DUBAI
Knowledge المعرفة

Inspection Report
2018-2019

11 YEARS OF INSPECTIONS

GEMS Founders School-Dubai

Good

Curriculum
UK

Contents

School Information

General Information

	Location	Al Barsha 2
	Opening year of School	2016
	Website	http://www.gemsfoundersschool-dubai.com
	Telephone	00971-4-5195222
	Principal	Matthew Burfield
	Principal - Date appointed	18/2/2016
	Language of Instruction	English
	Inspection Dates:	25 to 28 February 2019

Students

	Gender of students	Boys and girls
	Age range	3-18
	Grades or year groups	FS1-Year 12
	Number of students on roll	3756
	Number of Emirati students	88
	Number of students of determination	501
	Largest nationality group of students	Non-Arab

Teachers

	Number of teachers	213
	Largest nationality group of teachers	British
	Number of teaching assistants	62
	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	Oxford AQA, Cambridge, AQA - GCSE, IGCSE, International AS and A Level
	Accreditation	none
	National Agenda Benchmark Tests	GL, PTE, PTS, PTM

School Journey for GEMS Founders School

Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2018-2019

Summary of Inspection Findings 2018-2019

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

Students' outcomes	• Across all phases students' progress is at least good in English, mathematics and science resulting in attainment in line with curriculum standards. Student achievement is strongest in English. Achievement, although at least acceptable, is generally lower in Islamic education and Arabic. Students' strong learning skills of collaboration and communication contribute to their good progress. Skills of critical thinking and investigation are less developed. • In primary classes and in the Foundation Stage (FS) in particular, students' ability to manage their own behaviour is strong. Across all phases, students demonstrate a good work ethic and willingly take on leadership roles. They are respectful of Islamic values, but do not possess an extensive knowledge of UAE heritage and culture.

Provision for learners	• Teachers plan interesting lessons that motivate students to learn. Most teachers use their subject knowledge well to ensure learning is progressive, although in the primary phase, in some subjects, this is less consistently seen. Teachers questioning is generally used effectively, including as a means of assessing students' knowledge and understanding. The effective use of assessment information to adjust teaching to meet the needs of all students is inconsistent. • Curriculum planning ensures smooth transition from one phase to another. The range of curricular options for older students is adequate. This does not fully provide alternative pathways for lower attainers or students of determination. Links between subjects are planned, but the curriculum is not fully adapted to include local issues or to fully promote the heritage and culture of the UAE. • Arrangements to ensure the health, safety and security of students are fully in place. Promotion of healthy lifestyles is very effective. The systems for identifying the barriers to learning of students of determination are also very effective. Identification of students' gifts or talents is at an early stage of development. Monitoring and promotion of student well-being is effective and central to the school's success.

Leadership and management	• The inspirational principal has successfully directed the rapid growth and development of the school. Leadership roles are delegated effectively, with all committed to the school and UAE vision. Leaders and governors have a broad understanding of the school's strengths and areas in need of further improvement. Development plans are in need of further refinement. Good partnerships are developed with parents. Premises are extensive and attractive, and resources generally support learning well.

What the school does best:

- The inspiring educational leadership provided by the principal
- The effective policies and procedures which have supported the skillful management of the school expansion
- The welcoming and inclusive school culture and ethos
- The very good personal and social development of students in the FS and primary phases
- The arrangements to safeguard students.

Key recommendations:

- Improve students' attainment and progress by:

  o improving teachers' subject knowledge and their understanding of the learning process
  o consistently developing students' skills of independence, critical thinking and investigation including through the regular use of learning technologies
  o ensuring that students' starting points and progress are accurately measured against the curriculum standards
  o ensuring the effective use of assessment information in lessons to meet the learning needs of all students.

- Improve the effectiveness of school improvement planning by ensuring that:

  o leaders at all levels accurately evaluate and consistently record the impact of teaching on student learning
  o school improvement plans identify measurable success criteria which prioritise improved outcomes for students.

- Adapt the curriculum to ensure that opportunities are regularly provided across all subjects to improve students' understanding of the heritage and culture of the UAE and of other countries around the world.

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	Good
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	Acceptable	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	Acceptable	Good
	Progress	Good	Good	Good	Good
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good	Good	Good	Good

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Learning skills	Good	Good	Good	Good

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good	Very good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Acceptable	Acceptable	Acceptable
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	Very good	Very good	Very good	Very good
Care and support	Good	Good	Good	Good

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	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 UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2018-2019.

School's progression in international assessments	meets expectations

- GL progress tests show good progress in English and mathematics from 2017 to 2018 and very good progress in science. On average students exceed their measured potential in these tests. The school has thoroughly prepared for its first TIMSS testing and is confident it will exceed its target scores in mathematics and science for both Years 5 and 9.

Impact of leadership	meets expectations

- The leadership strongly supports the vision and goals of the National Agenda. The action plan identifies the short-term and long-term priorities of the school. The use of assessment data to inform modifications of teaching to meet the learning needs of individual students is currently underdeveloped.

Impact of learning	is approaching expectations

- The development of students' critical thinking skills, skills of inquiry and higher order thinking are emerging features. Across all phases, students' research skills and their use of technology and other available resources are underdeveloped.

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

For development:

- Ensure that all teachers understand how to use the assessment data to influence their teaching strategies to meet the learning needs of all groups of students
- Increase opportunities during the lessons and beyond for developing critical thinking skills and the skills of independent inquiry and research.

Reading across the curriculum

- The process of regularly assessing students' individual reading abilities is underway. Starting points have been established and systems for tracking students' reading progress initiated.
- Most students use appropriate reading strategies. Newly introduced reading schemes, guided reading and interventions support the further development of reading.
- Libraries are increasingly well stocked to inspire reading for pleasure. Students in primary and secondary have weekly timetabled sessions and they can exchange books during break times.
- School leadership is committed to developing students' reading proficiency. A reading policy and action plans are in place, and a library skills programme is evolving.

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

For development:

- Enable children in FS to develop positive reading habits and a greater love of books by providing them with regular opportunities to visit the library.

UAE social studies

- The curriculum is carefully planned to meet the needs of the different groups of learners in the school. To this end, it is taught in both Arabic and English.
- Students are willing to share their own understanding of different aspects of the curriculum. They collaborate and discuss different concepts relating to the history, geography, economics and national priorities of the UAE.
- Most students demonstrate levels of knowledge, skills and understanding that are in line with curriculum standards.
- Assessment information indicates that most students make expected progress in relation to curriculum standards.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- In the best lessons, students work in creative and innovative ways. Practice is not consistent, and students' use of learning technologies is not yet fully developed.
- Students engage in projects that are creative and benefit their community. However, student-led, innovative projects are at an early stage of implementation.
- Teachers' use of learning technologies in classrooms does not consistently involve students in using technology to take charge of their own learning in creative and innovative ways.
- Adaptation of the curriculum to include additional opportunities such as the Imaginative Learning Projects (ILPs) provide opportunities for students to be creative and innovate.
- Leaders are beginning to accelerate plans to embed opportunities for creative and innovative thinking and practice across subjects and phases.

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

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	Good

- Across all phases, most students demonstrate adequate knowledge of the pillars of Islam and Iman, and this is reflected in their understanding of Islamic principles and concepts. Progress is above expectations in post-16 especially for non-Arab students and is improving at a faster rate than in primary.
- Students in years 1, 2, and 3 are steadily developing their understanding of Islamic principles. In the secondary phase, students can explain and analyse topics such as charity and link these to real life situations. In post-16 students accurately and confidently explain the rationale behind Islamic law.
- Across phases the understanding of values and identity topics is secure. Students' ability to identify and apply the correct recitation rules is underdeveloped. Memorising and the ability to refer to Hadeeth and the Holy Qur'an is improving at a slow rate. There are gaps in students' knowledge of Seerah and major events in Islam.

For development:

- Improve students' attainment in Holy Qur'an and Hadeeth recitation skills.
- Identify the gaps in students' knowledge in Seerah and address these through more effective differentiation in lessons.

Arabic as a first language

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

- Students' attainment across all phases is broadly in line with the Ministry of Education (MoE) curriculum standards. A minority of students in post-16 have slightly weaker attainment levels. Progress is securely acceptable, especially in developing writing skills in the lower phases.
- In lessons students develop reading comprehension skills at an adequate rate. They are learning to analyse text and identify main ideas and some details. Students' ability in using standard Arabic is developing appropriately. Use of a range of vocabulary in speaking and writing is less developed.

- Leaders and staff have worked hard to improve provision. Assessments aligned to curriculum standards are improving, although some inaccuracies in applying assessment rubrics is noticeable. Although students are provided with increasing opportunities to write, guidance to improve creative and extended writing is only slowly emerging.

For development:

- Provide more opportunities and guidance to accelerate progress in developing creative and extended writing skills.
- Modify the curriculum, especially in post-16, to address gaps in attainment levels.

Arabic as an additional language

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

- Most students demonstrate language skills that are within the expectations for Arabic as an additional language. Students' listening skills and knowledge of words are secure.
- In lessons, students are able to understand simple questions and classroom instructions. Speaking skills are acceptable and most students are able to say a few sentences about a familiar context. Although reading skills are broadly within the expected level, a few can decode script and read, but may have difficulty in fully understanding what they read.
- Across the school leaders promote learning of Arabic well. As a result, students' attitude towards learning Arabic is very positive and they enjoy sharing their knowledge of Arabic greetings and phrases.

For development:

- Increase opportunities for students to apply their knowledge of words and phrases in different contexts.

English

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

- Attainment in secondary and post-16 is stronger than in the lower phases, due to the effectiveness of specialist subject teaching and a focus on English language skills. In Year 12 students make rapid progress due to the specialist teaching and the close alignment of literacy skills to examination rubrics.
- Speaking skills are strong in all phases. By secondary almost all students are articulate and confident speakers with clear intonation. Higher order reading skills are not so consistently and rigorously developed.

- Writing has improved in all phases over the last academic year. Rigorous assessment and marking practices have had a positive impact on grammar, punctuation and spelling in primary and secondary. Handwriting practices and presentation skills are inconsistent.

For development:

- Further develop students' reading skills in all phases and encourage reading for pleasure from a wide genre
- Raise expectations of students' handwriting and presentation skills.

Mathematics

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

- In all phases, students make rapid gains in mathematical knowledge appropriate to their age. The majority of students in post-16 have a deep understanding of mathematical concepts. This is less secure in other phases.
- Number and quantity skills are developed well in the FS, primary and secondary phases. The majority of students in post-16 have strong skills of applying rules of logarithms to solving logarithmic equations. Students' problem-solving skills are only an emerging feature across the phases.
- During the best lessons, the development of critical thinking skills through well prepared open-ended questioning is evident. Learning through investigations and practical mathematics linked to real life situations are not consistent features of lessons across all phases.

For development:

- Provide regular opportunities for students to apply their skills and knowledge to real life situations.

Science

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

- Children in FS are naturally curious and develop independence in exploring the differences they see, smell and feel as they cut fruit to make kebabs. The development of independent learning skills is not fully embedded further up the school.
- Students make good progress in their approach to investigative science. They are able to follow clear instructions for practical experimentation and enjoy working collaboratively and scientifically. They do not always have the necessary skills or confidence to plan and carry out their own scientific inquiry.

- Most students are able to use subject specific language appropriately. They are developing the skills to draw on prior learning to explain their ideas, but secure scientific knowledge and the depth of reasoning required to accurately predict and hypothesise are not yet fully embedded.

For development:
- Ensure that all students' have secure knowledge and understanding of scientific concepts
- Support students in using their knowledge and understanding to develop their problem solving and reasoning skills so they can confidently plan and carry out their own scientific investigations.

Learning skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good .	Good .	Good .	Good .

- Almost all students are motivated and interested in their learning and there are high levels of constructive engagement in most classrooms in all phases. While students can work productively on their own and in groups, they often lack the initiative to take charge of their own learning.
- Students enjoy working collaboratively and sharing their learning and these are positive features of most lessons. Students' capacity to evaluate their own learning and that of their peers is a growing element of classroom practice.
- In stronger lessons in each phase, students' ability to apply their learning to real world experiences and contexts is evident. Their ability to develop enquiry-based learning, problem-solving and critical thinking skills are more limited.

For development:
- Develop students' ability to take more responsibility for their own learning
- Develop students' ability to carry out enquiry-based learning, think critically and solve problems.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good .	Very good .	Good .	Good .

- Students across the phases generally have positive and responsible attitudes and behaviour is generally very good. FS and primary phase students show a greater willingness to regulate their own behaviour.
- Students enjoy friendly and respectful relationships with staff. They have positive attitudes towards healthy eating and maintaining active life styles. After school activities are well supported.
- Student data suggest that attendance is very good. Almost all students are punctual to school and for lessons during the day.

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

- Students across phases appreciate Islamic values, such as respect and tolerance, and can discuss features of modern life in the UAE. Their knowledge of how this is influenced by Islamic practices and UAE heritage is inconsistent across phases.
- Students in all phases participate in a range of cultural activities such as National day celebrations, International day and charity events. They take part in many competitions and activities such as Islamic assemblies, value of the month and Holy Qur'an competitions.
- Students are proud of their own culture and they respect other cultures. They enjoy the multi-cultural environment in the school that reflects Dubai, but have a limited knowledge of cultures beyond their own experience.

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

- Student leaders in primary, secondary and post-16 are justifiably proud of their role in encouraging others to maintain a harmonious, clean and tidy learning environment. They demonstrate a strong sense of responsibility. Recycling schemes, sports coaching and a Model United Nations programme are some of the examples of student-led initiatives.
- Students show a positive work ethic. They eagerly participate in creative projects, such as the forthcoming drama production of 'Grease', and through reading to FS children to encourage a love of books. Student led innovative projects are at an early stage of implementation.
- Students develop social responsibility well through a variety of ways. They readily support others beyond the school community in fundraising for breast cancer awareness, food distribution to less advantaged members of society, and a visit to Cambodia to dig a well.

For development:

- Improve and ensure consistency in students' understanding of the Islamic practices, heritage and culture of the UAE and of other countries around the world.

3. Teaching and assessment

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

- Teachers' supportive interactions with students promote good engagement in classroom activities. However, the quality of teaching within and across each phase is not consistent. Where practice is strongest, teachers have more secure knowledge of their subjects and how students learn, communicate high expectations, and employ student-centred approaches.
- Most teachers employ active learning methodologies and use questions appropriately, enabling students to engage in discussion and reflection. Practice is more variable in creating opportunities for students to progress their learning independently. Although teachers use digital technology effectively in classrooms, students' use of learning technology in lessons is less evident.

- Teachers' professional development is a central and ongoing dimension of the school's work. Recent initiatives are having a positive impact but are not fully embedded across all phases of the school.

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

- Internal assessment processes are mainly consistent across the phases and are aligned to the existing curriculum standards. They provide valid and reliable measures of students' academic progress. The accuracy of assessment is strongest in FS.
- The school participates in external international benchmarking tests. Comprehensive analysis of data is carried out. Teacher's use of the available assessment information to inform their teaching in order to meet the learning needs of all groups of students, is more effective in FS than in other phases.
- Teachers have a secure knowledge of the individual strengths and weaknesses of their students. The use of formative assessment in addressing the learning needs of various groups of students is inconsistent across the subjects and phases.

For development:

- Improve the consistency in the impact of teaching on student learning across all phases.
- Ensure greater consistency in using formative assessment to determine students' starting points and their rate of progress, and use this information to influence teaching approaches.

4. Curriculum

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

- Curriculum design is generally exciting and relevant. In FS it is child-centred where children learn through well-planned activities and play. The secondary phase curriculum prepares students well for international qualifications.
- Effective monitoring and review processes are in place so that there is continual updating and enhancement to the curriculum. Curricular choices in all phases ensure that students' interests, talents and aspirations are met. Cross-curricular approaches to enable students to transfer knowledge and skill from one subject to another are inconsistently planned.
- This academic year the school has designed and implemented new curricula in secondary and post-16. Students have the option to study for IGCSEs and Advanced Level qualifications in a comprehensive range of subjects. Curriculum pathways for students of determination or lower attaining students are not fully established.
- Moral education is taught for one lesson a week of 50 minutes from Year 2 to Year 12 as a standalone lesson.

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

- The curriculum is flexible. It is regularly modified to encourage the full engagement of all groups of students. It allows them to achieve both academically and personally. Students of determination are successfully integrated. 'Flourish' classes cater for students requiring additional support.
- A wide range of additional school activities enhances students' learning in all phases. Initiatives such as the Independent Project Qualification (IPQ) provide valuable opportunities for students to think for themselves and innovate.
- The curriculum is yet not sufficiently localised. Islamic education, Arabic, social studies and moral education support students' understanding of UAE culture and traditions. Individual teachers in other subjects miss opportunities in their lessons to make connections with Emirati heritage and society.
- Arabic is not taught in FS.

For development:

- Develop and embed students' awareness and understanding of Emirati culture and UAE society across the curriculum in all subjects where appropriate.
- Introduce more suitable pathways for students of determination and lower attaining students.

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

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

- The school has rigorous and consistent procedures for the safeguarding of students including child protection training for staff and governors. Students feel safe and highly valued, across all phases.
- The high-quality levels of maintenance, procedures and guiding policies are regularly updated and reviewed. The school has a well-presented anti-bullying policy and a child safety policy supported by regular safety checks.
- The school has highly regulated drop off and pick up procedures for parents in very congested spaces. Pedestrian safety is ensured by using effective traffic controllers. These procedures are thorough. Afternoon bus departures and student boarding are well organised, but require continual review to ensure the safety of large student numbers.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good	Good	Good	Good

- Staff-student relationships are very positive and based on mutual respect. The staff are very conscious of the range of needs of their students. There are effective procedures to promote positive student behaviour, attendance and punctuality, including effective measures to follow up on absences.
- The school has developed very effective systems for the identification and assessment of students of determination. The quality of provision for these students is high when delivered by specialist staff, and continues to develop. Effective provision for more able students and those with gifts and talents is at an earlier stage of development.
- There are clear structures in place to provide effective support for students who seek assistance. Students know who they can talk to, if they experience problems. In the secondary and post-16 phases, there is a developing system of career guidance and counselling.

For development:

- Increase the effectiveness of the identification and provision of support for students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination	Good

- Governors and senior leaders are committed to an inclusive ethos. A dedicated inclusion governor is now accountable for the outcomes of students of determination. Quality provision is rapidly evolving due to the combined skills, passion and vision of inclusion leaders and the support of the dedicated inclusion team.
- The school uses a range of summative, formative and diagnostic assessment strategies, to accurately identify the special needs of most students. These strategies provide an increasingly detailed knowledge of the needs of students of determination and are used to identify key aspects for improvement.
- The inclusion team works hard to ensure that parents of students of determination have positive relationships with the school. Communication between school and home is highly effective and helps to ensure that parents are kept informed about their children's progress.
- Curriculum modifications for students with high level needs are very effective. In mainstream lessons, the quality of adjustments to learning activities to meet the needs of students of determination is less consistent. Planning and resources are not always sufficiently personalised to the needs of individual students.
- The majority of students of determination are making better than expected progress over time. They are moving closer to age-related expectations in core subjects. Effective personal support enables students to develop increasing levels of independence and higher quality social skills.

For development:
- Ensure greater consistency in the modification of learning activities in mainstream lessons so that students of determination make more rapid progress.

6. Leadership and management

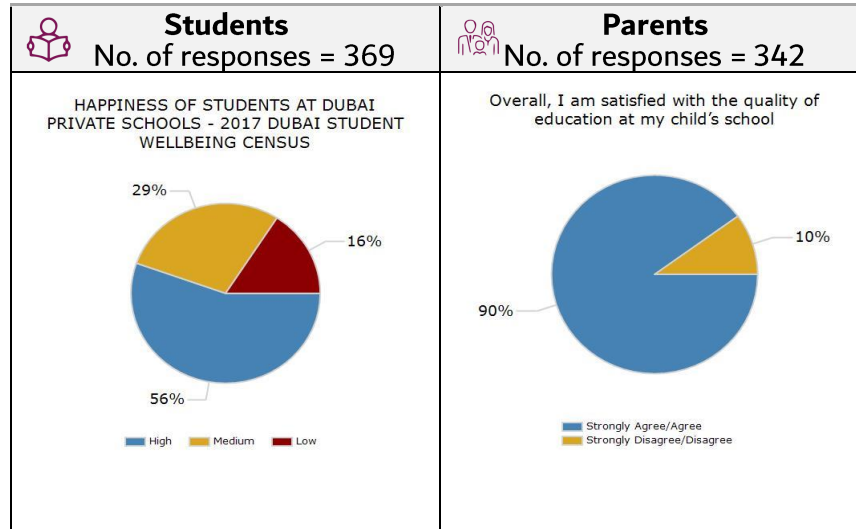|	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

- The inspirational strategic, educational direction set by the principal, and the way in which this is understood and implemented by senior leaders, is central to the school's effectiveness. All leaders are committed to providing for high quality, fully inclusive education. Senior leaders have a strong understanding of the curriculum and can link this to best practices in teaching. This level of knowledge and understanding is not yet as consistently evident in middle leadership.
- Self-evaluation processes are well established. Internal and external data are considered when evaluating student attainment and progress. Assessments of student achievement in lessons or in students' work are not consistently used to evaluate the impact of teaching. Improvements have been made in the identification of key school priorities. The school development plan does not fully pin-point where the planned actions will have the most impact; nor have measurable targets been sufficiently linked to student outcomes.
- Parent partnership is becoming well-established in the school through a number of initiatives including parent workshops, celebrations and charitable events. An open-door policy and various channels of communication ensure information is effectively shared and concerns resolved. Parents receive timely and detailed information regarding students' progress. Links with the community to offer students opportunities to broaden their experiences are insufficient.
- The governing board is representative of all stakeholders. Governors have a firm understanding of the school vision: to enable students to, grow, flourish and succeed. They carry out regular visits to school to ascertain how well this vision is being fulfilled. They make supportive suggestions to influence the work of the school based on their findings, but do not always follow these up with timely challenges in order to measure the impact on student outcomes.
- Most aspects of the day-to-day management of the school are well organised. The schools' professional development programmes create opportunities for the development of effective learning communities. The teachers' support network, and low teacher turnover, support effective teaching and learning. The innovative use of the school roofs as outside recreation areas has extended the provision of quality outdoor areas. The school has a wide range of relevant curriculum resources. Staff deployment for the teaching of post-16 phase Arabic is not adequate.

For development:

- Ensure that leaders at all levels fully understand curriculum expectations and model the best practices in teaching.
- Ensure that leaders at levels consistently take into account student achievement when evaluating the impact of teaching.
- Improve the effectiveness of school development planning through the inclusion of measurable targets focused on increasing student achievement.

The Views of Parents and Senior Students

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

Students	• Survey results show that most students feel safe at school and the majority have a deep sense of belonging to the school community. The large majority believe that students in the school respect each other's differences. A few students report that they suffer from one or more types of bullying such as physical, social or verbal victimisation.
Parents	• Almost all parents who responded to the survey indicate that they are satisfied with the education the school provides. Most agree that school leaders listen to their views and act upon them, and that teachers have helped their children to learn effectively. A small minority of parents indicate that bullying is an ongoing issue.

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