2021. Nonetheless, results show that the school is performing significantly higher than the PIRLS centre point and is at the high international benchmark. Boys perform better than girls. Attainment in National Agenda benchmark assessments in 2023 remains very good in science. There are improvements in both English and mathematics. Overall, progression is very good. However, the progression of Emirati students is weak.

C. Leadership: International and Emirati Achievement	Good

- Leaders at every level understand the information from international and national assessments and have identified learning gaps. Leaders analyse data from multiple sources, share the information with teachers, and suggest improvement strategies. Teachers use assessment data to plan lessons which contain differentiated activities to match individual needs. Targets are set for the Emirati students. Additional support is being developed to raise their attainment. The impact of this support is still not evident.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- New Group Reading Test (NGRT) and Star Reader data are used to assess reading progress for every student. Outcomes of NGRT are good overall. Other strategies to support the improvement of reading literacy skills include the use of an online guided reading programme and weekly phonics sessions. English teachers promote reading for pleasure through whole class reading from a wide range of literature. The quality of critical thinking, research and inquiry-led learning is developing well across all subjects.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Improve the outcomes for Emirati students.
- Monitor the implementation, and measure the impact of, the reading literacy strategies.

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 students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at a very good level.

- Leadership for wellbeing is provided by the principal and the responsible governor. All staff are very much part of the wellbeing team. Regular self-evaluation informs school actions and policy. The vision for a happy school is well established. Stakeholders' opinions impact on new initiatives, including a recent new wellbeing curriculum informed by students' views.
- Parents appreciate the impact of teachers who successfully nurture a classroom climate where wellbeing is prioritised. They also appreciate how their children talk about wellbeing and the strategies to support their mental health. A large, highly skilled team provides effective support for students. Displays in the corridors emphasise wellbeing. Wellbeing Wednesdays ensure a weekly focus. Students' control of their emotions is not well enough promoted.
- Students have produced a wellbeing journal. Some propose to follow an accredited mental health course which will reinforce their mental health leadership roles. They support classes in the Foundation Stage (FS) with drop-in visits. Daily mindfulness activities and physical movement opportunities support a positive learning atmosphere.

For Development:

- Ensure that emotional control for students in all phases is a shared theme.

UAE social studies and Moral Education

- The school offers the Moral, Social and Cultural Studies (MSCS) curriculum, using the most recent Ministry of Education (MoE) textbooks. Students from Years 2 to 10 have one period of 45 minutes per week in which social and cultural studies and moral education are taught alternately. Lesson are conducted by specialist teachers. In Years 5 and 6, students have two lessons of 45 minutes per week. They are taught jointly with class teachers. All students from Years 7 to 13 have an additional lesson on social and emotional development per week.

- In addition to lessons, students learn about Emirati social and moral values through curriculum enhancements, such as the celebration of cultural events. They include visits to museums and liaison with the climate conference, COP 28. Assessment is carried out through on-going and final tests. Teachers record students' progress in projects, notebooks and tests, and maintain termly assessment data.

Arabic in Early Years

- Arabic is not taught in FS but is introduced in Year 1. Students receive 225 minutes of instruction weekly. There are two qualified teachers to teach all classes. They prepare a termly plan and use a recognised textbook. The curriculum introduces letters, their sounds and the short and long vowel sounds. The plan focuses on listening and speaking. Students learn through play, mainly using the 'Carpet of Letters' and other strategies. They are assessed through listening. There is no specialist resource room for Arabic. Teachers bring their own resources to lessons.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal data indicate levels of attainment that are not supported by classroom observations, which show that students have a basic level of knowledge and understanding of Islamic values. Students in Secondary and Post-16 have reached a higher standard than the internal data suggest.

- Students have adequate knowledge of Fiqh and Sunnah. Students in Secondary and Post-16 have a basic knowledge of faith. In all phases, students are not consistently developing their skills of recitation, using Tajweed rules.

- The school has enhanced students' knowledge of the Seerah of the Prophet (PBUH) by including the Seerah in each lesson. This has a positive impact on students' knowledge and understanding.

For Development:

- Accelerate students' attainment and progress, and offer greater challenge to raise levels of learning.

ARABIC AS A FIRST LANGUAGE

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

- Students in Secondary and Post-16 meet curriculum expectations when listening, speaking and reading. Their writing skills are developing steadily, although with some variation. Students in Primary generally have better outcomes, while students in Post-16 continue to make good progress in analysing literary texts.

- Students can identify the main ideas and supporting details in texts. They are beginning to paraphrase lines in poetry. In Post-16, students can identify the features of different styles of writing. In Secondary, students' analytical skills are underdeveloped.

- The introduction of advice for grading writing, and the provision of opportunities for second drafts, have begun to improve students' writing skills. The impact of this initiative is not yet clearly evident across all phases.

For Development:

- Provide more opportunities for students to use standard Arabic in extended writing.
- Improve students' analytical skills by providing more opportunities for critical thinking and independent writing.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In lessons and in recent work, students' development of the four language skills meets expectations. In Secondary, students' speaking skills are better than those of students in the primary phase.

- Students in Primary can form questions about texts. In Secondary, students write short, coherent paragraphs, often with the help of a word bank or a list of appropriate vocabulary. Writing skills in Primary are underdeveloped.

- Students have more frequent opportunities for speaking and practising the language, resulting in the consolidation of speaking skills in Secondary. Accuracy of spelling and the application of grammatical rules are developing across all phases.

For Development:

- Accelerate the rate of acquisition of new vocabulary and understanding of language conventions by expanding the range of texts and topics.
- Provide more opportunities for students to practise speaking in meaningful contexts.

ENGLISH

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

- Children in FS make rapid progress in speaking and understanding English. Results in GCSE examinations and progress in the secondary phase are good. However, students' performance in external benchmark tests throughout Primary and Secondary are variable. Internal assessments show attainment to be good.

- In FS and Primary, reading skills develop consistently through well-structured phonics and reading programmes. By upper Primary, almost all students are articulate and able to express their opinions clearly. Most older students use good reading skills to interpret literature. Their literary analysis is strengthening consistently.

- A large majority of students write accurately and review their work carefully. Written analysis is supported by well-chosen quotations. In Year 11, students construct essays which demonstrate thoughtful insight.

For Development:

- In Primary and Secondary, raise the standards of students' progress and attainment in external benchmark tests.

MATHEMATICS

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

- In FS2, the majority of children can link the number symbol with its cardinal number value. In Primary, some lessons effectively build a strong foundation in numeracy, but this is inconsistent. Mental mathematical skills are also uneven.

- In Secondary, overall achievement is improved because of students' enhanced understanding of key mathematical terms and concepts. Accelerated progress in lessons contributes well to this. In Post-16, the high level of support and challenge in lessons leads to rapid progress.

- The quality of critical thinking and inquiry-led learning is developing well, with better implementation in Secondary than in Primary. Well-designed research is done through projects and homework activities. Students' understanding of the application of mathematics to everyday situations is well supported. Teachers encourage cross-curricular links.

For Development:

- Extend problem-solving and critical thinking activities in Primary.

SCIENCE

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

- In FS, children's understanding of science and their observation and prediction skills are secure. In other phases, students develop their knowledge and understanding of scientific ideas, inquiry processes and scientific reasoning. In Post-16, students' achievement is stronger in biology and chemistry than in physics.

- In Primary, Secondary and Post-16, students can carefully explain how to set up an accurate science investigation. They make steady progress from the primary phase in their knowledge, understanding and skills in science, including the use of specific subject terminology.

- Teachers conduct a thorough analysis of students' responses in external examinations. They apply the insights gained to enhance students' understanding through more practical applications of their learning. However, in FS, children have few opportunities for experimentation.

For Development:

- Introduce a planned programme of more regular practical activities in FS.

- Improve attainment in physics in the post-16 phase.

LEARNING SKILLS

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

- Most students are keen to learn. They discuss their work and communicate confidently. They interact well. In Primary, students do not always ask questions or initiate collaboration in lessons. Sometimes, teachers restrict the choice of activities, even when students are capable of working more independently.

- In FS, children are beginning to play together, for example to build towers and sand forts. Older students are increasingly confident. They routinely use technology to access learning resources. In Post-16, students demonstrate excellent independence and use technology purposefully to explore lines of enquiry.

- A majority of students are innovative and enterprising. In mathematics, they have developed sophisticated skills in problem-solving and critical thinking when engaged in investigative and practical projects.

For Development:

- Encourage students in Primary to ask questions, make choices and work independently in lessons.

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

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

- Throughout the school, students show responsible attitudes and are self-reliant. They respect and support one another through a number of wellbeing awareness initiatives. Students in all phases are positive towards their learning. Their attitudes contribute to the highly supportive school atmosphere.

- Good relationships exist between students and members of staff. Students respect adults. All members of staff support students very well. The school promotes healthy lifestyles. The physical education teachers and the medical personnel encourage students to become involved in sport and in physical activities.

- Attendance levels have improved since the previous inspection and are now at an average of 97%. However, students are not always punctual in arriving at lessons.

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

- Students have a very secure understanding of how Islamic values influence contemporary society in the UAE. They appreciate the importance of the values of tolerance and respect in their daily lives.

- All members of the school community enjoy the various activities organised during Flag and National Days. All respect the heritage and culture of the UAE, as is evident around the school and in lessons.

- Students at all levels show a very good understanding of their own cultures and can confidently describe their main features. Students in the secondary and post-16 phases have a comprehensive understanding of other cultures. This understanding is still developing in the other phases.

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

- Students participate in a variety of activities that benefit the school and the local community. Through the school council, volunteering opportunities and projects initiated by students themselves, they make significant contributions to the life of the school, while developing important skills for life.

- Students demonstrate a strong work ethic. They understand that the more they contribute the more they will succeed in life, both academically and as future entrepreneurs.

- Environmental sustainability and conservation are embedded as part of the curriculum throughout the school. Students recycle and reuse materials, and a number of school projects facilitate this activity. They have a strong understanding of the world-wide need for conservation.

For Development:

- Improve students' punctuality to lessons.

03 TEACHING AND ASSESSMENT

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

- Most teachers have secure subject knowledge and engage students effectively in learning. In the upper Secondary, teachers of English structure lessons to allow students to work at their own level and pace. Teachers of mathematics and science provide extended opportunities for students to engage in investigations.

- A large majority of teachers develop students' use of learning technologies. In the best lessons in Primary and Secondary, teachers use stimulating resources to promote learning. They do not always personalise lesson plans to meet the learning needs of their students.

- In FS, teachers interact with children well and encourage them to complete tasks, although extension activities are not always successfully accomplished. A majority of teachers use effective questioning. They develop students' critical thinking, problem-solving and independent learning skills.

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

- On-going assessments are well integrated into most lessons. Teachers use assessment information to tailor activities to meet individual needs. However, consistency across subjects and phases is limited. The Arabic department has enhanced its writing assessment policy by including the requirement to give students clear written advice.

- The school skilfully analyses assessment data from various sources. Progress tracker systems offer valuable insights for teachers and middle leaders. Despite this, the analysis of data leading to judgements on students' attainment and progress is occasionally inaccurate.

- A common policy for teachers' feedback exists and provides clarity on students' next steps in learning. However, written feedback in students' work is not consistently robust or explicit. In FS, benchmarking has been refined to ensure greater consistency in assessments and in identifying potential learning gaps.

For Development:

- Ensure that on-going assessments are consistently applied across all subjects and phases.

- Ensure that teachers, particularly in the primary and secondary phases, adapt lesson plans to meet the needs of students.

04 CURRICULUM

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

- The curriculum demonstrates a clear rationale and leads to structured progression across the phases. In FS, children's interests and developing skills are supported. In Primary, cross-curricular learning is developed. In the upper phases, a range of personalised learning pathways is offered.

- Leaders regularly review the curriculum to include personalisation of learning for all students. They try to provide students in Secondary with a wider range of learning opportunities. However, students' choices of post-16 pathways have been reduced at A Level and there is a lack of inclusive alternative pathways.

- Leaders have integrated high-performance learning into how the curriculum is delivered and taught. However, this initiative is inconsistently applied across all phases and subjects.

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

- The curriculum is generally well adapted. It offers a range of opportunities. Innovation, creativity and enterprise are well supported through engaging extra-curricular opportunities. Cross-curricular provision is linked to technology, art, English and other enrichment projects.

- Students in all phases participate in events and celebrations to deepen their understanding of the culture, values and society of the UAE. However, opportunities for students to reflect on Emirati life and culture are not always offered consistently in lessons and subjects.

- Leaders and teachers have had some success in modifying the curriculum to support the needs of all groups of students. They have developed some vocational learning pathways for some students in the upper phases.

For Development:

- Ensure that appropriate links to the culture and heritage of the UAE are implemented more consistently across the curriculum.

- Increase the number of options available to students in the upper phases.

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

- The secure school premises are well maintained and contribute to a pleasant and stimulating learning environment. Constant checks ensure that the school is safe and fit for purpose.

- High-quality medical care and the strong promotion of healthy lifestyles positively impact on students' health and wellbeing. Students are carefully supervised on school transport. Medical records, files, medicines and chemicals are stored securely.

- Robust child protection and safeguarding policies are well understood by students and members of staff. The school is highly effective in protecting students and staff from unwanted digital and social media intrusions. Rigorous risk analyses and assessments for outside school visits are undertaken.

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

- Students understand the behaviour policy. The learning atmosphere is calm. A whole school focus on improving attendance has been successful. Strong partnerships with parents have enabled this success.

- Rigorous systems are in place to identify students of determination. Accurate identification processes identify those students with gifts and talents. Appropriate planning matches interventions which are well suited to individual students of determination, although this is not always done consistently.

- The quality of support and the wellbeing of all students are regularly and efficiently monitored. Effective personal development strategies enable students to have confidence when making informed choices about their future careers. Relationships throughout the school are strong.

For Development:

- Ensure consistency in the quality of support for students of determination so that they make the best possible personal and academic progress.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good

- The principal and governors are committed to inclusive education. They promote an inclusive ethos which is understood by the whole school community. Recent investments, including the development of specialist intervention spaces, further support the work of the skilled and dedicated inclusion team.

- Systems for the identification of students of determination are thorough. They inform the development of individual education plans (IEPs) which detail strategies for effective support and interventions. Individual targets are tracked and are usually reflected in classroom practice.

- Parents have confidence in the school and in the work of the inclusion team. They are highly appreciative of the support that they receive, enabling them to help their children at home.

- In lessons, most teachers are aware of the needs of students of determination, but not all adjust their lesson planning and delivery. The caring ethos and supportive culture in lessons promote students' achievement and wellbeing. Alternative education pathways are developing.

- On entry, assessment procedures support planning and the early identification of needs. Continuous progress tracking systems are monitored regularly. The information is used to inform provision and practice and ensures that the majority of students make better than expected progress.

For Development:

- Develop consistency of practice, ensuring that all teachers effectively support students of determination within lessons.

- Widen the provision of alternative pathways for students of determination in the secondary phase.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and senior leaders are committed to school improvement. They promote a vison which is shared by the whole school community. The principal, together with senior and middle leaders, provides effective leadership which promotes a positive learning culture, supporting teaching, learning and wellbeing. However, the monitoring of teaching in lessons is inconsistent across subjects and phases.

- The school gathers and analyses a range of internal and external assessment data which informs its self-evaluation process, although not always rigorously enough. Leaders have identified the school's strengths and areas for improvement and have developed strategic priorities and expectations which now inform teaching and learning. There has been progress in addressing the recommendations from the previous inspection report. The school has shown improvements over time in most key areas.

- Parents are very supportive of the school and its caring and safe learning environment. The means of communication between parents and the school are effective. Parents feel that their opinions are heard and valued. They appreciate the ease of access to school leaders and teachers. The school has developed a range of community, national and some international partnerships.

- The governing board includes representation from almost all stakeholders. Board members visit the school frequently. The governing board meets regularly. Members are involved in all areas of school life. They are now more involved in the self-evaluation and planning processes. Governors hold leaders accountable for the school's performance. The board has increased staffing levels at the beginning of the current school year.

- Most aspects of the day-to-day management of the school are efficiently organised. Most members of staff are suitably qualified. They have regular opportunities for professional training. Plans to develop the library as a reading hub are well advanced. Recently, a sensory room was created for specialist learning. Digital learning platforms are generally used to good effect to enhance students' learning, both in lessons and at home.

For Development:

- Ensure better alignment between assessment information and self-evaluation judgements.

- Ensure consistency in the monitoring of teaching and learning by subject leaders.

- Ensure that the various digital reading platforms available across the school complement the library resources.

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