

GOOD



2019-2020



























INSPECTION REPORT

UK CURRICULUM

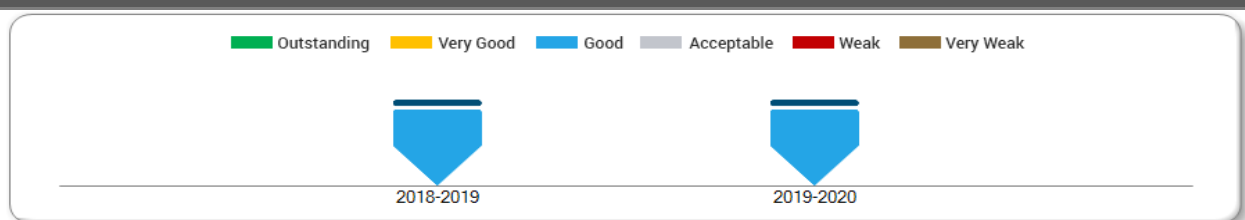
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School Information

General Information	 Location	Al Barsha 2
	 Opening year of School	2016
	 Website	www.gemsfoundersschool-dubai.com
	 Telephone	+97145195222
	 Principal	Matthew Burfield
	 Principal - Date appointed	2/18/2016
	 Language of Instruction	English
	 Inspection Dates	10 to 13 February 2020
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	FS1-Year 13
	 Number of students on roll	4235
	 Number of Emirati students	106
	 Number of students of determination	611
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	240
	 Largest nationality group of teachers	British
	 Number of teaching assistants	67
	 Teacher-student ratio	1:18
	 Number of guidance counsellors	2
	 Teacher turnover	12%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE, AS and A-level
	 Accreditation	BSO, BSME and COBIS
	 National Agenda Benchmark Tests	GL PTE, PTM and PTS

School Journey for GEMS FOUNDERS SCHOOL



Summary of Inspection Findings 2019-2020

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

Student outcomes

- Students make good progress in English, mathematics and science. Attainment is good in English and mathematics at Secondary and Post-16, and acceptable elsewhere in those subjects and in science. Mathematics attainment at Secondary has improved. Attainment in UAE social studies is good. Progress and attainment in Islamic education and Arabic remain mostly acceptable. Learning skills are mainly good and have improved to very good at post-16.
- Students' behaviour and attitudes towards work and others have improved in the secondary and post-16 phases and are now very good at all phases. Their appreciation of Islamic values and Emirati and other cultures has improved and is now in line with their social responsibility and innovation skills, which are good at all phases.

Provision for learners

- The overall quality of teaching continues to be good at all phases, with some variability across subjects. Teachers explain things well and plan and implement interesting lessons in most subjects. Promotion of independent learning is less consistent. In most subjects, teachers implement the school's effective assessment systems well, particularly in Foundation Stage (FS), and know children's and students' strengths and development needs.
- The curriculum continues to be well designed and implemented effectively. Within subjects, there is generally appropriate breadth, balance, continuity and progression. Teachers' use of assessment information to modify the curriculum and lessons to meet the needs of different groups of students is good, but not fully effective for students of determination. Links to Emirati culture are well made.
- The school's arrangement for health and safety, and the way in which staff implement them, have improved and are now outstanding at all phases. Promotion of well-being is a strength. The procedures for care and support are applied effectively, and these aspects have improved and are now very good. Specialist support for students of determination is of high quality.

Leadership and management

- The principal and senior leaders have established a clearer and more ambitious strategic direction. Together with governors and staff they evaluate most aspects of the school's work accurately, and involve all staff in implementing an enhanced improvement plan. Management, staffing, facilities, resources and partnerships are now of high quality. Governors and senior leaders have ensured that many aspects have improved, and are working to improve progress and attainment.

The best features of the school:

- Students' very positive behaviour at all phases and their excellent attitudes to work and to other people
- The very effective implementation by staff of the school's high-quality arrangements for health, safety, care and support, including the promotion of well-being
- The partnerships with parents, and the involvement of parents in governance, in conjunction with the effective work of the local officers
- The impact of the principal and other senior leaders in maintaining most standards and in improving various processes at a time of rapid growth.








Key recommendations:

- Improve attainment and accelerate progress in Islamic education and Arabic, particularly Arabic as a second language, and especially at secondary, by:
 - accurately identifying students' strengths and gaps in knowledge, understanding and skills
 - modifying the curriculum and lessons to ensure that gaps are addressed and the learning needs of all groups are met.
- With the aim of improving progress and increasing the proportion of students who attain beyond curriculum standards, ensure that:
 - lessons are more consistently of good or better quality
 - teachers set appropriately high expectations of what students can achieve and always challenge them in their learning.
- Review the curriculum where necessary to ensure continuity and progression in all subjects and to develop students' learning skills, particularly in relation to independent learning.

Overall School Performance

Good

1. Students' Achievement

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

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

2. Students' personal and social development, and their innovation skills

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

3. Teaching and assessment

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

4. Curriculum

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

5. The protection, care, guidance and support of students

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

The school's progression in international assessments **meets expectations.**

- The school's overall results in the Programme for International Student Assessment (PISA) tests in 2019 were 499 in mathematics, 507 in science and 494 in reading. The outcomes of the NAP tests in English and science in 2019 were slightly lower than the school's profile of outcomes in 2018. The school's overall profile in mathematics was higher in 2019 than in 2018. When comparing NAP outcomes against students' potential, as measured by Cognitive Ability Tests (CAT4), on average students attain above what is expected in primary English and science, in line with measured potential in primary mathematics and secondary science, and below what is expected in secondary English.

Impact of leadership **meets expectations.**

- Leaders' commitment to the UAE National Agenda is clear in the school's action plans. There is evidence of the impact of the school's action in response to the development points in the last inspection report. The use of assessment data to inform modifications of teaching to meet the learning needs of students is developing.

Impact on learning **is approaching expectations.**

- Leaders have planned a series of actions to promote and develop students' critical thinking, enquiry and independent research skills. Teachers are being trained in how to challenge students regularly with activities which require them to think and work independently. Students sometimes use digital devices.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Raise students' attainment in NAP in secondary English so that on average most students attain at least what is expected by their CAT4 measured potential.
- Implement and evaluate the actions planned to develop effectively students' critical thinking skills and their capability to work independently.

Moral education

- In lessons, students develop their communication skills during class discussions. Primary students learn about perseverance and resilience. They understand the purpose of constructive feedback, and use it successfully to improve their work.
- Assessment is consistent and evaluates students' progress against the programme's standards. Online recording and assessment results throughout the school are shared with parents. This provides detailed profiles about students' moral development.
- The programme is enriched with activities, projects and some cross-curricular links. Although parents are aware of the programme, the school does not make full use of their knowledge and skills.

The school's implementation of the moral education programme is meeting expectations.

For development:

- Increase parents' involvement in the moral education programme so that they contribute more fully in developing students' citizenship skills.

Reading across the curriculum

- The school uses assessment information effectively to summarise students' reading achievements. Planned interventions to raise attainment are having a positive impact. Reading assessments show an improving trend.
- A whole-school focus on comprehension skills is increasing students' vocabulary and understanding, though not consistently across all subjects, particularly in the secondary phase.
- Exciting school initiatives are improving students' interest in books. FS children regularly use their new library. Teachers' planned activities are increasing students' enjoyment of reading Arabic and motivating them.
- Staff are committed to raising reading standards. Parents are involved through workshops and social media. This shared culture of reading is starting to raise students' attainment and enjoyment of reading.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Provide additional opportunities in lessons for students to develop their reading skills, particularly in subjects in the secondary phase.

Innovation

- The school has developed a 'learning hive' approach to learning skills, which encourages students to engage, communicate, connect and innovate. It is not fully embedded.
- Students are increasingly innovative in initiating projects on sustainability and participating in competitions, for example to design solutions to solve global issues.
- Provision of opportunities for students to develop innovation skills is increasing. Teachers are improving their use of learning technologies, but opportunities for students to use them creatively are more limited.
- Curriculum and lesson plans identify a range of opportunities for students to develop skills in innovation. The activities provided lead to some development of entrepreneurial skills.
- Senior leaders are creative in promoting a culture of innovation, for example, by creating staff and student teams to develop innovation and e-learning, including the use of students to teach teachers about technology.

The school's promotion of a culture of innovation is emerging.


For development:

- Ensure that the 'learning hive' approach is well embedded and consistently implemented throughout the school and that all students can use technology creatively.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- Most students make the expected progress and reach appropriate standards. Primary students have better recitation skills of memorised Surahs. Secondary phase students have better knowledge about values and beliefs, and can make stronger connections to real life situations. Post-16 students can relate their learning well to contemporary issues.
- Students' knowledge of Islamic values, etiquettes and morals is strong. Most students demonstrate adequate knowledge of faith, Seerah and key events in Islam. Their skills in recitation and application of Tajweed rules are not fully developed.
- Students across primary and secondary phases have improved their knowledge about Seerah due to the projects that the school has prepared and the emphasis given to them. Skills in using evidence from the Holy Qur'an or Hadith are limited.

For development:

- Develop students' research skills using various resources to acquire more in-depth knowledge and understanding of relevant Islamic concepts and to be more independent learners.
- Plan lessons more consistently to develop students' skills, including recitation, rather than just to acquire knowledge.

Arabic as a First Language

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

- Primary students have stronger language skills based on Ministry of Education (MoE) standards. They use classical Arabic confidently to express themselves. At the top end of primary phase, language skills are variable. Post-16 students are making better progress from their starting points compared to secondary.
- Students' grammar and rhetorical knowledge are weakest in Secondary. Writing and reading skills are within expectations in Primary. Post-16 students can produce extended creative writing using good techniques. However, matching writing to the MoE standards is inconsistent.
- Raising the expectations for lower primary and post-16 students has had a positive impact on their language skills. Inconsistent teaching practices and, for a few teachers, insufficient subject knowledge, limit students' progress.

For development:

- Build on the good reading programme in Arabic to extend its impact to enrich all language skills for all students.
- Ensure that students in all phases accelerate progress in writing, as in post-16 phase.

Arabic as an Additional Language

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

- Lower primary students are developing better language skills compared to the upper primary and secondary students. At both phases there are gaps in students' language skills, especially their confidence using the language in different contexts.
- Speaking skills are not consistently well developed across the two phases. Students' ability to use the language to express themselves in different contexts is stronger in the lower primary than in the secondary phase, where students' vocabulary is limited.
- Raising the expectations for lower primary students, together with successful teaching strategies, has had a positive impact on their language development. In the upper primary and secondary phases, students' progress is only adequate because teachers do not take account of students' different starting points when planning lessons.

For development:

- Accurately identify starting points for individual students based on their abilities, needs and years of study, and match learning activities appropriately.
- Build students' confidence by providing opportunities to practise using the language in multiple contexts.

English

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

- A majority of students make better than expected progress from FS to the secondary phase. Progress is most rapid in Post-16, and this is reflected in the very positive AS level outcomes of the current Year 13. The attainment of the present Year 12 is not as strong.
- Speaking, and particularly listening, are strong features of students' attainment. Spelling, grammar and punctuation have improved in secondary. Handwriting is consistently good.
- Following the last inspection, a stronger focus on reading strategies in FS and in the primary phase is strengthening the already good progress in reading. Sometimes progress slows when students do not independently research the meaning of an unfamiliar word.

For development:

- Develop students' independence, including their use of technology and dictionaries, to find the meanings of words.
- Build on the good progress in FS and Primary to help students to achieve beyond curriculum standards.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Good ↑	Good
Progress	Good	Good	Good	Good

- Children’s conceptual understanding of number and their ability to count develop rapidly in FS. Students’ progress continues consistently through the primary and secondary phases as teachers introduce them to increasingly complex mathematical ideas. They sustain this progress in Post-16.
- Most children in FS know the names of common two-dimensional shapes. Most students in primary develop their skills in arithmetic adequately. Students’ skills in mathematical reasoning in the secondary and post-16 phases are well developed.
- Across the school, students can solve the mathematical problems. However, they do not think critically about their work because the activities to promote this are not sufficiently demanding. Attainment in FS and Primary is limited because of insufficient challenge beyond the curriculum standards.

For development:

- Raise students’ attainment in FS and Primary by designing learning activities which challenge them beyond the curriculum standards.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable	Acceptable	Acceptable
Progress	Good	Good	Good	Good

- A majority of students make better than expected progress, but less than half reach levels of attainment beyond curriculum standards. Progress is most consistent in FS and Post-16.
- Across all phases, most students have an age-appropriate understanding of scientific concepts and use correct scientific terminology. Skills in developing and carrying out their own experiments and research are less developed, though these aspects are showing some improvement in the primary phase.
- Progress in science varies according to teachers’ understanding of how students learn to think scientifically. Since the previous inspection, the school is providing more opportunities for students to carry out investigations, particularly in the primary phase. Students in Secondary have fewer opportunities in this regard.

For development:

- Extend the opportunities for students to carry out scientific experiments, investigations and research across all phases.
- Ensure more consistency in teachers’ development of students’ skills in thinking scientifically.

UAE Social Studies

	All phases
Attainment	Good

- Most students at the primary and secondary phases have knowledge, understanding and skills at least in line with curriculum standards, and a majority demonstrate achievement beyond those standards, particularly at the secondary phase.
- Students' understanding of the UAE context and the relationship between humankind and the environment is a strength. For example, students in Year 6 can work out the impact of UAE developments on the landscape. Secondary students have a very good understanding of renewable energy, sustainable development and the links between UAE and GCC countries.
- Teachers are reviewing the curriculum, and students have some opportunities to find things out for themselves and present their findings, but these skills are not fully developed, particularly in the primary phase.

For development:

- Ensure that all students have sufficient opportunities to develop skills in independent research and presentation of their findings.

Learning Skills

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

- Students develop learning skills consistently from FS, where continuous provision provides opportunities for them to develop as independent learners. Learning skills are strongest in Post-16 where students take responsibility for organising their own learning, and where critical thinking is embedded in the curriculum.
- Students' attitudes to learning and their collaboration skills are a strength throughout the school. Students take responsibility well for tasks they are given, but the provision of opportunities to undertake extended work and to research are inconsistent.
- The 'learning hive' approach to learning skills is beginning to have a positive impact on students, particularly when teachers explain their expectations clearly.

For development:

- Ensure that teachers consistently and clearly explain their expectations of students' learning skills and how to improve them.

2. Students' personal and social development, and their innovation skills

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

- Students demonstrate very positive attitudes and show courteous and respectful behaviour. They clearly understand the rules and values of the school and put them into effect. Students show genuine care and consideration for one another. Consequently, the school is a harmonious learning community.
- Students enjoy mutually respectful relationships with teachers, who know them well. Students say that they are valued and are encouraged to make wise and healthy choices. Their awareness of this is evident especially in the post-16 phase.
- Levels of attendance are consistently high. Students are punctual, arriving at school on time and for lessons throughout the school day. The school's work to support students' personal development is highly effective, and behaviour and attitudes have improved at the secondary and post-16 phases.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↑	Good ↑	Good ↑	Good ↑

- Students across all phases have a keen appreciation of the impact of Islamic values on their daily routines. They understand and can talk about tolerance, kindness, fairness and honesty. They can provide a variety of examples of how these values influence people's lives.
- Students are knowledgeable and appreciative of the heritage and culture that underpin and influence contemporary life in the UAE. They participate enthusiastically in a range of activities to celebrate the UAE, and can compare the country in the past and the present.
- Students have a clear understanding and appreciation of their own cultures. They can discuss similarities and differences between these cultures. The school's multicultural and international community enables students to improve their knowledge about global citizenship.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Good	Good

- Students understand their responsibility towards the school and other people. Some students are proactive in influencing developments. Students make contributions to the community in a variety of ways. They feel that their opinions are appreciated by staff.
- There is a positive work ethic in all phases. Students sometimes take the initiative and make independent decisions. They are generally reliable and active participants who often lead by example.
- Students are well aware of environmental issues, including sustainability. They care for their school and take part in activities to improve its environment. Some also take part in projects beyond school that promote conservation locally and in the wider world.

For development:

- Provide students with more opportunities to volunteer in the local community and to be more involved in conservation and sustainability activities.

3. Teaching and assessment

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

- Across all phases, teachers plan lesson that engage students successfully. The positive impact of teachers' strong subject knowledge is particularly evident in the post-16 phase. High-quality planning ensures that almost all lessons use time and learning resources well.
- In some lessons, teachers do not use assessment information sufficiently to identify and address students' different learning needs and to challenge them appropriately. In a significant minority of lessons there is too much teacher talk and insufficient teacher-student dialogue or independent learning, particularly in Arabic and Islamic education.
- The school is adopting a high-performance learning model that is at an early stage of implementation. It is enhancing the performance of the teachers who are involved, but it is not used consistently throughout the school.

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

- In FS, the assessment processes generate comprehensive measures of children's academic, personal and social development. In the other phases, regular assessments of students' attainment are based on appropriate curriculum standards. They provide consistently valid and clear measures of students' progress in most subjects.
- Most staff analyse external assessment information thoroughly, interpret it suitably and use it to create 'The story of my class', a helpful profile of individual students. In FS, teachers' assessment of learning in lessons is on-going and is the basis of their daily planning and organisation of activities.
- Most teachers understand the significance of the assessment information they have about their students. In most subjects, they use it to plan lessons based securely on the learning needs of most groups of students. This is not the case in Arabic and Islamic education.

For development:

- Use assessment more consistently to modify lessons to meet the differing needs of students.
- Ensure that the teachers of Arabic and Islamic education use assessment information to plan lessons based securely on the learning needs of all groups of students.

4. Curriculum

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

- There is a clear rationale for the curriculum that is aligned to the school's vision. It is relevant and engaging, and it fulfils the requirements of the school's licensed curriculum and most national requirements. However, there are few weaknesses in the Islamic education curriculum for Year 12.
- The curriculum is broad and well balanced at all phases. It effectively supports the development of skills in most subjects, with some variability across phases. Planning supports students' building of knowledge and understanding from year to year most of the time.
- Regular reviews of the curriculum have led to numerous well-conceived initiatives, including those in reading and in handwriting. The FS curriculum is based effectively on active learning and effectively provides for children learning English.

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

- The curriculum engages students in their learning. Well-planned activities and events develop their enterprise and creativity skills. A wide range of after-school provision enables students to pursue their interests and extend their talents.
- The curriculum is particularly well adapted for the significant needs of students of determination. Skills in modifying the curriculum in lessons to ensure that learning meets the needs of all groups of students are inconsistent, though improving.
- Improved, appropriate and well-linked opportunities, within all themes of learning, enable students to enhance their knowledge and appreciation of UAE heritage, culture and society. Provision also encourages students to relate their understanding of Islamic values to the core values of the school.
- Arabic is not taught in FS.

For development:

- Build on recent improvements to enhance teachers' skills in modifying the curriculum in lessons, so that the learning needs of all groups of students are met effectively.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The school has rigorous policies and procedures for safeguarding and child protection. Staff are highly effective in keeping students safe from abuse, including victimisation and cyberbullying. The policies are detailed with clearly defined roles, responsibilities and procedures.
- The school is a safe, secure and hygienic environment for students and staff. Safety checks are frequent and thorough, and include records of incidents, near misses and subsequent actions. The supervision of students is exceptionally effective. Laboratories maintain very high standards of safety, and teachers provide guidance to students on how to remain safe.
- The school’s promotion of safe and healthy lifestyles is very successful and systematic. Healthy living is promoted by qualified and experienced staff.

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

- The school’s ethos of caring and respectful relationships underpins students’ very good behaviour and positive attitudes. Behaviour management is effective but unobtrusive. Rigorous systems for managing attendance and punctuality emphasise the importance of these features to students’ progress.
- The highly effective inclusion department has thorough processes for assessing and identifying students of determination and providing them with good support. Much improved systems identify and provide opportunities for those students who are gifted academically or who demonstrate particular talents in music, the arts or sport.
- The personal well-being of every student is vitally important to the school and is systematically monitored. Enhanced counselling provision offers valuable support and guidance to students. For older students, the school provides effective advice on career choices and educational pathways.

For development:

- Embed more fully the enhanced systems for students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and senior leaders communicate a highly inclusive school ethos which is welcoming to students of determination. Significant investment in specialist staff enhances the effectiveness of the department. Inclusion leaders are well qualified and skilled. They are successful in promoting the best practices of inclusion.
- The school uses a range of assessment procedures to identify accurately all students of determination. Consequently, interventions are well matched to the type and level of a student's additional needs. Personalised learning is ensured through well-structured individualised education plans.
- The school keeps all parents very well informed of their children's well-being and progress through formal and informal reports. Parents are actively engaged with their children's individual programmes, regularly reviewing progress towards targets. They greatly appreciate the highly effective communication between school and home.
- The curriculum for students with a greater level of need is very effectively modified to provide small-group intensive teaching in English and mathematics. Teachers' skills in modifying mainstream lessons to meet the learning needs of students of determination is improving, but still inconsistent.
- The school's assessments indicate that the majority of students make better than expected progress over time in English, mathematics and science, moving closer to age-related attainment. Students also make good progress against the personal and social targets of their individual education plans.

For development:

- Build on and extend the school's work in ensuring that teachers in all subjects are skilled in modifying their lessons to provide good support and engaging learning experiences for students of determination.

6. Leadership and management

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

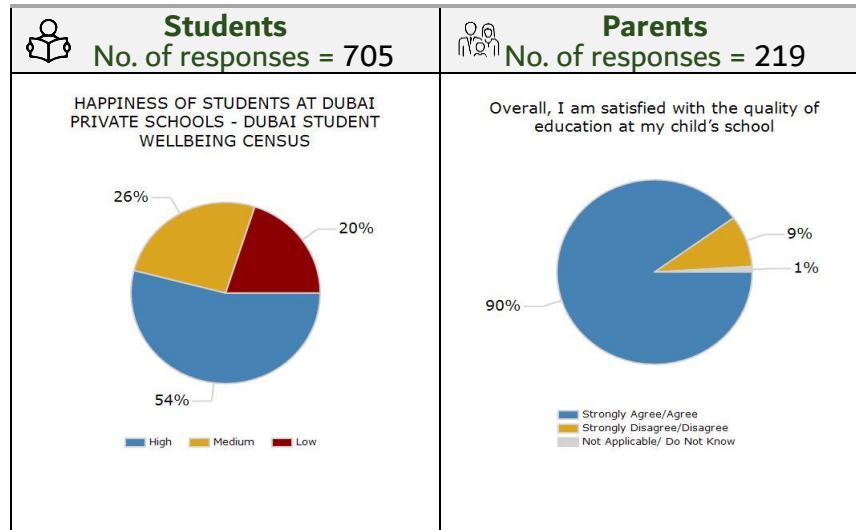
- The principal provides strong leadership. Senior leaders support him ably in ensuring effective distributed leadership and very positive teamwork. Together with staff, they are vigorously implementing a renewed vision of what the school can be. Leaders are increasingly innovative and continue to be committed to the UAE National Agenda and inclusion. Leadership at middle levels is inconsistent. Staff have improved various processes and aspects of students' personal development. Several aspects of academic outcomes remain at acceptable levels.
- Senior leaders effectively gather and analyse information on the school's work, involving all staff, governors and the Local Advisory Board appropriately. They monitor the quality of lessons and use the information well. They now have a more streamlined and targeted plan for raising standards. They have also been successful in addressing a recommendation about promoting appreciation of Emirati and other cultures more effectively. Raising attainment and accelerating progress is proving more difficult in some subjects.
- The school effectively engages parents in their children's learning and in school life. Parents, including those of students of determination, are well informed about their children's learning and development. Reports to parents are detailed, effectively personalised, and include helpful comments on their children's next steps in learning. Effective links with a wide range of partners, including other schools, have a positive impact on students' learning and development.
- Parents sit on the Local Advisory Board, which works very well with corporate officers in gathering the views of all stakeholders and in exercising accountability in a systematic manner. Officers monitor the progress of senior staff towards key performance indicators. Governors have worked effectively with school staff to enhance staffing, facilities and resources. They are working with senior staff to improve students' progress and attainment.
- Systems and procedures for the day-to-day management of the school are fully embedded and effective. Comprehensive recruitment processes ensure that all staff are well qualified, have appropriate expertise and benefit from up-to-date guidance and professional development. High-quality school facilities and resources provide a stimulating environment for high-level learning, sport and recreation. The facilities and resources for the early years are excellent, and a well-stocked collection of books in Arabic is increasingly used by students.



For development:

- Ensure a more accurate identification of weaknesses in the curriculum and teaching in Islamic education and Arabic, and use this to bring about improvement in progress and attainment.

Views of parents and students

Before the inspection, the views of the parents and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> • Almost all students who responded to the survey feel safe in the school. Most are happy with the ethos. Most claim to be involved in organised activities, including sports or music and the arts. These results are broadly in line with inspection findings. Almost all returns are more positive than the average for Dubai. A minority of students think that there is frequent verbal or social bullying. Inspection findings do not support these views.
 <p>Parents</p>	<ul style="list-style-type: none"> • All parents who responded think that their children are safe in the school, and almost all are satisfied with the quality of education. Most feel that leaders listen to them and act on their views. These returns are in line with inspection findings. A minority of parents have concerns about bullying and about their limited involvement in school activities.

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae

