



**British School  
Overseas**  
Inspected by Penta International

# **Inspection report**

## **Latifa School for Girls**

**Dubai**

**UAE**

Date 26<sup>th</sup> – 28<sup>th</sup> February 2017

Inspection 20170226

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## 1. Purpose and scope of the inspection

The Department for Education has put in place a voluntary scheme for the inspection of British schools overseas, whereby schools are inspected against a common set of standards that British schools overseas can choose to adopt.

The inspection and this report follow the Department for Education (DFE) schedule for the inspection of British Schools overseas.

The purpose of the inspection is to provide information to parents, teachers, senior managers and the school's management on the overall effectiveness of the school, the standard of education it provides and its compatibility with independent schools in the United Kingdom.

The inspection and report will cover the key areas of quality of the curriculum; quality of teaching and learning; the spiritual, moral, social and cultural development of students; their welfare, health and safety; the suitability of the proprietor and staff; the school's premises and accommodation (including boarding); and the school's complaints procedures. An essential part of the inspection is considering the extent to which the British character of the school is evident in its ethos, curriculum, teaching, care for students and students' achievements.

This inspection was completed by Penta International. Penta International is approved by the British Government for the purpose of inspecting schools overseas. As one of the leading inspection providers, Penta International reports to the English Department for Education (DFE) on the extent to which schools meet the standards for British Schools Overseas.

During the inspection visit 56 full or part- lessons were observed by inspectors. School documentation and policies were analysed and data reviewed. Students' workbooks were scrutinised, and discussions were held with the senior staff, the management teams, a range of teachers, parents and groups of students. Three school days were monitored.

The lead inspector was Sheila Smith. The team members were Geraldine Cranfield, Judith Pollock and Nicola Walsh.

## 2. Compliance with regulatory requirements

Latifa School for Girls meets all the standards for British Schools Overseas.

## 3. Overall effectiveness of the school

Latifa School for Girls is effective in meeting its mission of ‘providing quality British education to the ruling family’s daughters and other invited girls aged 3 to 18 in a single-gender environment and in a culturally appropriate context’.

Teaching is of a good standard throughout the school and the dedication of teachers is reflected in the positive attitudes of the students. Students are happy, articulate and confident learners. Their attitudes, values, and behaviours are excellent. Responses received from a range of parent and student interviews indicate strong support for the school. However attainment is low when compared to UK National averages.

### 3.1 What the school does well

There are many strengths:

- The school is highly successful in meeting students’ individual social and personal needs.
- The school runs efficiently on a day-to-day basis.
- The policies and implementation of procedures regulating the welfare, health and safety of the students are strengths: they ensure a safe, secure and stimulating environment in which to learn.
- Students’ behaviour is excellent.
- The school is held in high regard by the wider community and parents. Students are proud to be members of the school and value the opportunities it provides.
- There are positive relations between students and staff.
- The school recognises and responds to students’ opinions.

- The desire and commitment of the staff to enhance the learning experiences of the students.
- Displays both in and outside the classrooms are of a high quality.
- The professionalism and commitment of the maintenance manager and his team in ensuring that the school premises are maintained to a high quality.
- Staff are well qualified and teaching is a strength.

## 3.2 Points for improvement

While not required by regulations, the school might wish to consider the following points for development:

- Governance procedures are required to better support and hold the senior leaders to account.
- Ensure rigorous monitoring and evaluation of the impact of new initiatives on students' attainment.
- Develop the continuity between key stages in primary and secondary, in order to improve the quality of students' experiences and learning.
- Further improve the rigour and consistency of performance management to ensure
  - accountability of all staff for student outcomes
  - identification of strengths and development needs.

#### 4. The context of the school

Full name of school/college	Latifa School for Girls				
Address	PO Box 11533 Dubai United Arab Emirates				
Telephone number	Primary: +971 (0) 4 336 1065 Secondary: +971 (0) 4 336 3661				
Fax number	Primary: +971 (0) 4 3361462 Secondary: +971 (0) 4 3363662				
Website	<a href="http://www.lsg.sch.ae">www.lsg.sch.ae</a>				
Email address	<a href="mailto:admin@lsg.sch.ae">admin@lsg.sch.ae</a>				
Head	Debra Forsyth				
Chairman of Board of Governors	Abdulsalam Almarri				
Age range	3-18yrs				
Total number of pupils	685	Boys	0	Girls	685
Numbers by age	0-2 years	0	11-16 years	243	
	3-5 years	45	16-18 years	81	
	5-11 years	309	18+ years	7	
Total number of part-time children	0				

Latifa School for Girls is a government funded, all-girls school. It was established by the ruling family of Dubai in 1982. The clear aim of the school was to offer a high quality, British-curriculum education, in a single-gender environment, to the ruling family's daughters and other invited girls, in a culturally appropriate context.

There were changes in the school's operational authority from the Ruler's Court to KHDA nine years ago. In 2015, operational control returned to the school, through a Shared Services Department, servicing Latifa School for Girls and Rashid School for Boys.

The student body of 685 is now 100% UAE national with 97% being native Arabic speakers and English as a second language learners (ESL). Numbers in the primary section are growing rapidly. Admission to the school is by invitation and new students are either siblings of existing children, or recommended by the Ruler's Executive Office. The intake is academically non-selective with over 45% of recent intake requiring some degree of learning support. Current intake and admissions policy mean the mother-tongue of almost all students is local Gulf Arabic: this is the language of the playground. Neither Modern Standard Arabic (MSA) nor English are required for students' social interactions outside the classroom and this poses a challenge to the learning of both Arabic and English. English language acquisition and its impact on learning in other English-medium subjects is a key target on the school development plan.

The school's curriculum is a blend of National Curriculum for England, modified to suit the cultural context and the individual needs of the students, with Arabic and Islamic Studies, in line with UAE Ministry curriculum and requirements. Students sit GCSE, AS and some A-level examinations, as well as Ministry-accepted Arabic and Islamic examinations.

The school states that it prepares students to take on roles as future leaders in their community, as well as becoming wives and mothers of the future rulers and leaders of Dubai.

The school has identified the development of Arabic and English languages as particular challenges.

## 4.1 British nature of the school

When it was established, the clear aim of the school was to offer a high quality, British-curriculum education, in a single-gender environment, to the ruling family's daughters and other invited girls, in a culturally appropriate context. Today Latifa School is successful in providing a sense of Britishness and the best aspects of a British Education in a suitable cultural context. The school's student population is 100% Emirati, but they and their parents actively seek and appreciate a British style of education.

The curriculum is broadly in-line with the National Curriculum for England, with contextual adjustments where required and the addition of Arabic and Islamic Studies. Overall provision is based on a UK model of holistic education, through academic and pastoral development, both inside and outside the classroom.

Enrichment activities mirror those found in the UK, allowing for the limitations imposed by the single-gender environment and local culture, including both curricular and extra-curricular day and extended overseas trips, including to the UK.

The leadership structure of the school is recognisably British with head teachers, deputy head teachers, heads of year and heads of department.

Examinations provided by UK educational organisations are used to measure progress and certify attainment. Students take GCSE, IGCSE, GCE and ABRSM examinations as attainment measures at the end of their courses.

Students undertake work experience in year 10.

The school kitchen is following Jamie Oliver guidance on healthy eating.

There is a school council and students are elected by their peers.

Students are encouraged to compare and contrast UK with Dubai in a range of subjects. For example, in science they consider the role of the NHS and in English literature they study aspects of the UK culture in 'An Inspector Calls'. Dance from different cultures is explored in PE. Annual visits to UK take place and primary students use UK currency values in their mathematics lessons.

Staff are primarily (72%) UK trained British nationals with UK teaching experience with a further 9% holding foreign teaching qualifications that are recognised in UK.

The school keeps abreast of initiatives in UK through active membership of BSME amongst other channels.

Parents believe the British nature of the school provides a high standard of education and they value the English fluency their children gradually develop.

## 5 *Standard 1*

### The quality of education provided by the school

The quality of education provided by Latifa School for Girls (LSG) meets the requirements of the BSO Framework.

#### 5.1 Curriculum

The curriculum is satisfactory. There is full-time supervised education for all students of compulsory school age. LSG offers a broad and balanced curriculum based on the English National Curriculum. Appropriate policies are in place, supported by long, medium and short term planning. The school's curriculum policy is implemented effectively, enabling students to acquire skills in speaking, listening, literacy and numeracy. The curriculum gives students experience in a wide range of areas of learning, including linguistic, mathematical, scientific, technological, human and social, physical, and aesthetic and creative education. Physical education is compulsory for all students until they leave the school.

The principal language of instruction is English and nearly all teachers insist that English is spoken in lessons. In a few lessons, teachers allow students to speak in their first language during group discussions and when working with their peers. Comprehensive schemes of work are in place and ensure that the curriculum provides opportunities for students to learn and make progress.

Latifa School strives to ensure that it offers students the best of British education in a region where the importance of maintaining a strong Arabic cultural identity cannot be over-emphasised. Students' learning experiences in and outside the classroom enable them to understand the importance of their Arabic culture together with their role in the global community.

The youngest students follow the Early Years Foundation Stage Curriculum and are continuously assessed by their teacher. Student progress is tracked by the Head of Early Years and discussed with class and learning support teachers so that additional (in class) support is provided for targeted children.

Learning is organised by topic and teachers devise a wide range of related indoor and outdoor activities to develop students' communication, numeracy and social skills. There are ample art and role play opportunities that encourage creativity and equipment for physical play. There is a dedicated differentiated phonics time for children in Foundation 2 to develop listening, reading and writing skills.

Primary-aged students follow a broad and balanced curriculum in line with the English national curriculum. There is a clear focus on speaking and listening across the curriculum. However, time for recording was limited and the quantity of writing required, particularly in upper Key Stage 2, insufficient. Teachers are knowledgeable in the subjects they teach: in Year 2, this was impressive as teachers guided students through their research into traditional housing in Dubai.

Middle leaders have made an impact on building the curriculum by tracking progress and coverage. Through this monitoring they have been able to identify areas of the curriculum that require further development and attention. Professional development opportunities through workshops and one to one support are provided to address weaker areas.

Full use is made of the extensive resources to bring the curriculum alive and students talk about exciting activities and learning as fun. There is a programme of educational excursions that enhance the curriculum and provide students with opportunities to build their life experiences out of the school setting.

The national curriculum for England is followed further in Key Stage 3. Teachers are committed to ensuring that the recent changes to UK GCSE, AS and A-level examinations are effectively implemented and managed to the benefit of students' achievements. Where appropriate, this may result in the introduction of new courses and assessments. This focus is reflected in the school's development plan.

Students in Year 9 select 3 GCSE options from a wide range of subjects, in addition to the compulsory subjects which make up the curriculum in Key Stage 4. Students sit external UK based examinations at the end of Key Stage 4 and in Key Stage 5. The school ensures that the curriculum on offer in Key Stage 5 meets the needs of the different ability groups. AS programmes of study are on offer to the more able students with additional GCSE studies for others. ICDL and a project based Enterprise Key Skills programme are available for less able Year 12 students. Personalisation and the needs of students is evident in the adaptation of the curriculum and creative timetabling which allows certain students to complete their GCSE courses over 3 years. Students are effectively prepared for entry/re-entry into the UK education system.

There is a fluid approach to the scheduling of PSHE themes, allowing the school to respond to issues which may arise throughout the year. PSHE lessons are generally delivered by the form tutor with occasional sessions for the entire year group. PSHE themes are regularly reviewed to ensure that they are appropriate and relevant for the developmental needs of the students and for the Arabic culture.

ICT is taught as a discrete subject and incorporated in lessons. Teachers enhance students' learning experience with the use of technology in their teaching strategies and activities. Appropriate careers education and guidance is provided.

## 5.2 Teaching and assessment

Most teaching was good or better. No lesson was unsatisfactory. Most class sizes are small and teachers know their students and show a good understanding of the aptitudes, cultural background, needs (including the needs of SEN and EAL learners) and prior attainments of the students in their class. All teachers demonstrate appropriate knowledge and understanding of the subject matter they teach.

Teaching in Early Years is engaging and child-centred with students seen to be developing positive learning behaviour and attitudes. Teachers make full use of the plentiful resources in school, providing opportunities for students to build their experiences and skills. Students are purposefully engaged thereby enabling teachers to focus on dedicated learning outcomes with groups of children. Best teaching included skilled questioning and following students' lead to guide their critical thinking and problem solving. Respect is expected and praise is plentiful, so that students are motivated, confident and safe as they try out and explore new learning.

In primary classes, most teaching observed was interesting and topical. Students are mainly focused and on task because, as with Early Years, there are a wide range of activities available to motivate and inspire them. Resources, space and additional adults are effectively used across the curriculum.

Lesson planning is evident with learning objectives and success criteria shared with the students. Best lessons observed were well paced, differentiated and active. A particular feature of teaching in the primary stage is the drive to build speaking and listening skills. This was noticeable from the short periods of teacher talk, the use of paired responses and the expectation to speak using complete sentences. There were missed opportunities to follow on from talk activities and develop extended writing particularly in Key Stage 2.

Students in the primary stage make sound progress. This is evidenced by the data which is tracked and analysed at progress meetings by phase leaders. Follow-up discussions with class and learning support teachers identify students who would benefit from targeted intervention. The impact of this intervention is monitored and reviewed regularly by the Head of Learning Support.

Positive relationships between teachers and students provide a safe and positive learning atmosphere.

Nearly all lessons in the secondary section are well planned. Teachers' planning and lesson delivery encourages students to apply intellectual, physical and creative effort, to show interest in their work, and to think and learn for themselves. Creativity and art are strengths of the school. The quality of display in classrooms and around the school is

outstanding. Levels of physical activity in PE are high and students clearly enjoy their lessons and welcome opportunities to participate in sports competitions.

Students are encouraged to think for themselves and nearly all students demonstrate their self-confidence in lessons. Consequently, the quality of class discussions and student feedback was a good standard in many lessons. Despite only one student in some Year 12 and Year 13 lessons, teachers ensure that the students are challenged and stimulated through a variety of activities and probing questioning that develops students' higher order thinking skills.

Classrooms and specialist teaching rooms are well-resourced. Resources are used effectively. Teachers work hard to create highly stimulating and effective learning environments. In the best lessons, learning objectives are clear and referred to throughout the lesson. Nearly all teachers plan a variety of appropriate learning activities and the pace of these lessons ensure that learning time is maximised. In a few lessons, differentiated success criteria provide challenge for all students. In the best lessons, learning support teachers had clearly been involved in planning and they were pro-active in supporting individual students and group work.

In a few lessons, lack of challenge and slow pace restricted progress. There was a missed opportunity for formative feedback to individual students in some lessons.

Most differentiation in the secondary school is by outcome, grouping of students or the level of support offered throughout the lesson. However, in the best lessons teachers' careful planning resulted in clearly defined differentiated activities which provided challenge for all and motivated the students. In a Year 11 low ability English lesson on persuasive writing, the teacher developed appropriate differentiated materials and strategies to support individual student's learning. In a Year 8 geography lesson on the use of data to explore poverty in Ghana's cocoa industry, the teacher planned activities and resources carefully to ensure that all students were able to learn and make progress.

School routines are well established, enabling lessons to start punctually and end on time. High expectations of behaviour and personal responsibility are a feature of the school and evident in nearly all the lessons.

Students are provided with many opportunities to learn collaboratively. They do this, in many cases, with a high degree of maturity. The support and encouragement students show to one another in lessons is noticeable.

There is a policy in place to guide the assessment of students' work. Book scrutiny in lessons indicated that the quality and functionality of the marking is sometimes inconsistent. In some books there is evidence of teachers challenging students' thinking and students responding to the teachers' comments. Evidence of teacher and peer marking against clearly defined success criteria is limited in the secondary section.

Formative assessment including targets for improvement, are not always evident and few teachers refer to any previous written targets when assessing subsequent pieces of work. Students are not always clear about the level at which they are working, or what they need to do in order to improve.

The school has a framework in place by which the students' performance can be evaluated against its aims and National Curriculum objectives. The school is presently undergoing a transition period in relation to assessment, tracking and reporting. The school has collected a wide range of data in recent years resulting in a school which is data rich but not data powerful. The headmistress recognised this and has been reviewing data collection and reporting across the secondary school. Recent curriculum changes and the work undertaken towards defining age-related targets is identified as crucial to setting clearer expectations for students and to enable teachers to more effectively measure student progress. CAT4, PTE, PTM and PTS together with teacher assessments are now employed to track student progress. PASS has been employed by the school in order to monitor students' attitudes to learning and identify barriers to students' potential. Currently their attainment, especially in secondary, is low when compared to UK national averages.

## 6. Standard 2

### Spiritual, moral, social and cultural development of students

The spiritual, moral, social and cultural (SMSC) development of the pupils at Latifa School is good and is a strength of the school.

Students develop their understanding through a combination of the Arabic and Islamic studies curriculum, planned PSHE lessons, themed assemblies, Tawasul (connection) time, formal and informal curriculum. Students are provided with a broad general knowledge of the responsibilities of citizenship in UAE, the UK and internationally. The school enables students to develop their self-knowledge, self-esteem and self-confidence through the wide range of experiences offered both in the classroom and through extra-curricular activities, units of study in the PSHE programme, work experience, mock interviews and units which focus on preparation for university.

In the secondary section, teachers nominate a 'star of the month'. In the primary school, teachers use 'star of the week' and enrichment time to enhance students' self-confidence and feelings of self-worth. The school's reward system and teachers' use of appropriate praise and feedback contributes greatly to students' self-belief. Golden Awards linked to Golden Rules and house points are used in the primary school.

The school has recently launched the 'Character Strengths' initiative in order to encourage students to develop the skill of personal reflection and enable them to develop their self-knowledge. The school is pro-active in identifying students with low self-esteem and self-confidence, offering support through pastoral staff, learning support, phase leaders and home-school liaison staff. Students are encouraged to talk with whichever member of staff they feel comfortable. The school nurses offer a valuable listening ear to many. Students reported that they are listened to and they are happy that teachers consider the student voice in relation to rewards and sanctions.

Students are offered a range of spiritual experiences through after school clubs, residential trips, charity work, fund-raising for school visit to Kenya, visits from authors. Religious celebrations and National Day further enhance this rich experience. Across the school students demonstrated a sense of enjoyment in learning about themselves, others and the world around them, including the intangible. Primary students spoke enthusiastically about how proud they were of their performances in their assemblies. Displays of Year 4 aboriginal artwork where students' written work and their own designs demonstrate an understanding and awareness of spirituality. In a Tawasul session, Year 10 students demonstrated clearly an ability to reflect upon articles from the media and offer their own insightful comment on what was written, how the news was presented and their own opinions on the topic. Students demonstrated a clear sense of empathy with others, an awareness of their own beliefs, and those of others. Lesson observations indicated that students in both primary and secondary have a sound understanding of issues relating to human rights. This was particularly evident in a Year 8 geography lesson on the prices paid to cocoa workers in Ghana in relation to the cost of chocolate.

The girls demonstrate high moral standards. They have a good understanding and sense of the difference between right and wrong. Opportunities for reinforcing issues relating to rules and consequences are seen throughout the school. In Early Years, teachers develop student understanding of the difference between right and wrong and an understanding of resulting consequences through stories such as 'Goldilocks and the Three Bears'. In primary, Golden Rules and sanctions for those who do not abide by the rules are used to develop this awareness. In a Year 11 English lesson, students were encouraged to reflect on the actions of the police in an incident relating to parking in a non-designated area. Students, in their discussions and writing, demonstrated a clear sense of fair play and justice.

Student behaviour in lessons supports learning and enables teachers to ensure that students make progress towards the lessons' learning objectives. House points, peacock points and certificates are used to reward positive behaviour.

Latifa students are courteous and polite to adults and each other. They are respectful towards their teachers and to their peers. This welcoming approach is deeply embedded in school life for all students. Many of the high quality displays around the school and in classrooms provide examples of students working together to solve challenges and achieve learning outcomes. An example of this is the manner in which the Year 12 Enterprise students met the challenge and collectively planned the school's large-scale National Day celebrations.

Students are proud of the contribution they make to fund-raising events and whole school activities. Indeed, when secondary students were offered the chance to be headmistress for the day with limitless funding, they all said they would want to use the money to help less fortunate groups in the community. One student immediately said she would give it to a school which was not as fortunate as Latifa School for Girls. The school council stated that they would like more opportunities to help others and raise money for charities. Key Stage 5 students, when exploring their graduation celebrations, indicated that they wanted to put a cap on the amount spent and use the money to leave a lasting legacy for future students.

The school council is effective in ensuring students having a voice and provides leadership opportunities. The council has carried out a number of initiatives on behalf of the school including recycling and changes to the school canteen environment. Recent changes to the school uniform were a result of their work.

The school's vision statement relating to values, traditions and culture of the UAE and the global community is constantly referred to and upheld through the Arabic and Islamic studies lessons, PSHE and elements of the National Curriculum programmes of study. It assists students in acquiring an appreciation of and respect for their own and other cultures. The school promotes a general knowledge and understanding of British life and UK attitudes towards tolerance, democracy and human rights.

## 7. *Standard 3* The welfare, health and safety of the students

The school's provision for welfare, health and safety of students is outstanding.

There is a comprehensive policy in place for guarding against bullying and dealing with any unacceptable behaviour. The school enforces a 'no blame' policy. Recent initiatives include a 'Safer Internet Day' which had the issue of cyber-bullying as its main focus. This is also a topic in addressed in the PSHE curriculum and ICT. The school also ran sessions for parents in order to develop their knowledge, awareness and understanding. Relationships between staff and students are excellent. All new staff receive induction on how they are expected to treat students and deal with problems. Students reported that they feel safe and cared for. Primary students reported that intimidating behaviour is a rare occurrence and when it does, older children or teachers are successful in dealing with it. They stated that they are taught to seek help and to say assertively 'stop' when they feel threatened in any way.

Latifa School for Girls places a high priority on the well-being of all students, ensuring that is at the heart of school policies and practices. Regular health and safety inspections at least every six months are conducted by Dubai authorities to ensure appropriate policies and procedures are in place. All visitors are expected to wear badges when they enter the school. Security guards are in position on the school gates 24/7. Mobile telephones and cameras are generally not allowed in school to ensure the protection and security of students.

Comprehensive and up-to-date child protection policies and procedures are in place. These are in line with the new UAE Federal Child Protection Law 3/2016. All staff are required to complete an inhouse child protection training programme when they join the school. All maintenance staff are checked to ensure that they are safe to work in the school environment. Outside contractors and delivery personnel are also checked by the police.

Swimming pools, IT and science facilities are not accessible to students without a member of staff. The swimming pools have the necessary life-saving equipment, first aid and emergency telephone access. Doors are locked when not in use. Chemicals in science are stored in an appropriate locked cupboard. Extraction vents are in place. Appropriate firewalls are in place on the school's network. Potentially dangerous and inappropriate activity is identified using E-safe software.

The school canteen provides a healthy selection of Western and Asian food as well as freshly made wraps and sandwiches. Students are discouraged from bringing unhealthy and sweet food items on days when students bring in their own lunch. The rest of the school and outdoor areas are kept immaculately clean throughout the day.

Risk assessments are conducted and the school has a comprehensive School Visits policy. Medical data is referred to as part of the risk assessment process. Careful planning for Year 10 work experience has been undertaken by relevant staff. Employers are made aware of any medical issues prior to the student's arrival. Employers are also made aware of the school's policy and

procedures on the reporting of accidents. This ensures that the work place follows the same procedures as the school whilst the student is in their care.

The Dubai authorities can arrive without prior notice and examine closely all elements and features of the school to ensure that health and safety standards are adhered to. This includes the inspection of water tanks, the water in the swimming pools and even the water in the school garden's water feature. Food contact certificates are checked and monthly pest control visits take place. Air conditioning units are regularly checked and maintained to a high standard. The chillers are cleaned fortnightly. Maintenance staff are trained in-house and teams of cleaners in both sections ensure that the buildings are cleaned to a high standard.

The school's fire alarm system is connected to the monitoring system of Dubai Civil Defence. The emergency exit signage and displayed evacuation routes conform to UAE requirements. The school has a map of the school on which the location of all fire extinguishers is identified. Clear evacuation procedures are in place and regular unannounced fire drills are conducted. Indoor safety procedures are also regularly tested, although parents are informed in advance to avoid unnecessary anxiety or panic by the students. Evacuation procedures are displayed in all rooms. The school records the effectiveness of the drills and the time taken to evacuate the building. Emergency gas cut-off procedures are in place. In the event of a gas leak, the fire alarm is activated.

The school has two qualified nurses, one on each site, who provide exemplary care to all the students. They follow the school's Health and Safety policy and procedures, including the 'head injury' policy with clear guidelines on the reporting of incidents which occur during break. Each of the sites has a dedicated medical room. Records are kept up to date and staff that need to know, are aware of individual student's medical backgrounds. Staff receive regular first-aid training and there are appropriate levels of first-aid trained staff on all local and residential trips.

Duty rotas ensure that school staff are deployed appropriately and effectively to ensure student safety at the start and end of the day, during break and at lunchtime. Police security ensures that no student leaves the school site without an appropriate pass. The school does not use buses for transporting students to and from school. The youngest students in the primary school are collected from their classrooms whilst Key Stage 2 students are escorted to a collection point. Secondary students are collected inside the school gate Page 16, paragraph 5. Secondary students are collected inside the school gate or leave accompanied by an authorised adult holding an appropriate pass. The arrival and departure of collecting vehicles is managed and supervised by police and teaching staff.

Admissions and attendance registers are maintained and conform to local regulatory requirements. The admissions process is managed by the admissions officer and the headmistress. All admissions are agreed with the Executive Director. Once approved, the details are entered onto the school's information system. Pastoral staff and SLT receive a daily attendance overview by mid-morning and are alerted to any issues or necessary follow-up. Students who arrive late must sign-in and

parents are required to inform the school of any absence. Parents receive a pie chart illustrating their daughter's punctuality and attendance data at regular intervals during the year.

## 8. *Standard 4* The suitability of the proprietor and staff

Latifa School for Girls forms part of Rashid and Latifa Schools Establishment, within the Knowledge and Human Development Authority. Strategic leadership of the school is through an Executive Team comprising the Headteachers of Latifa School for Girls and Rashid School for Boys, Director of Shared Services and CEO of Rashid and Latifa Schools Establishment.

The Executive Team and senior staff have implemented effective working practices that enable the day-to-day management of the school to be efficient and effective.

Self-evaluation has identified the school's strengths and areas for further development.

The board, through the senior leaders and administrative staff, ensure that required checks are in place to confirm that staff are suitable to work with children and that they have the right to work in Dubai. Prior to the confirmation of staff appointments, appropriate checks, including police checks in the country of origin, are carried out to confirm their identity, their previous employment activity, medical fitness, right to work in UAE. The Department of Immigration must approve the qualifications and status of teachers employed by the school before issuing work visas. This process requires the checking of original certification including the attestation by UAE government authorities, of degree certificates and teaching qualifications held by teachers.

There is a list maintained of all staff and volunteers who currently work in the school. This is regularly updated. All teaching staff have qualifications appropriate to their role.

Staffing levels are more than adequate for the successful delivery of the curriculum.

## 9. *Standard 5* The premises and accommodation

The care and maintenance of the premises are good: they are strengths.

The school is situated in attractive and well-manicured gardens with seating arrangements, plants and peacocks all adding to the serene ambience. The maintenance team, including an air conditioning technician, are available throughout the day making a series of checks and responding to need. Water in the swimming pool and garden ponds are checked as part of the tight schedule of quality assurance.

The secondary and primary departments are in different buildings with the primary department surrounded by age appropriate play equipment. There is a block for Music and PE which includes a large games area, movement room, swimming pool and theatre. In the primary and secondary schools there are large well stocked libraries with a wide range of Arabic and English books. The primary and secondary departments are also well equipped with computers for staff and students use. The timetable shows that all facilities are used throughout the curriculum.

Many classrooms in both buildings are large, spacious and well-resourced with appropriately sized furniture and interactive whiteboards. Nevertheless, on some occasions, corridors have to be used as teaching spaces, because there are not enough rooms available. In Early Years and Key Stage 1, classrooms include toilet facilities, an art area with a sink and fully resourced outdoor learning spaces. In classrooms and corridors, there are colourful, well presented and meaningful displays that both support and display student learning.

In primary, space is plentiful and full use is made of the open indoor spaces to allow a wide range of physical, imaginary and creative play activities for when weather prevent outdoor play.

The school buildings are single storey. The rooms are large and the corridors wide, therefore the school is conducive for children with physical disabilities. There are toilets with disabled facilities in the matron's rooms and all outdoor steps have ramps suitable for wheelchair users.

In both buildings, there are dedicated areas for the students to eat. Hot food is cooked in hygienic kitchens in the secondary school and taken to the primary school. Eating spaces are clean and well laid out so that students can eat in comfortable if somewhat cramped circumstances.

In all buildings, lighting, heating and ventilation are effective and they are water- and weather-proofed. Security includes police presence at the entrance and a sign in and out system so that all visitors wear badges. There are regular evacuation and indoor safety practices: detailed logs of drills are with the administration team.

There are 2 nurses on site that take care of students' medical needs. The school is well-staffed and resourced to deliver the curriculum offered. Qualifications, subject experience, background and health checks meet local requirements and regulations.

## 8. *Standard 6*

### The provision of information for parents, carers and others

The provision of information for parents, carers and others is good: it is another strength of the school. The school's mission statement, "Learning for Life" is visible on the logo on the website, around school and on school uniforms. The school's website makes available an array of general information and includes school contact details, admissions procedures and newsletters. There are briefs on key school information such as the curriculum, assessment and pastoral care along with policies related to child protection, safeguarding and complaints. Academic results are made available to parents by newsletter.

Parents complete a questionnaire annually and results from May 2016 show overwhelmingly that parents feel well informed and listened to. Discussions confirm that parents are happy with the information they receive about the school.

Reports are sent to parents three per year. These inform them of their daughter's attainment levels and progress. However the accompanying comments do not necessarily assist parents in understanding the progress made over the year and from year to year. Parents are invited to Parent-Teacher meetings to discuss their daughter's progress and attendance at these meetings is improving. Learning support staff are available to talk with parents during these events.

In the primary department, there are regular Open Doors Days for parents to see their daughters in class: in secondary, these are also being introduced. Parents are invited to the school shows and concerts.

In the primary school, home learning is sent home on a weekly basis. In the secondary school, there is a policy and a handbook that informs parents and their daughters about the style of homework and advises the amount of time that should be spent completing it.

## 9. *Standard 7*

### The school's procedure for handling complaints

There is a detailed written formal complaints procedure that is transparent, open and effective, and takes into account local laws and regulations. It is available on the web site to parents of students and prospective students. There are clear timescales set for the management of complaints. Staff will attempt to resolve any concerns as quickly as possible. Details of the issues are recorded. If unresolved, the deputy headmistress will respond to the parent within three working days.

Any issues and subsequent actions are also recorded. Unresolved complaints are passed to the headmistress who will attempt to resolve the issues within five working days. If the parent is still not satisfied with the outcome, the complaint is heard by the Executive committee. Ultimately parents have recourse to the Ministry of Education.

Correspondence, statements and records of complaint are secure and confidential.

Parental feedback indicates a high degree of satisfaction with both the speed of response and the outcome of any concern or complaint.

## 10. *Standard 8*

### The quality of provision for boarding

Not applicable.

## 11. Standard 9

### Leadership and management of the school

The quality of leadership and management meets the standard required for accreditation.

The school ethos promotes positive behaviour and good personal development for students including all aspects of their spiritual, moral, social and cultural development.

The school runs well on a day-to-day basis. Operational procedures are well established and understood. The Executive Board is successful in securing, supporting and developing sufficient high quality staff and ensuring their suitability to work with children.

The school's arrangements for the welfare, health and safety of the students are a strength. The quality of teaching is good or better overall.

However, although the Executive Board ensures appropriate policies and procedures are in place, review is less well developed. The limited opportunities for senior staff including the Headmistress, to be better supported and held more accountable is a missed chance to reinforce the school's strategic development. The board needs to ensure effective monitoring of progress for the school against specific educational short and medium term targets and embed quality assurance procedures.

Strategies and procedures to ensure that levels of accountability are appropriately implemented are in place in the primary section but are not yet fully established in the secondary.

Whilst the school has implemented a performance management process, it is not yet rigorous enough to secure consistent improvement in the raising of individual student attainment. Middle leadership has yet to be fully empowered and then held accountable. Accountability at all levels is under developed and is not reflected in job descriptions.

Robust financial management ensures sufficiency of resources: however, there is insufficient longer term knowledge of budgets to inform the planning for the future development of the school, for example in strategic organising to cope with increasing student numbers.