



دائرة التعليم والمعرفة  
DEPARTMENT OF EDUCATION  
AND KNOWLEDGE

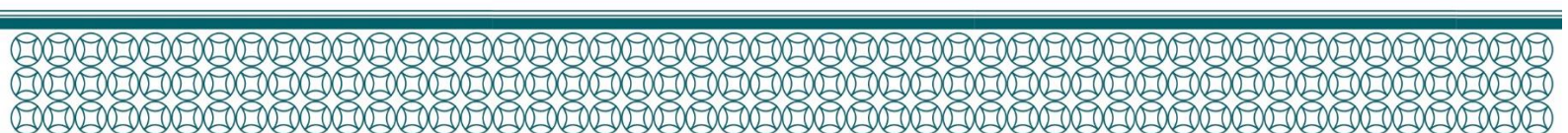
Inspection  
Report of

Diyafah International School

Overall  
Effectiveness

Good

Academic year: 2018-2019





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## School Information

School Profile			
School Name:	Diyafah International School		
School ID:	9233	School phases:	KG-Middle
School Council: **			
School curriculum: *	National Curriculum of England	Fee range and category*	Medium to High AED 25,900 to 37,600
Address:	Mohammed Bin Zayed City, Abu Dhabi	Email:	aldiyafah.pvt@adec.ac.ae
Telephone:	+971 (0) 2558 5665	Website:	www.diyafahinternationalschool.com

Staff Information			
Total number of teachers	91	Turnover rate	24%
Number of teaching assistants	26	Teacher- student ratio	1:12

Students' Information				
Total number of students	1134	Gender	Boys and girls	
% of Emirati students	27%	% of SEN students	2%	
% of largest nationality groups	Indian 19%	Pakistani 11%	Egyptian 5%	
% of students per phase	KG 30%	Primary 54%	Middle 16%	Choose an item.

Inspection Details				
Inspection date:	from	05/06/1440	to:	08/06/1440
		10/02/2019		13/02/2019
Number of lessons observed:	120	Number of joint lessons observed:	31	

\*Relevant for Private schools only

\*\* Relevant for Government schools only



## The overall performance of the school:

- Since the previous inspection, there has been a significant turnover of teaching staff and a new principal was appointed in September 2017. The school roll has also increased by 11%, and the number of teachers by 37%. The school has introduced Year 10 in preparation for the opening of a new senior block which offers a full range of secondary provision. The school has recently invested in an assessment programme which gives baseline performance data, and an information management system.
- The overall performance of the school is good. Leadership at all levels is focused on improving the care and welfare of students, and their academic outcomes. They provide continuous professional development and monitor teaching for effective learning. Effective partnership with parents and governance supports the leadership team in providing a stimulating learning environment.

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"><li>• Students' achievement is good in all subjects and it is very good in Science in middle phase. Attainment is good in all core subjects.</li><li>• Most groups of students make good progress but the progress of the more able students is not always sufficient.</li><li>• Students' engagement in lessons is high because they take responsibility for their own learning and work collaboratively with others.</li></ul>		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"><li>• Students have responsible attitudes and their behaviour is good.</li><li>• Relationships between all members of the school community are respectful, with a clear appreciation and understanding of Islamic values and UAE culture.</li><li>• Volunteering and innovation projects allow students to develop an insight into environmental issues. However contribution of all year groups to the wider community and innovation in lessons are inconsistent.</li></ul>		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none"><li>• Teachers' good knowledge of how students learn ensures that students participate and contribute to meaningful discussion. This promotes their critical thinking, problem-solving and innovation skills, but is less consistent in Arabic medium subjects (AMS).</li></ul>		



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	<ul style="list-style-type: none"> <li>Assessment information tracks performance over time, and helps teachers plan for individual needs and provide support if required.</li> <li>Constructive written feedback to students on how to improve their work is inconsistent.</li> </ul>
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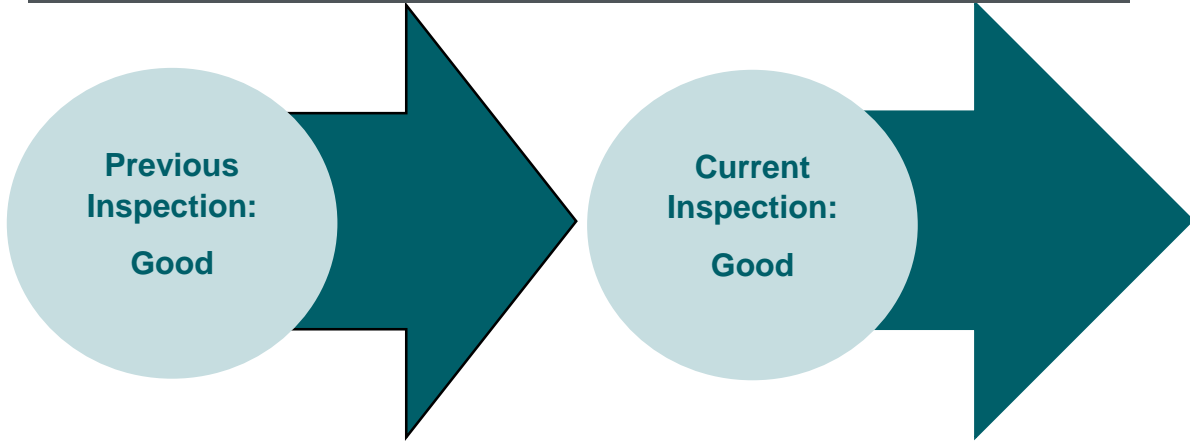
<b>Performance Standard 4</b>	<b>Curriculum</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The curriculum builds well on previous learning, ensuring good continuity and progression between and across subjects and effective links to Emirati culture.</li> <li>The needs of almost all groups of students are met in subjects, but planned challenge for those who are gifted and talented (G&amp;T) and more able students is not consistently effective.</li> <li>The range of options for study for older students is narrow at present.</li> </ul>		

<b>Performance Standard 5</b>	<b>The protection, care, guidance and support of students</b>		
<b>Judgment</b>	Very Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>The level of protection and care shown to all students in the school is very good, socially and academically. This is reflected in the very positive and respectful relationships between staff and students.</li> <li>The school has an effective policy about healthy eating and encourages physical exercise through an active lifestyle.</li> <li>Identification of SEN students is embedded effectively into the school's assessment process. Students with SEN are well supported, but those who are gifted and talented are inconsistently challenged, particularly in lessons.</li> </ul>		

<b>Performance Standard 6</b>	<b>Leadership and management</b>		
<b>Judgment</b>	Good	<b>Change from previous inspection</b>	No Change
<b>Justifications</b>	<ul style="list-style-type: none"> <li>School leaders focus on improving the outcomes for learners within a caring and nurturing learning environment.</li> <li>Self-evaluation and school improvement are effective in setting improvement priorities and monitoring performance, and governance is very effective. However, the accountability for improvement in subjects is too widely shared.</li> <li>Communications and partnerships with parents are very effective.</li> </ul>		



## Progress made since last inspection and capacity to improve



- The school has made progress in almost all areas for improvement in the previous inspection report.
- The principles of teaching for effective learning have been reinforced with staff through a structured development programme. This has raised awareness on effective planning, evaluation and reflection on learning. The impact of this training is now evident in teaching strategies, but it is too early to evaluate the impact on student achievement.
- Teaching staff have been trained on the ADEK policy for Gifted and Talented students. The school now successfully identifies these students and teachers' planning includes consistent goal assessments to ensure appropriate progress is being made. This provides all teachers with baseline data which informs planning and the monitoring of individual progress. This is not embedded effectively in all lessons.
- The school now provides more opportunities for innovation and enterprise, and students are developing greater competence through a Life Skills programme, although these skills are still underdeveloped in a minority of lessons. The school has also extended participation in community activities through fundraising initiatives and establishing partnerships with external organisations.
- A new Management Information System (MIS) gathers and analyses data from a range of sources including attendance, attainment in exams, and individual behavior. This data benchmarks progress in all subjects and grades and informs teachers' planning for all students. Attendance data is regularly shared with parents. This has led to improvement in attendance and is now 95% which is good.
- The new principal and leadership team have maintained good standards and improved teaching and learning through a time of significant change. Leaders show good capacity to further improve the school.



## Provision for Reading



- The school has two library areas, one for early years and one for the years 2-10. The overall stock exceeds 15,000 items in different languages with differentiated levels. The libraries are bright learning spaces with posters encouraging reading, and student participation in local competitions. They are also used for story-telling and discussion, and as a quiet area for study.
- The libraries are well resourced with cross curricular materials and include a wide range of fiction, non-fiction and reference reading materials appropriate for all years. This includes reading for enjoyment, and for factual information.
- There are several reading areas throughout the school. In KG and primary, classes display books related to a topic or area of interest. Reading for extension is embedded into teachers' planning and encouraged as a choosing activity. Support assistants encourage students to read at interval times.
- Literacy development is part of the school's improvement plan. In KG, an accelerated phonic skills programme maximises support for the large number of EAL students. Benchmark data assesses reading competence. CAT 4 and National Group Reading Test (NGRT) assessments are used to determine students' reading skills in both English and Arabic. The data is used to identify and prioritise the specific reading needs of individual students.
- The teacher and support assistant development programme trains staff in any new scheme to be introduced. External support is used to complement internal expertise. The school regularly uses the 'Teaching for Teachers' approach so that identified good practice provides a model for others.



## Key areas of strength and areas for improvements:

### Key areas of strength

- Students' consistently good achievement in all subjects, and their links to UAE and Islamic values.
- Leaders' focus on improving the outcomes for learners.
- Students' personal and social development due to consistently effective provision for their welfare and support.

### Key areas for improvement

- Further improve the quality of teaching and learning by:
  - i. sharing of best practice in teaching strategies between Arabic and English medium subjects to ensure whole school consistency in planning and assessment
  - ii. developing the use of digital technology within classrooms to give students opportunities for online research
  - iii. ensuring that work is consistently differentiated to meet students' individual needs, even where classes are set by ability.
- Strengthen the school's support for all students, particularly who are gifted and talented by:
  - i. ensuring those identified as G&T have sufficient challenge within well paced lessons
  - ii. providing all students with effective written feedback on how to improve their work
  - iii. ensuring that students critical thinking, problem-solving and innovation skills are consistently well developed across all lessons
  - iv. increasing future life opportunities by expanding the available range of curricular options for those moving into the senior phase.





## Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	
Islamic Education	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Arabic (as a First Language)	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Arabic (as additional Language) *	Attainment	N/A	Good	Good	
	Progress	N/A	Good	Good	
Social Studies	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
English	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Mathematics	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Science	Attainment	Good	Good	Good	
	Progress	Good	Good	Very Good	
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	
	Progress	Good	Good	Good	
Learning Skills		Good	Good	Good	

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<b>Islamic Education</b>	<ul style="list-style-type: none"><li>• Students' achievement in Islamic education is good in all phases.</li><li>• In internal assessments, attainment is outstanding in primary and good in middle.</li><li>• In lessons and in students' work, attainment is good. Most students attain levels that are in line with curriculum standards and a majority attain above. The majority of students demonstrate deep understanding of Islamic teachings and rules. They can quote from Holy Quran and Hadeeth to support their learning. However, their recitation skills of verses of Holy Quran following appropriate 'Tajweed' rules is less well developed.</li><li>• Most groups of students make good progress.</li></ul>
<b>Arabic</b>	<ul style="list-style-type: none"><li>• Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is good.</li><li>• In Arabic FL, internal assessment shows overall very good attainment in primary and middle.</li><li>• In lessons and in students work in AFL, the majority of students' attainment is above curriculum standards. Students have good skills in grammar, reading, listening and understanding. They show good understanding of different types of text. They can analyse text for main elements and identify main idea. However, fluency in speaking standard Arabic and writing at length is less well developed particularly in middle phase.</li><li>• Internal assessment shows students' attainment in ASL is good in primary and middle phases.</li><li>• In lessons and in students work in ASL, the majority of students have a clear understanding of spoken Arabic and their reading and speaking skills are above expectations. However, their writing usually includes mistakes in grammar and punctuations.</li><li>• Most groups of students make good progress in AFL and ASL. The progress of more able students is not accelerated sufficiently.</li></ul>
<b>Social Studies</b>	<ul style="list-style-type: none"><li>• Students' achievement in social studies is good.</li><li>• Internal assessment indicates outstanding attainment.</li><li>• In lessons and in students' work, attainment is good. The majority of students attain above curriculum standards. They show good knowledge in geography particularly of UAE and Arab region and can compare its geographic features with other countries in the world, but their analyses of geographic information to deepen their understanding is less secure.</li><li>• Most groups of students make good progress. The progress of more able students is not accelerated sufficiently.</li></ul>



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<b>English</b>	<ul style="list-style-type: none"><li>• Students achievement in English is good.</li><li>• Internal assessment data shows good attainment which is aligned with what is observed in lessons.</li><li>• In lessons and in work scrutiny, attainment is good. In KG, children make good progress in developing early literacy skills. In the primary and middle phase, attainment in listening, speaking, reading and writing is good overall.</li><li>• Most student's skills in all capacities of English are low on entry, however the learning structure used in KG provides the foundation for the rapid development of higher order language skills in primary and middle phases. Students' extended speaking skills particularly in presentations using multi-media components and visual displays are less well developed.</li><li>• Most groups of students make good progress.</li></ul>
<b>Mathematics</b>	<ul style="list-style-type: none"><li>• Students' achievement in mathematics is good. Attainment in mathematics is good overall, with the majority attaining above curriculum expectations.</li><li>• In internal assessments, attainment is good overall.</li><li>• In lessons and in recent work attainment is good in all phases. In KG children can add single and double digit numbers and recognise mathematical symbols. In primary students have a good understanding of different measurement. In the middle phase students show good knowledge of algebra. They could apply their learning to solve real life problems such as working out the maximum and minimum span of a falcon's wings. However; students' mental mathematics skills are less well developed.</li><li>• Most groups of students make good progress across all phases.</li></ul>
<b>Science</b>	<ul style="list-style-type: none"><li>• Students achievement in science is good overall and very good in middle Internal assessment indicates good attainment overall.</li><li>• In lessons and in student's work, attainment is good in all phases.</li><li>• Progress is good overall and very good in the middle phase. From the secure background of scientific knowledge in the KG, students build secure knowledge across all disciplines of science. For example, by Year 9, students can build a hypothesis and prediction and confidently develop concise and accurate recording. Practical investigation is a central activity allowing students to test and increase their knowledge in biology, chemistry and physics. Students do not always initiate these experiments themselves, particularly those with high ability.</li></ul>



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<b>Other subjects</b>	<ul style="list-style-type: none"><li>• Students' achievement in other subjects is good overall.</li><li>• In art, students show good skills in mixing primary colours and develop understanding of perspective and the most effective palette to use. They can be creative in their work.</li><li>• In physical education (PE), students develop key skills across a range of sports such as badminton, baseball and basketball..</li><li>• In ICT, students use spreadsheets and functions well, and demonstrate useful cross curricular skills.</li><li>• In music in the primary phase, students use listening skills effectively to identify instruments being played across a range of musical genres. The opportunities to develop skills including composition and performance are limited.</li><li>• In humanities, students are able to identify the key features of extreme weather such as sandstorms in the UAE.</li><li>• In drama most students work creatively, for example to plan and make a model puppet theatre with props, linked to UAE, using recyclable materials.</li><li>• In Spanish most students can speak and read simple sentences, but their writing is less well developed.</li><li>• Most students are making good progress overall.</li></ul>
<b>Learning Skills</b>	<ul style="list-style-type: none"><li>• Learning skills are good overall. Students take responsibility for their learning, including teaching others, explaining learning and offering alternative solutions.</li><li>• In KG, children are encouraged to be independent learners and work collaboratively with others. This develops as they make progress through the school.</li><li>• Students have a good understanding of how different subjects link together, and are able to make clear connections between areas of learning.</li><li>• Students are encouraged to think independently and reflect through discussion and debate, however this is not evident in Arabic medium subjects (AMS). The use of learning technologies in lessons is limited.</li></ul>



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<b>Subjects</b>	<b>Relative Strengths</b>	<b>Areas of Improvements</b>
<b>Islamic Education</b>	<ul style="list-style-type: none"> <li>Students' deep understanding of Islamic teachings and rules.</li> </ul>	<ul style="list-style-type: none"> <li>Students' recitation skills following 'Tajweed' rules.</li> </ul>
<b>Arabic</b>	<ul style="list-style-type: none"> <li>In AFL, students' reading comprehension skills particularly analysing text for main elements.</li> <li>In ASL, students' Listening and speaking skills and understanding of spoken Arabic.</li> </ul>	<ul style="list-style-type: none"> <li>In AFL, students' fluency in speaking standard Arabic and their extended writing skills particularly in middle phase.</li> <li>In ASL, students use of accurate grammar and punctuations in writing.</li> </ul>
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>Students' knowledge in geography particularly of UAE and Arab region.</li> </ul>	<ul style="list-style-type: none"> <li>Students' ability to analyse geographic information for deeper understanding.</li> </ul>
<b>English</b>	<ul style="list-style-type: none"> <li>In KG, children progression and development of the foundations of English Language in all 4 capacities</li> <li>Students use of higher order language skills</li> </ul>	<ul style="list-style-type: none"> <li>Students' extended speaking skills to present information using multi-media components and visual displays.</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>KG children number skills.</li> <li>Application of mathematical skills to solve real life problems.</li> </ul>	<ul style="list-style-type: none"> <li>Mental mathematics skills.</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>Secure scientific knowledge in KG.</li> <li>Students' effective skills in using the scientific method.</li> </ul>	<ul style="list-style-type: none"> <li>Independent investigation skills particularly for those with high ability.</li> </ul>
<b>Other subjects:</b>	<ul style="list-style-type: none"> <li>Students' development of skills in ICT and Art.</li> <li>Creativity within art and drama</li> </ul>	<ul style="list-style-type: none"> <li>Writing skills in Spanish</li> <li>Students skills in music composition and performance.</li> </ul>
<b>Learning skills</b>	<ul style="list-style-type: none"> <li>Independent learners who can work collaboratively at an early age</li> <li>Student enthusiasm for learning, and confidence in group work</li> </ul>	<ul style="list-style-type: none"> <li>Students' independent and critical thinking, particularly in Arabic medium subjects.(AMS)</li> <li>Students' use of learning technologies in the classroom.</li> </ul>



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

Indicators:	KG	Primary	Middle	
Personal development	Very Good	Very Good	Very Good	
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	
Social responsibility and innovation skills	Good	Good	Good	

- Students' personal and social development, and their innovation skills are good overall.
- Students display positive and responsible attitudes to one other and staff. Respectful relationships are evident throughout the school. Students help and care for each others.
- Students eat healthy food during snack time and participate in healthy living sessions. They know the importance of exercise and eating healthily. Student attendance at 95% is good. They are punctual to school and lessons.
- Students demonstrate a clear understanding of Islamic values, and appreciation for the heritage and culture of the UAE. They read Quran in assembly, celebrate all national events and make links to UAE culture in almost all subjects.
- Students demonstrate respect and knowledge of other cultures in their learning and during the celebration of 'International Day'. They take pride in their school and volunteer to improve their surroundings. The 'Green Team' take initiatives in spreading environmental awareness around the school. They participate in community events and charity work, but the contribution of all year groups to the wider community is less well developed.
- Students show creativity in subjects such as art and drama. Their innovation and high order learning skills are developing well through projects in science, ICT and extra-curricular activities. The school's Life Skills programme provides more opportunities for innovation and enterprise. However, their development of innovation skills in lessons are inconsistent.

### Areas of Relative Strength:

- Students' attitudes and their respectful and friendly relationships between them and with the school staff.
- Students' adoption of healthy lifestyles.
- Students' appreciation and understanding of Islamic values and UAE culture.

### Areas for Improvement:

- Contribution of all year groups to the wider community.
- Students' innovation and enterprise skills in lessons.



## Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	
Teaching for effective learning	Good	Good	Good	
Assessment	Good	Good	Good	
<ul style="list-style-type: none"><li>• Overall teaching and assessment are good.</li><li>• Most teachers apply their strong subject knowledge effectively in lessons at a level appropriate for students' ages and stages of development.</li><li>• Most teachers plan lessons, manage time and use resources effectively. In most lessons, teachers use effective questioning to check for comprehension which encourages students' progress. Most teachers are skilled in using questions to develop problem-solving, critical thinking and innovation skills. This is less consistent in Arabic medium subjects (AMS).</li><li>• Teachers have a good understanding of students' strengths and weaknesses and use a range of strategies to meet their needs. They provide opportunities for independent and collaborative working, but the more-able students are not challenged consistently.</li><li>• The school's internal assessment processes are regular, effective and provide a valid measure of students' progress. It helps to identify language and mathematics ability groups in the KG and primary phase. Assessment using NGRT and CAT4 has improved the identification of students with SEN and G&amp;T.</li><li>• Most teachers have a good understanding of the assessment processes and use it to inform teaching and learning. They use assessment information effectively to identify trends in students' attainment, to track progress over time, and to help teachers' planning for most individual needs.</li><li>• Most teachers provide students with supportive verbal feedback in class but do not always give constructive written feedback in their workbooks.</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>• Teachers' strong knowledge of their subject.</li><li>• Questioning for comprehension.</li><li>• Using assessment information to identify students with SEN, G&amp;T, track progress overtime and plan for most individual needs.</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>• Questioning to promote critical thinking, problem-solving and innovation skills particularly in AMS subjects.</li><li>• Challenging more able students consistently.</li><li>• Constructive written feedback to students.</li></ul>				



## Performance Standard 4: Curriculum

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

- The overall quality of the curriculum is good. The school continues to develop the English National curriculum in line with new requirements and to link these to UAE national priorities. It is age appropriate, reasonably broad and balanced. It develops students knowledge and skills effectively.
- The curriculum ensures continuity and progression between and across subjects. The needs of most students are met in subjects. The school is careful to ensure that options link to future choices in higher education. Older students are provided with appropriate, although not extensive options for later study.
- Cross-curricular links are planned effectively in lessons. Regular meetings help exchange subject specific links, however, links between the Arabic and English medium subjects are less well developed. The range of extra- curricular activities is extensive and include links to most subjects.
- The school is reviewing and modifying the curriculum to allow more creativity and improved life skills. Lesson plans are adapted to meet the needs of almost all groups of students. Remedial lessons are provided where needed. The practice of meeting the individual needs of students, particularly the G&T and more able students, is, however, inconsistent in lessons.
- The curriculum has opportunities for enterprise and innovation such as in science and art where students can develop their talents and expertise. Clubs provide further hands-on experiences in engineering, mathematics, technology and drama. The curriculum is increasingly interesting and motivating for students. Opportunities for innovation in lessons are inconsistent particularly in AMS.
- Links with the Emirati culture are offered in most lessons and always shown in weekly planning. This consolidates the relevance of the UAE culture to their learning and the wider world.
- Moral education is taught in discrete lessons and follows requirements. The single lesson per week for those in Years 1 to 10 is in English and balances topics such as life skills along with discussion of ideas such as the importance of tolerance and working hard.

### Areas of Relative Strength:

- Good balance of knowledge and activities linked well to the UK curriculum.
- Curriculum adaptation to ensure continuity and meeting the needs of almost all groups of students.
- Links to UAE culture.

### Areas for Improvement:

- Wider range of curricular options for older students.
- Opportunities for innovation in AMS.
- Meeting individual needs of students particularly the G&T and more abled in lessons.





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

Indicators:	KG	Primary	Middle	
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	
Care and support	Good	Good	Good	
<ul style="list-style-type: none"><li>Overall, the quality of protection, care, guidance and support of students is very good.</li><li>The school is a safe environment for students and staff with very rare incidents of bullying. Well-developed policies and procedures for child protection, behaviour, and security ensure highly effective safeguarding. The school ensures that all stakeholders have secure knowledge of child protection and safeguarding procedures.</li><li>The school premises are clean and well maintained. The health and safety of staff and students is a high priority.</li><li>Arrangements for the arrival and dismissal of students are safe and well monitored by supervisors and security staff. The school clinic is hygienic and school nurses provide good quality care.</li><li>The school promotes healthy life styles through awareness activities and encourage physical exercise through an active lifestyle.</li><li>Relationships between staff and all students are respectful and contribute to a whole-school approach of positive behaviour management.</li><li>The school has a robust reporting system which successfully oversees good attendance and punctuality to school.</li><li>Procedures for identifying students with SEN and those who are G&amp;T is embedded into the school's assessment process. The school has a SENCO, specialist facilities and curricular resources. This ensures students with SEN receive effective support. Students who are G&amp;T are provided with opportunities to follow their interest through the extra-curricular activities. However meeting their individual needs in lessons is inconsistent.</li><li>The school does not yet prepare older students well for the subject choices they will make when considering possible careers during the transition to the high phase.</li></ul>				
<b>Areas of Relative Strength:</b>				
<ul style="list-style-type: none"><li>Child safety and protection systems in place.</li><li>Promotion of healthy life style.</li><li>Relationships and positive behavior.</li><li>Support for students with special educational needs</li></ul>				
<b>Areas for Improvement:</b>				
<ul style="list-style-type: none"><li>Meeting the individual needs of those who are G&amp;T in lessons.</li><li>Guidance for future subject choices to support career aspirations for older students.</li></ul>				



## Performance Standard 6: Leadership and management

### Indicators:

<b>The effectiveness of leadership</b>	Good
<b>Self-evaluation and improvement planning</b>	Good
<b>Partnerships with parents and the community</b>	Very Good
<b>Governance*</b>	Very Good
<b>Management, staffing, facilities and resources</b>	Good

- The overall quality of leadership and management is good. Leaders at all levels focus on improving the outcomes of learners and creates a climate of respect which is caring and nurturing. They demonstrate secure knowledge of the curriculum, are effective in maintaining and improving standards, and in meeting the academic and personal needs of almost all students.
- Data is gathered from a range of sources and informs the schools self-evaluation form (SEF). Self-evaluation process is effective in identifying the school's priorities for improvement to inform the school development plan (SDP). Timeline and effective actions are included but responsibilities are too widely shared to ensure full accountability for improvements, particularly with respect to subject responsibilities.
- Systems for monitoring teaching and learning is regular and focused on outcomes for students.
- Parents are encouraged to participate in school life through a range of special days and extra-curricular events. Communication between home and school is very effective and online communication and app-based media makes parents feel valued, and well informed.
- The school's Life Skills programme has extended participation in community activities and established effective partnerships with external organisations.
- The governors ensure the school meets students' needs and are rigorous in their monitoring of school performance. Funding has been provided for a major expansion which will further improve sport and specialist facilities. Regular meetings hold school leaders accountable for school performance.
- The day-to-day management of the school ensures the safety of all staff and students and creates a caring environment. Staff are qualified and deployed effectively. Individual professional development needs are addressed by the whole-school training programme. Sharing of best practice in teaching strategies between Arabic and English medium subjects to ensure consistency in quality of delivery is less well developed. Facilities and resources are sufficient, but the effective use of technology resources for independent learning is less well developed, particularly in lessons.
- The school prepares years 5 and 9 students well for TIMSS. The school actively encourages students to log on to the 'Question a Day' (QaD) platform to answer questions on Science and Maths. Class teachers use the weekly report to evaluate individual student progress, and then provide a follow up session to further strengthen their skills.

### Areas of Relative Strength:

- Monitoring systems that focus on the outcomes for learners.
- The school's successful partnership with parents, the community and governors.

### Areas for Improvement:

- Individual responsibility for improvement priorities particularly in subjects.
- Sharing best practice between Arabic and English medium subjects.



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AND KNOWLEDGE

- Effective use of technology resources particularly in classes.

\*Relevant for Private schools onl