

INSPECTION REPORT

2022-2023



GEMS FOUNDERS SCHOOL - DUBAI BRANCH

UK CURRICULUM

GOOD

CONTENTS

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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 | Mr. Matthew Burfield |
|  | Principal - Date appointed | 2/18/2016 |
|  | Language of Instruction | English |
|  | Inspection Dates | 06 to 10 February 2023 |

STUDENTS

| | | |
|---|---------------------------------------|----------------|
|  | Gender of students | Boys and girls |
|  | Age range | 3 to 18 |
|  | Grades or year groups | FS1 to Yr13 |
|  | Number of students on roll | 6113 |
|  | Number of Emirati students | 112 |
|  | Number of students of determination | 559 |
|  | Largest nationality group of students | Indian |

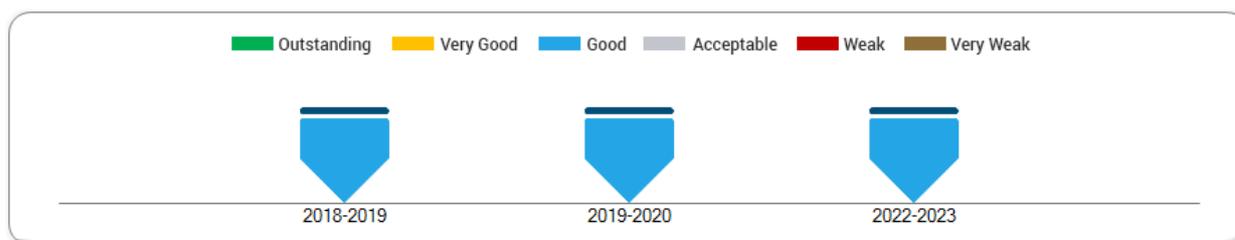
TEACHERS

| | | |
|---|---------------------------------------|---------|
|  | Number of teachers | 345 |
|  | Largest nationality group of teachers | British |
|  | Number of teaching assistants | 84 |
|  | Teacher-student ratio | 1:18 |
|  | Number of guidance counsellors | 4 |
|  | Teacher turnover | 18% |

CURRICULUM

| | | |
|---|---------------------------------|---------------------|
|  | Educational Permit/ License | UK |
|  | Main Curriculum | UK |
|  | External Tests and Examinations | IGCSE/GCSE/A Levels |
|  | Accreditation | BSO |

School Journey for GEMS FOUNDERS SCHOOL - DUBAI BRANCH



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Children’s achievement in the Early Years Foundation Stage (EYFS) is good. Students’ achievements in Islamic Education and Arabic language in Secondary and Post 16 are acceptable. Attainment in English, mathematics and science is good in Primary and Secondary. At Post-16, it is acceptable in mathematics and science. Students’ learning skills are mostly very good, but only good in Secondary.
- Students’ personal and social development is outstanding in Primary and very good in other phases. Students have very strong social responsibility and innovation skills. Their positive attitudes, and strong relationships, make the school a happy place in which to learn. However, students’ understanding of Emirati culture and heritage and how they relate to the world around them is derdeveloping.

PROVISION FOR LEARNERS

- Most teachers plan highly effective lessons and use assessment data purposefully to plan activities for different abilities. They make sure students develop and practise a wide range of learning skills. This helps students to become competent learners. Thorough subject knowledge, and a clear understanding of how students learn, are at the heart of teaching, although occasionally this is not evident in Secondary.

The curriculum provides a very wide range of opportunities to motivate students. It is strong, with very good provision in EYFS. It is influenced by the recent High-Performance Learning (HPL) initiative. There is ample choice for older students, assuring all students a pathway which is suitable and appropriate and, together with specialist careers advice, prepares them well for the next stages in their learning.
- A positive and caring ethos is evident across the school. The protocols and procedures for ensuring students’ health, safety, safeguarding, and their wellbeing are excellent and fully implemented. Regularly reviewed and effective policies and practices are in place to ensure that students are well cared for and safe. Behaviour management is underpinned by high expectations.

LEADERSHIP AND MANAGEMENT

- The principal is an excellent leader who provides clear educational direction. This is reflected in the high quality of education, the care of students and the inclusive ethos. All senior leaders are enthusiastic about the school and are exceptionally well skilled in what they do. They set an example of high quality to the staff. As a consequence, the school has improved at a rapid pace since the previous inspection.

The best features of the school:

- The very strong leadership of the principal and the executive leadership team
- The inclusive ethos and focus on raising students' achievements
- Curriculum design, implementation, and adaptation
- The school's rigorous arrangements for ensuring health and safety and safeguarding of students
- The very effective teaching and learning for students of determination
- The high profile of wellbeing and its positive impact on students' outcomes

Key recommendations:

- Improve students' learning skills by providing high-quality training for all staff, so that they create opportunities for students to work collaboratively and develop their skills of enquiry, independence, and research.
- Improve the rate of progress for students in Islamic Education and Arabic, paying particular attention to the use of standard Arabic in lessons.
- Ensure that the quality of teaching and learning is consistent across all phases through greater accountability in Secondary.

Overall School Performance

Good

1. Students' Achievement

| | | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------|-------------------------|----------------|------------------|----------------|
| <p>Islamic Education</p> | Attainment | Not applicable | Good ↑ | Acceptable | Acceptable |
| | Progress | Not applicable | Good ↑ | Acceptable | Acceptable |
| <p>Arabic as a First Language</p> | Attainment | Not applicable | Acceptable | Acceptable | Acceptable |
| | Progress | Not applicable | Good ↑ | Acceptable | Acceptable |
| <p>Arabic as an Additional Language</p> | Attainment | Not applicable | Good ↑ | Acceptable ↑ | Not applicable |
| | Progress | Not applicable | Good ↑ | Good ↑ | Not applicable |
| <p>English</p> | Attainment | Good ↑ | Good ↑ | Good | Very good ↑ |
| | Progress | Very good ↑ | Very good ↑ | Good | Very good |
| <p>Mathematics</p> | Attainment | Good ↑ | Good ↑ | Good | Acceptable ↓ |
| | Progress | Very good ↑ | Good | Very good ↑ | Very good ↑ |
| <p>Science</p> | Attainment | Good ↑ | Good ↑ | Good ↑ | Acceptable |
| | Progress | ↑ Very good | Very good ↑ | Very good ↑ | Very good ↑ |
| Learning skills | | Foundation Stage | Primary | Secondary | Post-16 |
| | | Very good ↑ | Very good ↑ | Good | Very good |

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

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

3. Teaching and assessment

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

4. Curriculum

| | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------|------------------|-------------|-------------|-------------|
| Curriculum design and implementation | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |
| Curriculum adaptation | Very good ↑ | Very good ↑ | Very good ↑ | Very 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 | | | Very 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](#).

Focus Areas

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, 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.

| | Whole school | Emirati cohort |
|--|-------------------------------------|-------------------------------------|
| Progress in international assessments | is approaching expectations. | is approaching expectations. |

- Year 5 and Year 9 students sat the TIMSS international benchmark. Attainment was quite strong in mathematics and science, but both subjects did not reach their targets. On the National Agenda Parameter benchmark tests, progression in science and mathematics was sustained. Outcomes in English were stronger.

| | Whole school |
|--|-------------------------------|
| Leadership: data analysis and curricular adaptation | is above expectations. |

- Most senior and all relevant subject leaders understand the subject skills aligned to both the International and National Agenda Parameter benchmark tests. Their detailed analyses of all data strands have given them the detailed information needed to bring about change and improvements. The adaptations which they are making to the curriculum are very well thought out with clear targeted goals. Attainment of Emirati students is now a sharp focus for leaders.

| | Whole school | Emirati cohort |
|---|-------------------------------|-------------------------------|
| Improving reading literacy and wider learning skills | is above expectations. | is above expectations. |

- Strategies adopted, as a consequence of the analyses of diagnostic reading data, are already having an impact, as reflected in English. Critical thinking is a common feature in most lessons and a key feature in a large majority.

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

For Development:

- Ensure that the strategies introduced to raise achievement in the benchmark tests are leading to the targeted improvements.
- Increase opportunities for independent learning and critical thinking in Primary.
- Ensure continuity and progression, across all phases, in specialist subject vocabulary, beginning in EYFS.

Wellbeing

The quality of wellbeing provision and outcome is at a **high level**.

- Wellbeing is central to the school's vision and improvement plan. The school analyses a wealth of wellbeing data to support learners to develop the culture of kindness, happiness and involvement. Wellbeing is built into policy and practice. Through consultation with the Local Advisory Board (LAB), six clear commitments have been made to improve all aspects of student, staff, and stakeholder wellbeing. Engagement in wellbeing clubs and in-house activities helps students to develop their self-awareness. The school understands the need to ensure sufficiently strong ongoing development and staff to drive its vision of wellbeing.
- The school adopts a systematic approach to ensure that caring for students is at the forefront of its activities. Parental engagement is fundamental in ensuring improvements in students' wellbeing. Staff enrichment and wellbeing sessions, together with targeted professional development, promote physical, social, and mental wellbeing. The students' leadership programme and the parents' association provide a platform to receive feedback on a wide range of wellbeing matters. Some students state that more opportunities to access support for their wellbeing would be helpful.
- The student welfare and sustainability councils promote initiatives across the whole school community. A broad range of extra-curricular programmes, volunteering and enrichment activities develops students' sense of pride and belonging. The character education programme supports students to explore who they are, and who they want to be. Parental engagement workshops raise awareness of the importance of healthy lifestyles. Data from the Pupil Attitudes to Self and School (PASS) survey show that students feel safe, valued, and engaged in the life of the school.

UAE social studies and Moral Education

- Moral, social, and cultural Studies (MSCS) is viewed by teachers and students as a core subject. Primary students from Year 1 study MSCS for one hour each week, and secondary students for almost two hours per week. In Post-16, students spend one hour per week on MSCS. The language of instruction is English. Students' performance is assessed and reported to parents annually.
- The curriculum follows the Ministry of Education (MoE) scheme of work, brought to life by class teachers in the primary phase and a team of specialists, assisted by humanities and social studies teachers, in Secondary and at Post-16. MSCS is planned to align with history and geography. Leaders are rightly proud that students enjoy their MSCS lessons and talk with great pride about living in the UAE.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In Primary, a majority of students achieves levels that are above the curriculum standards. Across Secondary and Post-16, most students are achieving in line with curriculum standards. Teachers provide less challenge for students in the upper phases.
- Primary students are knowledgeable about the manners and etiquettes of Islam, for instance, the manners of visiting and entering homes. Their memorisation skills and recitation of Qur'anic verses following the Tajweed rules have improved significantly and are stronger than in the senior sections of the school.
- Secondary students are less confident in interpreting the Hadith and Holy Qur'an and in deriving advice from them. At Post-16, students discuss life matters from an Islamic perspective, and the laws and teachings that regulate them.

For Development:

- Improve students' memorisation skills and recitation of Qur'anic verses following the Tajweed rules in Secondary and at Post-16.
- Provide more challenge for students and increase teachers' expectations, especially in the upper phases of the school.

Arabic as a First Language

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

- Students' progress has improved in Primary since the previous inspection. This is due to integrating all the language skills in lessons while engaging students in meaningful discussions and useful dialogue.
- Students' reading comprehension and oral communication skills are well developed, especially in Primary. Students can express themselves confidently in standard Arabic. They can also understand and respond to a wide range of short and longer texts using correct verb tenses and sentence structures.
- Students' creative and independent writing abilities are developing across all phases. They can respond to prompts about a variety of genres, using a wide vocabulary and appropriate language forms. They can explicitly discuss ideas on a wide range of topics.

For Development:

- Improve students' critical thinking skills and independent learning, particularly in Secondary and at Post-16, by allowing students more time to respond in standard Arabic.
- Improve students' understanding of a wider range of literary genres to enable them to analyse literature.

Arabic as an Additional Language

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

- Students' attainment and progress in Primary and Secondary has improved since the previous inspection. The application of differentiated teaching, and learning strategies, is now supporting the needs of different groups of students based on their levels and starting points.
- Students' oral communication skills and acquisition of vocabulary are well developed across both phases. Students use standard Arabic to pronounce words and compose short and longer sentences. They can extend their sentences by using appropriate structures.
- Students' guided writing skills are developing in both phases. Students can respond to prompts about known and familiar topics in a variety of sentence structures. They are beginning to support their writing with nouns and adjectives related to the topic.

For Development:

- Encourage students to respond to prompts about known and familiar topics by writing more creatively using appropriate vocabulary and sentence structures.
- Provide students with more opportunities to take ownership of their learning by engaging them in meaningful discussions.

English

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

- Children's ability to read and spell words grows speedily in the EYFS and Primary. Progress slows slightly in Secondary. Expert teaching at Post-16 inspires students, and they are very successful in external examinations.
- In many lessons, students are expected to speak in complete sentences. Post-16 students debate topics with great academic maturity. The seeds of these skills are sown lower down the school where, in Primary in particular, students are taught explicitly to use new vocabulary and terminology.
- The increasing emphasis on ensuring that every student can read with understanding and fluency, is beginning to pay off, particularly where other subject teachers understand their responsibilities for reading improvement.

For Development:

- Ensure that teachers, particularly in Secondary, clarify new vocabulary to students, so that they can apply and develop their skills of speaking and in writing.
- Train staff in all subject areas to support students whose reading fluency and comprehension skills are weaker.

Mathematics

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

- In Post-16, attainment is in line with curriculum expectations, although progress is better. In the other phases a majority of students attains above curriculum standards. In Primary, a majority and in other phases a large majority of students makes better than expected progress.
- A strength in mathematics across all phases is the way in which the concept of number is embedded. As most of the students are second language learners of English, one of the difficulties which they encounter is understanding and interpreting word problems.
- In Primary, the focus on mental mathematics is already beginning to have an impact on students' outcomes. The move to adopt a more practical approach to teaching the subject is developing.

For Development:

- Increase opportunities for students in Primary to learn mathematics in a practical and investigative way.
- Reinforce mathematical vocabulary in lessons as an aid to solving word problems, particularly to support students for whom English is not their first language.

Science

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

- Internal assessments across the school indicate that attainment is above curriculum standards for a majority of students, but this is not the case in external assessments, nor at Post-16. Nevertheless, a large majority of students across the school make better than expected progress in their scientific skills from their starting points.
- The acquisition of scientific knowledge and the ability to understand and apply it in lessons is a relatively strong feature. However, practical skills, such as, measuring, observing, and manipulating equipment, are not as well developed.
- Since the previous inspection, there has been an increase in the amount of practical and investigative work undertaken, which has had a positive impact on students' skills and their outcomes. This is still a developing and positive feature for students and the department.

For Development:

- Increase the amount of time spent on practical, investigative, and research-based activities.
- Track the development of basic practical skills, of measuring, observing, and manipulating equipment, and improve students' skills accordingly.

Learning Skills

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

- Children in the EYFS are enthused by learning. Primary students enjoy opportunities to discuss their learning and work collaboratively in pairs or in groups. Secondary students are quieter in lessons. They have fewer opportunities to evaluate their research findings or to be spontaneous in their learning. Post-16 students work purposefully to improve their work and skills.
- At their best, students are self-motivated learners who organise themselves, know what they need to do to improve, and build on teachers' advice to do better. Some students are too quick to take their research findings at face value.
- Students have generally become more self motivated and independent as teacher's expectations in this area have become more explicit and directed. However, occasionally in the lower secondary phase, and in Arabic, students wait unnecessarily for directions from their teachers.

For Development:

- Ensure that students evaluate research findings critically and consider how they can lead their own progress, even further.

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

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

- Students, particularly in the primary phase, have very positive and mature attitudes towards their learning and school. They are very respectful and respond politely to their peers and teachers, leading to a very harmonious learning community.
- Although there are some inconsistencies in the lower secondary classes, students are generally self motivated and take personal responsibility for their learning. Overall, most students demonstrate responsible behaviour.
- Students have positive attitudes towards leading a healthy lifestyle. They usually make healthy food choices through selecting meals and snacks and are keen on exercising and participating in physical activities at school. Students' attendance is good overall, although at Post-16 it is lower.

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

- Across the school, students show a good understanding and appreciation of Islamic values such as tolerance and respect. Students, particularly in the upper phases, understand how Islamic values and cultural values of the UAE play a key role in the life and character of the country.
- Students exhibit good knowledge of the culture and heritage of the UAE. They can provide concrete examples of different activities that the school conducts each year, for instance, National Day and the Flag Day.
- Students are very proud of the diverse nature of their school and their multi-cultural community. They demonstrate a mature understanding of, and appreciation for, a range of world cultures as they celebrate International Day at their school.

| | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------------|-------------|-------------|-------------|
| Social responsibility and innovation skills | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |

- Students initiate and lead activities and make social contributions in school and their wider community. Senior students set up and lead morning and afternoon extra-curricular activities and volunteer at school events, setting a positive example as role models for younger students.
- Students are innovative and creative and have a very positive work ethic. They initiate and manage projects through the student council and sustainability committee, which are having a positive effect on the school. They compete in enterprise award competitions skillfully.
- Students care deeply for their school and the environment and want to make a difference. They know about the weakening of natural resources. They understand the importance of maintaining ecological balance to create equity through conservation and environmental protection.

For Development:

- Increase attendance rates in all phases, particularly in Post-16.
- Ensure that high levels of responsible behaviour are consistent across all phases.
- Increase students' participation in national and cultural activities.

3. Teaching and assessment

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

- Thorough subject knowledge and a clear understanding of how students learn are at the heart of teaching at this school. At its best, teaching is generally very strong and encourages a high level of engagement with students. Occasionally this is not quite as evident in Secondary.
- The best lessons are very inclusive. Teachers use questioning skillfully and with precision to support and challenge students. They examine the room constantly to check that all students are learning. They require students to think critically about the issues or themes that they are pursuing. In doing so, they make sure that no student is left behind.
- High-quality professional development and very well considered induction of new staff have been successful in leading to an overall improvement in the quality of teaching since the previous inspection.

| | Foundation Stage | Primary | Secondary | Post-16 |
|------------|------------------|-------------|-------------|-------------|
| Assessment | Very good | Very good ↑ | Very good ↑ | Very good ↑ |

- Across all phases the school has developed highly-effective assessment processes that give a comprehensive overview of each individual student in relation to their academic performance and the progress being made.
- The extensive analysis of all data is considered to give leaders a clear direction of where changes and adaptations need to be made. This is helping them to address areas of under-achievement.
- The school continues to prioritize raising students' attainment. Adaptations to the curriculum to embed critical thinking and to improve reading skills are already beginning to have an impact. They are a feature of most lessons.

For Development:

- Ensure teaching strategies challenge students in all phases and enables them to explain their thinking and build on the answers of others.
- Ensure that assessment practices are consistent across all subjects and that all teachers are equipped with the data to inform their planning.

4. Curriculum

| | Foundation Stage | Primary | Secondary | Post-16 |
|--------------------------------------|------------------|-------------|-------------|-------------|
| Curriculum design and implementation | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |

- The curriculum across the school has variety and breadth and engages all students, particularly students of determination. Transitions from one phase to another are systematic and build on prior learning. Links between subjects and the outside world are planned well. Opportunities for independent learning, creativity, research, and critical thinking are evident, although not consistent, especially in Secondary.
- Curriculum choice is extensive and increasing, assuring all students a pathway which is suitable and appropriate. Together with specialist careers advice, it prepares them well for the next stage in their learning.
- There have been significant improvements to the curriculum since the previous inspection They include an increase in vocational opportunities, and the addition of courses in design and technology. The whole curriculum is reviewed regularly, and amendments are made accordingly.

| | Foundation Stage | Primary | Secondary | Post-16 |
|-----------------------|------------------|-------------|-------------|-------------|
| Curriculum adaptation | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |

- The curriculum is well aligned with the National Curriculum for England (NCfE) and the MoE. It is strongly influenced by the HPL initiative. In Post-16, it is additionally aligned with the Award Scheme Development and Accreditation Network (ASDAN) and the Business and Technology Education Council (BTEC) courses. Transitions are being eased by recent innovative developments, such as, across-phase teaching.
- The curriculum is modified effectively and regularly by considering information from assessment data. This ensures that it meets the needs of almost all students. It is further enhanced by an extensive programme of carefully considered enrichment and volunteering opportunities.
- Students' involvement in extra-curricular activities are recorded in a celebratory way. This is an improving feature, as is the provision of opportunities which develop the knowledge, understanding and appreciation of the heritage of the UAE.
- Arabic is not taught in EYFS.

For Development:

- Ensure that a wider range of opportunities for creativity is offered through curriculum planning and implementation.

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 provides a safe and secure environment which is maintained to a very high standard. Rigorous procedures are in place to protect students from physical, mental, or online abuse. They are shared appropriately with the wider school community.
- The medical team provides daily health care and keeps detailed records of all students' physical and mental health concerns at school. The physical education department promotes healthy living choices through lessons and extra-curricular activities, ball sports, and fitness classes.
- The school provides an excellent physical environment which meets the learning needs of all students. Safety checks, including those on transportation and hygiene, are frequent. The supervision of students is exceptionally thorough, particularly in EYFS. Incidents are few. Record keeping is detailed and secure.

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

- A positive and caring ethos is evident across the school. Leaders and teachers know their students extremely well. Behaviour management is underpinned by high expectations. The learning culture ensures that all members of the school community feel a sense of belonging.
- The school is fully inclusive and has very thorough systems to identify students of determination and those with gifts and talents. Highly-effective differentiation, support and curriculum modifications enable the large majority of students to make very good progress.
- The school successfully monitors students' personal development and wellbeing and plays a vital role in safeguarding the human rights of the whole community. Students have access to sensitive, individual advice and support. Older students are given a wide range of advice and information about careers and higher education.

For Development:

- Ensure that high-quality provision for students with gifts and talents is consistent across all phases.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- The school has embedded a highly inclusive ethos with a well-developed strategic inclusion plan. Members of the inclusion team are very well qualified and skilled at meeting students' needs.
- The school uses a wide range of assessments and strategies to identify any barriers to learning and to inform interventions. Systems of review, planning, and evaluation ensure that the school has the capacity to improve provision even further. Most teachers have an accurate understanding of the learning profile of each student.
- Parents are consulted at all stages of the identification and support process. The communication, training, guidance and support for parents are personalised according to their children's needs. Parents appreciate the quality of advice and support which they receive from the school.
- The curriculum is effectively modified to match student's needs. This ensures that most students are active in their learning. The 'Flourish' classes enable students with very specific needs to access a personalised curriculum. The school offers targeted support, enabling students to make sustained progress in developing learning skills.
- The school uses a tracking and evaluation tool which provides an accurate picture of students' progress. Support in the school follows a graduated response. Support for students is individualised. As a result, students experience relevant and meaningful learning opportunities.

For Development:

- Enhance the use of data further to track trends and identify areas for improvement in students' outcomes.
- Develop the systems to support teachers in the modification and support for students of determination to ensure even greater consistency across phases and subjects.

6. Leadership and management

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

- Strong senior leadership is the driving force in creating a welcoming, harmonious and inclusive school. Very good systems are in place to identify students who are achieving well and those at risk of underachieving. Staff feel valued, they are listened to, supported, and contribute to the school's development. A significant number of new leaders have been appointed very recently, but not all have had the time to impact on students' performance, especially in the secondary phase.
- The school knows its strengths and areas for development. Leaders very effectively gather evidence from data and a range of other sources. Key priorities are accurately identified. There is a thorough and extensive system for evaluating the quality of teaching. Action plans, with different levels of detail, are well written and monitored.
- Parents are very supportive of the school. They feel that staff are approachable and quickly resolve any issues. Most parents believe that communication is strong and effective because there are well developed and embedded systems in place. Parents receive clear and regular information on their children's progress. The school has developed links with a number of schools in the GEMS Education group and uses these effectively for professional training and to broaden students' experiences.
- Strategic governance is effective in fulfilling its role in holding senior leaders accountable for the quality of educational provision and students' outcomes. Leaders and governors work closely together to ensure that they are effective in sustaining and driving improvement. They offer a range of skills and expertise that school leaders can draw on. Governors contribute to self-evaluation and track the progress of actions in the school improvement plan.
- The school is managed very efficiently on a day-to-day basis. Great care is taken over staff recruitment in order to maintain a body of well-qualified teachers, who have very good knowledge of their subjects and how to teach them. All leaders and teachers benefit from a personalised and effective coaching programme. Specialist areas for sport, creative arts, science, and technology, are very well resourced and are of the highest quality.

For Development:

- Ensure that middle leaders are consistent and rigorous in monitoring the work of the school and in bringing about improvement, especially in the secondary phase.

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 QA.Schools@khda.gov.ae