

The review was carried out by three inspectors, all of whom are lead inspectors for the Independent Schools Inspectorate (ISI) in England. The team was supported by CfBT's Programme Director in Dubai, who is also an experienced ISI team inspector. (However, this was an internal review carried out on behalf of KHDA by CfBT Education Trust and was not an ISI inspection).

The review team was able to study some of the schools' documentation before the visit and was given more documents at the schools. We made a number of conclusions in the light of the self-evaluation forms (SEFs), prepared by both schools. These SEFS are based on the Office for Standards in Education (Ofsted) national standardisation for England.

As the lead-in time was short, the schools were asked to prepare the reviewers' timetables. We held 14 meetings with staff, observed 67 lessons or parts of lessons, activities, an assembly and interviewed over 20 students. As was agreed by all concerned, this was a review visit, not a full inspection, although we applied our inspectorial experience to the project.

To aid the flow of the report, the pronoun "we" is used to indicate the views of the review team.

## 1. ACHIEVEMENT AND STANDARDS – LATIFA SCHOOL FOR GIRLS

### Review

#### 1.1 The Perception of Standards

- 1.1.1 There appears a widespread perception among a significant proportion of stakeholders that standards in both Arabic and in the English curriculum have been dropping. Against this, all the parents responding to the school's own survey expressed themselves satisfied with the standards and with the quality of teaching. Some expressed concern about a decline in the standard of Arabic. A few were concerned about the fact that their children were in a year group other than their children's chronological ages.
- 1.1.2 Part of this perception may well have been driven by the broadening in the ability of the pupil population. Standards of achievement may go down in absolute terms because, on average, the ability of students is lower. In such a case, the effectiveness of teaching need not have declined, but would be perceived to have declined, especially if parents are not conscious of the corresponding change in ability. On the face of it, there has been a drop in the most obvious measure of attainment: performance at GCSE at the age of 16, though less marked than in the boys' school. In fact, however, on the information made available to us, any decline has been comparatively modest, in terms of standards at GCSE.
- 1.1.3 The question the team addressed is whether, **given the innate potential of the students**, standards are as good as they could or should be. Here the history of the school comes into play. It is not the same school as it was when results were strong. There is now a primary 'feeder' school and selection and the admission of non-UAE nationals have ceased. This means that we are not able to compare like with like.

#### 1.2 Intake, Ability and Expectations

##### 1.2.1 Ability is not a straightforward matter for the following reasons.

- Students are being taught for 80% of the time in a foreign language mostly not spoken at home and for 20% in standard Arabic rather than their own dialect;
- The ability tests carried out in the school are in a foreign language so that the results could underestimate their potential;
- Currently no Arabic language test of cognitive ability exists, and, as we understand it, assessments in the ministerial Arabic curriculum are not nationally moderated to allow other than subjective comparison among schools. The team is not in a position to make such judgements.
- Since 2000 the intake has not been based on any stated criteria, and ability has fluctuated.
- The numbers entered for A2 Level have been too low (on average 9 students each year) to permit reliable benchmarking.

For all the above reasons, any evaluation of pupil performance has to be carried out with caution. We believe that the safest points of comparison are with girls in all maintained schools in England.

- 1.2.2 On the school's own analysis of its intake, based on Durham University's *Middle Years Information System* (MidYIS), taken in Year 7, and *Year Eleven Information System* (YELLIS), taken in Year 11, the school includes the full range of ability from far above to

far below the national average for children in England. Overall, they are below average in ability. However, their numerical scores, a more plausible measure, place them as average. If, therefore, students achieve in line with their ability, it is expected that their results in English National Curriculum Tests at age 11, in GCSE at age 16, and at A Level would represent the full range of outcomes. Our cautious estimate, based on the YELLIS scores, is that the overall ability is average.

However, most students enter the school with little or no English, the language of instruction for four-fifths of the curriculum; all are learning standard Arabic from scratch and a few speak little or no Arabic. A substantial proportion of students have a variety of learning difficulties and or disabilities (LDD), including emotional behavioural disorders. In the absence of any better evidence, therefore, we believe that achievement by the end of Year 11 should be at least in line with the average for girls in maintained schools in England. It is reasonable to suppose that before that stage, performance will be variously depressed by the fact that students are being tested in a language other than their own and are gradually mastering English.

1.2.3 However, we observe that in the absence of standardised tests in the language dialect of the children themselves, it is not possible to be certain what their potential is. It could well be higher than indicated by the CAT tests. We have no reliable information about potential or standards in Arabic or Islamic Studies (IS).

### 1.3 The School's Analysis

1.3.1 The school in its Self Evaluation Form (SEF) judged its standards to represent very good progress in relation to the ability and prior attainment of its students, a view supported by the YELLIS predictions in secondary and by their analysis of progress in the National Curriculum tests.

### 1.4 The Team's View

1.4.1 Achievement in the National Curriculum Tests at ages 11 are below the national average for girls in all maintained schools. At age 11 in English the percentage achieving Level 4 is well below the national average for girls in all maintained schools and none achieved the higher Level 5, achieved by girls in England, by 39%. In mathematics the proportion attaining Level 4 is below the national average for girls by a similar proportion. The school does not enter girls for science, nor does it enter girls for the National Curriculum tests at 14. By the age of 16, achievement is high, particularly in art. Students are well above the national average for girls in maintained schools in England, both in relation to point scores per pupil entry and in relation to percentages of girls achieving A\*-A and A\*-C. This difference corresponds with the fact that the average number of subjects entered per pupil (between 8 and 9) is significantly higher than in the boys' school over the last two years. Standards at A Level, while they appear to maintain these good results, involve numbers of students too small for secure comparison.

1.4.2 We know that many parents are also concerned at the standard of classical Arabic and of Islamic studies achieved. Obviously we cannot comment on the standard. In the absence of any Dubai or UAE moderated testing, the Arabic teachers have done their best to find ways of assessing both primary and secondary schools and have sought to link assessment approaches.

## Key Issues and Recommendations

The very high proportion of girls obtaining A\*-A in art at GCSE not only attest to the often inspiring quality of art, but strengthens the hypothesis that the underlying ability of girls is greater than the standardised test scores suggest and that girls might be capable of even more than at present.

1. For this reason, the school should look much more closely at the indicators for more able girls, including the higher Levels 5 and above at age 11 and at the higher A\*-A comparisons at GCSE. It is in relation to these higher standards that the difference between maintained schools and independent schools is widest in England.

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## 2. PERSONAL DEVELOPMENT AND WELL-BEING – LATIFA SCHOOL FOR GIRLS

### Review

- 2.1 The school is successful in promoting the personal development of its students. Relationships are excellent and a sense of community is evident throughout the school. Through the Arabic and Islamic Studies programmes and the personal and social education (PSE) programme, the school fosters students' religious, moral, social and cultural development.
- 2.2 Students have opportunities to develop religious understanding in Islamic Studies and to demonstrate these values in their daily lives. Their personal development is fostered through, for example, the annual Year 11 visit to Umrah. They grow in confidence as they move through the school, and teachers build self-esteem and personal worth by valuing students as individuals.
- 2.3 Students' social development is outstanding. Students are confident, courteous, poised and with a desire to learn and improve themselves. They are self-assured without being arrogant and are generally at ease with themselves and with one another. They engage with others beyond the school in a number of ways. For example, through "Dubai Cares". In 2007, Latifa students raised the second most money in Dubai to build a school in a developing country, train its teachers and provide clean water and medical care for its students. Additionally, a number of students help at the Al Noor Centre for Special Needs and with Riding for the Disabled. Community awareness is fostered in a number of ways, including emphasising everyone's responsibility for recycling.
- 2.4 Students respond well when given responsibility as, for example, when appointed a class monitor or prefect in the primary school, sports team captain or manager. These provide some opportunities to gain leadership experience, through which students begin to learn team-building skills and to take responsibility for others. Through its own SEF, the school is aware that this is an area that can be further developed, if it is to going to meet successfully the school's aim of 'equipping students to take on roles as future leaders in their community as well as wives and mothers of future rulers and leaders in Dubai'.
- 2.5 Students' behaviour was exemplary. The new behaviour policy in the secondary school, focusing on mentoring and behaviour modification strategies, encourages students to take responsibility for their own behaviour. The "Golden Rules" and rewards system in the primary school set clear expectations for students' behaviour, which are reinforced regularly in morning assembly.
- 2.6 Helping students to recognise their own responsibility for adopting a healthy life style is central to the curriculum. This focuses on encouraging students to eat healthily and exercise regularly. Parents and carers are involved in this area from the time a student enters the Foundation Stage, when they are invited to coffee mornings to hear a dietician explain how to provide healthy diets for children.
- 2.7 Through the Arab citizenship programme in the secondary school, students develop a sense of civic duty and both schools mark National Day in December. Last year, for example, students in the sixth form planned and managed a series of activities on a Dubai theme for the students in the primary school.
- 2.8 Students have good awareness of the cultural beliefs and traditions of their own religion, and a growing understanding of others' backgrounds. The ethos of the school recognises and encourages respect and promotes tolerance and harmony.

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## Key Issues and Recommendations

1. In order to improve students' personal development still further, it is recommended that the school should increase the number of opportunities students have to take on leadership responsibilities.

### 3. THE QUALITY OF PROVISION – LATIFA SCHOOL FOR GIRLS LEARNING AND TEACHING

#### Review

- 3.1 The teaching and learning at Latifa are of consistently high quality, as reflected in their performance in tests and examinations. Girls are able to achieve these high standards because they acquire a surer and more articulate grasp of the English language than do the boys, and because the girls work harder and have higher personal aspirations for themselves than do many of the boys. There is no comparable difference in the quality or calibre of teaching between the two schools, except that at Latifa the staff members are freer to get on and teach, while their efforts to overcome the similar barriers of language and learning difficulty have a better chance to bear full fruit.
- 3.2 As learners, students were well-behaved, attentive and listened to their teachers and to each other. They arrived at school ready and eager for their day. They enjoyed and were excited by their learning. In the primary school they easily switch from rushing around the playground to quiet study. They work very effectively both individually on their own and in pairs and larger groups. They take a pride in their work and both in primary and secondary schools produce a good amount of work, neatly presented. The amount of writing and speaking contributes to their fluency. They are well-behaved and attentive in their lessons.
- 3.3 From the Foundation Stage, they rapidly acquire the ability to sit quietly and receive instruction or to play alone or with other girls in a productive and focused way. Thus, for example, in one such class, while some were with the teacher or assistant, being guided in their learning, two were on their own, helping each other wash and hang out dolls' clothes with great seriousness and efficiency.
- 3.4 Students make good progress in their written English and by Year 11 and earlier reach levels similar to those found in comparable English schools. They show a growing and wide vocabulary and develop a sure grasp of the grammar even if they continue to make slight mistakes of idiom. By the sixth form most are highly articulate, as in a presentation on Arab life and customs delivered by girls both in English and Arabic, together with a sophisticated slide presentation by a team of six. The school provides excellent TESL support for students and has trained its staff in TESL methods, with evidence that many staff members in both secondary and primary are improving their own articulation for the benefit of their students.
- 3.5 Students read with growing assurance. The primary school has worked with considerable success to engage the support of parents. The excellent library in the primary school is in constant use. The school keeps very full reading records in both English and Arabic and has succeeded in engaging many parents in supporting their children's reading. This is also true in relation to reading in Arabic, where parents have been reported to have been amazed at the improvements achieved in the reading of girls in Years 1 and 2.
- 3.6 Students develop a secure grasp of number over time, Western and Arabic, and apply it to work and study in other areas, even though in the earlier stages their progress is slowed by the barrier of language. They are behind at Year 6, but by the time they reach Years 10 and 11 they are achieving good levels of proficiency. There are at every age students with mathematical talents that could be developed more, such as the girl in Year 2: asked the biggest number she could think of, she replied: "Infinity". Asked what would happen if you took one away from it, she replied: "900 – no, 9,000." There was not enough attention to developing such a talent. In recognition of this, the school has

drawn up a list of gifted and talented students with a view to stretching them more. Students at all stages are able to use numbers, charts and spreadsheets for a variety of purposes in geography and science, for example.

Girls also become highly proficient in the use of ICT in a variety of functions, from setting out text and making sophisticated presentations, to the use of spreadsheets for calculation. This facility is enhanced by the way in which students are fully involved in the technology of the classroom, from a girl in Year 1 Arabic, stretching up to move the word to its corresponding digit, to a girl in a secondary class, projecting an aerial view of the Gulf onto the interactive whiteboard, using Google Earth.

- 3.7 The girls are becoming highly and widely educated. Many show an informed interest in their emirate, their region and in the wider global community, whether through studying the geography of the gulf in Arabic or the history of Egypt, a little further a-field. Examples were seen of how they are encouraged to relate the regional with the global in the way in which in one Islamic Studies classroom in the secondary school, girls' Arabic writing about great works of early and modern Arabic poets was displayed alongside writing in Arabic about *A Midsummer Night's Dream*.
- 3.8 Many examples were seen, for example in history in the secondary school, of their being able to put together more substantial pieces of work and of conducting research or making presentations of good quality. Many of them, however, rely on information and are thinner on opinion and analysis. The school itself recognises this as something they need to develop. A good example of writing for a purpose was seen in the art sketchbooks of many of the girls. The quality and standard of art is exceptionally good. Girls demonstrate both skill and depth of feeling. The drawings and writings in their sketchbooks show clearly the processes of study, thought and feeling that lead to the excellent finished works.
- 3.9 There are students capable of more than the average students and the school is looking at ways of raising their intellectual levels further. There were instances of students who could have been working at a higher level, who were not being stretched. The school has been introducing a policy for gifted and talented students, rightly.
- 3.10 The girls of Latifa achieve these good and, in many ways, very good, results through a combination of their own commitment and motivation and the consistently good quality of teaching. They are taught by well-qualified, well-organised and energetic staff, who blend pastoral and academic support seamlessly. Through the relationships they foster, staff members are able to establish a community of learning. Good work has been done in blending teaching approaches to the Arabic and English language dimensions of the curriculum. The team was aware, however, that, considering that Arabic is the students' first language, very few teachers had any knowledge of Arabic.
- 3.11 Lessons are consistently well-planned and teachers make efficient use of time and of the excellent resources and facilities made available to them. They make full use of ICT in the classroom and of the mobile laptops, involving all students in their use. They are sure in their control of students but leave plenty of room for laughter and fun. They make their lessons enjoyable and interesting.
- 3.12 A strength of teaching is the effectiveness of teamwork. This is evident in the way teachers, class assistants and the learning support and TESL teams work together in the primary school. In the secondary school, too, six teachers participated in a presentation by girls in Year 12, in which they acted as an audience, chipping in with carefully thought-out questions that showed the girls' ability to draw on knowledge beyond the slides on view and to think on their feet.

- 3.13 Support for girls with LDD is a particular strength. The co-ordinators in secondary and primary are thorough in their assessments and in drawing up individual education plans (IEPs). Guidance to teachers is clear and helpful and teachers are aware of it. These students are well-known to staff who teach and care for them. With the large number of staff, care needs to be taken not to provide too much support at the expense of their developing independence. Examples were seen of extension activities for gifted and talented children. However, there were also instances where students completing work quickly were moved on to activities like colouring in, which would do little to challenge them. The school is aware of its need to find more ways to challenge the more able.
- 3.14 The TESL department has done well to identify and support any who are behind in their development and to guide staff in suitable approaches in lessons. Most teachers are now careful to pace their own speech to ensure that all students can follow.
- 3.15 The school has in place good systems for assessing and tracking progress of students. In the primary school, this concentrates too much on the core subjects and progress in the skills and understanding of other subjects like history and geography is not clearly assessed. The school also has very full systems for benchmarking and tracking progress. Staff members need to be careful not to overplay the reliability of benchmarking against the very different English school system.

### **Key Issues and Recommendations**

Even though the strengths substantially outweigh the weaknesses, there are areas for improvement.

1. Continue to work on students' progress in the Arabic language.
2. Look more closely at the higher levels of achievement in SATs and GCSE and A Level.
3. Introduce more elements of challenge for the more able.
4. Assess and report on progress in the wider curriculum more fully.
5. Be careful not to place too much reliance on English language tests of ability.

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#### 4. THE QUALITY OF PROVISION – LATIFA SCHOOL FOR GIRLS CURRICULUM

##### Review

- 4.1 Through the broad outward-looking curriculum, the school provides an education of high quality fully consistent with its current aims. It is thoughtfully planned to meet the needs of students of a wide ability range in a balanced way. It combines, with some modifications, elements of the English Curriculum with the requirements of the United Arab Emirates (UAE) curriculum to respond to the values and traditions of the UAE and the wider Arab world. It provides effective support for students studying in a second language. Long before students reach the sixth form the great majority are fluent English and Arabic speakers.
- 4.2 Students entering the Foundation Stage in the primary school with no English and occasionally poor Arabic speaking skills, receive high quality language support that enables them to express themselves in a mixture of Arabic and English and access the Year 1 curriculum by the end of the Foundation Stage. In Years 1 to 6, a strong feature of the curriculum is the way it is tailored closely to match the individual needs of students. The curriculum in the secondary school leads to a balanced choice of compulsory and optional subjects for the GCSE examination in Year 11 and the High School Diploma and Advanced Diploma in Year 12. For the number of students remaining until Year 13, the choice of A-level subjects provides a range of options appropriate to the abilities and interests of students. However, frequently the size of teaching groups at A-level is small.
- 4.3 Learning and language support is of high quality and well-managed throughout the school. Identification of specific learning and language needs by specialist English- and Arabic-speaking teachers at an early stage ensures appropriate support can be provided to enable students to make progress. Detailed individual education plans (IEPs) are written and monitored regularly. At every stage, the school works hard to involve parents with this support. The curriculum is enriched and students' learning extended through visits to places of interest, for example the Creek to study shipping, Sharjah to observe wild animals, camps, museums to study exhibitions, visiting speakers, and expeditions abroad.
- 4.4 The extra-curricular activities offered in the primary school centre around sport, and instrumental tuition is offered to students demonstrating musical ability. In the secondary school, art and science clubs meet regularly, and students have opportunities to participate in team sports. This limited range of clubs is extended by the provision, at lunchtime, of challenges and competitions organised by heads of year to promote individual interests and new opportunities.
- 4.5 Careers provision is well formulated and embedded in the PSE programme. It is thorough and prepares students well for higher education and the world of work. A notable strength is the wide-ranging experience of the staff who support the careers co-ordinator.
- 4.6 The curriculum is supported by good quality written curriculum documents to provide for continuity and underpin work at every stage. The curriculum is reviewed annually to meet the changing needs of students in different year groups. Curriculum links between the primary school and the secondary school are strong.
- 4.7 Resources to support the curriculum are outstanding and used effectively by teachers to support the curriculum.

## Key Issues and Recommendations

1. In order to improve the curriculum still further, it is recommended that the school should extend the range of extra-curricular activities provided and help parents to understand their importance in a student's total educational experience.

## 5. THE QUALITY OF PROVISION – LATIFA SCHOOL FOR GIRLS CARE, GUIDANCE AND SUPPORT

### Review

- 5.1 The school gives students a high standard of care, guidance and support and this judgement is in line with the school's grades in the school's SEF.
- 5.2 Students feel well-supported in all areas of their school lives. Students report that they feel strongly supported by the teachers and support staff in their work, their personal issues and their extra-curricular lives. It was clear from observation of lessons and activities that staff members know their students well and work very hard to ensure students have all the support they need to develop as individuals. Indeed, one of the hallmarks of the school is individual student care.
- 5.3 In both sections of the school effective pastoral arrangements are in place to support students. Tutors and form teachers offer immediate support and this is reinforced by heads of years and key stage co-ordinators. A strength of the pastoral system is that heads of year, form teachers and tutors move up with their year offering continuity of care. In addition to the year and key stage teams, a significant figure of support is the consultant for student affairs, who is acknowledged as playing a major part in the care of the students and links with students' families. Protocols and systems for sharing information (as appropriate) are in place, are robust and in the best interests of the students, adding to their personal development. The teachers' pastoral care is enhanced by the guidance offered to them and this is published on *LATIFANET*, the school's intranet system. Information on this system is regularly updated and can be accessed by teachers at any time.
- 5.4 Another element of *LATIFANET* is the *Student Information Reporting System*. This typifies the individual care which students receive at the school. Any member of staff can log items about a student (both positive and negative) at any time and tutors, form teachers, but particularly year heads and key stage co-ordinators, can track issues for individual students by this system. This is a sophisticated method of tracking student development and aims to ensure that issues about any particular student are logged centrally, but also are able to be tracked to positive conclusions.
- 5.5 The school offers students and parents helpful booklets on how to understand the workings of the school and how to succeed at the school. Support of students moving between key phases is very carefully managed. The *Code of Conduct* and the behaviour policy are both clear and student-friendly documents, with as much emphasis on rewards as rules. A feature of the school is the visual reinforcement of the standards expected through posters in classrooms and about the school and these visual reinforcements extend to academic prompts for improving work. The school operates a "No Blame" policy concerning bullying, and students report that this is effective in practice, where any bullying issues are promptly and constructively resolved.
- 5.6 A comprehensive programme of guidance and reporting on students' academic and personal development has been developed by the school. The systems of progress reports and long reports are thorough, understood by students and by most parents and show clearly the progress in academic performance and personal standards. In the progress reports grades are given for achievement, effort and general behaviour and students are left in no doubt as to their performance. The subject reports and tutor reports contributing to the long reports show progress in academic subjects and also indicate areas for improvement. In addition, these reports comment on a student's personal development through the school's extra-curricular programme. The guidance

programme includes regular discussion with students on progress followed by target-setting and this is reinforced by students' attendance at parents' meetings with their parents, where the *Review Card* is completed by students, enabling them to review their progress and set themselves targets for development. It is not surprising that the school can report strong feedback from Zayed University on the performance of Latifa students in their studies and motivation.

- 5.7 The school is very aware of the vital role parents play in the education of their children and has developed a number of strategies to engage with parents in the education of their children. Parents' meetings are held regularly and the *Homework Handbook* guides parents in the support of their children with work at home. It is clear that the staff know their students and their families well and do all they can to engage with the families so that all can work together in the education of the students.
- 5.8 The measures in place to safeguard and promote students' health and well-being are strong and the inspection team found the health and safety regime to be comprehensive. This was notable in the area of the control of internet access and web-management. The catering provision encourages healthy eating, an emphasis on exercise through sport supports individual fitness and the health care provision is valued for targeting health issues and building good relations with students' families so they can also be aware of any particular health issues.
- 5.9 Students are equally well-supported in their development through community service. The school's SEF confirms the wide range of charity support and community service. Students also work with charitable organisations supporting the disabled. In all its support of students' community work, the school aims to develop students' awareness of key issues in society, awareness which students can take into adult life as leaders.

### **Key Issues and Recommendations**

1. It is clear from the strength of the school in this area that the only recommendation is in support of the school's current work:

The school wishes to develop its website so that a Virtual Learning Environment (VLE) can be created for the benefit of both students and parents. The school's links with its parents are good but the school is aware that more needs to be done. It is recommended that, in any review of the school's future provision, the development of a VLE is considered a priority.



## 6. LEADERSHIP AND MANAGEMENT– LATIFA SCHOOL FOR GIRLS

### Review

- 6.1 The school is efficiently managed within the resources made available and leadership is supportive of the current aims of the school. Since its foundation the senior staff of the school have managed its development, supported financially by the Ruler's Office. Currently, the school does not have a governing body and, thus, the senior managers do not have a "sounding board" for their ideas of educational development, nor do they have external monitors of the school's performance.
- 6.2 The school is meeting its aims very well. It is particularly successful in encouraging students to "Develop your skills, knowledge and understanding in order for you to take full advantage of the opportunities life offers you." This was the tenor of the school the inspectors experienced during their review visit.
- 6.3 The school's needs are clearly analysed in the documentation made available to the team. Clear and detailed development plans, with targets and target dates, are complemented by the school's thorough self-evaluations. Self-evaluation is based on UK standardisation and the inspectors agreed with the judgements on leadership and management.
- 6.4 Of particular note in the current development plan are the following areas:
- 'Programme of self-evaluation across all staff and all areas of the school'. The school's desire to include students and parents in this evaluation shows the management's commitment to consultation.
  - 'Development of the new *Literacy Framework* in the Primary School following successful introduction of the new *Numeracy Framework*'. This is indicative of the school's desire to improve the educational provision and research and analyse the current best practice in education.
- 6.5 The school has also initiated a system of development planning through "focus groups" to ensure that the views of the whole of the school (including parents and students) are considered. Of particular note in this area are:
- 'Development of a performance management programme (PMP) to enhance the appraisal system'. It is acknowledged that a PMP does add much to the motivation of staff and the school is to be praised on taking this initiative and involving staff in its development.
  - 'Healthy School Initiatives involving the whole community including parents'. It is noted that much has been done in this area already and the "Brain Booster Breakfast" available to all students before school starts indicates the practical approach the school adopts to issues.
- 6.6 Procedures and policies are well in place. Available to all staff on *LATIFANET*, policies are clear and reviewed annually so that staff know they are supported with current procedures in the best interests of the students.
- 6.7 It is clear from the paperwork and what we have seen in lessons that middle managers look after their departments very well. Departmental handbooks are models of best practice, supporting the teachers in the department. Teaching rooms are marked by exciting displays, both of students' own work and guidance material. Staff members use ICT with ease and most effectively in the support of teaching and learning. The teaching

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staff have developed a wide range of ICT material, including shared sites so that departmental material can be shared by all staff in the department, a good example being the mathematics department. Significantly, ICT is equally well-used by students. A shining example of this was in an Arabic lesson where a 4-year-old student was using an interactive whiteboard (IWB) without staff help. Heads of department support their staff well, including encouraging in-service training (INSET) to underpin personal and departmental development.

- 6.8 The management's appointment and support of staff are strengths. The reviewers noted the high quality of staff, whose appointment is carefully managed with the aim of recruiting to the school staff members who can deliver academically and appreciate the particular needs of students in these schools and also understand the cultural context. The induction policy is clear and staff members report that they felt welcomed to the school and given the appropriate induction as well as being supported through their first year. The continuing professional development programme monitors staff performance as well as encouraging development.
- 6.9 The administration of the school is efficient. This is seen in the quality of its record-keeping, publications, website and management of the outstanding resources. As previously noted, the development of *LATIFANET* exemplifies the quality of the school's administration. The outstanding resources supporting needs of students are very well-managed and are being used very effectively by both staff and students. Notable in the provision is the media resources room in primary school, which does so much to enhance the areas of learning and teaching; the libraries in both schools, providing opportunities for personal study and a love of books; the quality and range of the art library in secondary school, contributing to the high standards of that department.

### **Key Issues and Recommendations**

1. Whilst some strategies are in place for developing students' leadership skills, it is recommended that the school develops this area by providing more opportunities for leadership training and thus meets more fully the school's aim as stated in their self-review of "preparing students to take on roles as future leaders in their community, as well as wives and mothers of the future rulers and leaders of Dubai."