



Matthew Burfield
Principal
GEMS Founders School – Al Barsha (GFS)
Umm Sequim Street
Al Barsha South
Dubai
United Arab Emirates

29th June 2022

Dear Mr Burfield,

Re: HPL World Class School Award

We are delighted to inform you that following your two years of engagement in the HPL Award Scheme, GEMS Founders School – Al Barsha (GFS) has been successful in accreditation and is now awarded the status of HPL World Class School. This is in recognition of your having met the exacting HPL Award Standards and demonstrated a world class quality of education throughout the school.

The accreditor was particularly impressed by the way HPL was so systematically taught and how it is impacting on learning. Also, by the way HPL in lessons is tracked so that teachers are supported in embedding HPL in their lessons.

You are now able to take your place in the elite Fellowship of HPL World Class Schools, joining our other world class schools and enjoying the privileges and opportunities the Fellowship and Global Community offers. We will write to you with full information about the Fellowship very soon.

Your HPL World Class School status is held for three years before requiring re-validation and can be used in your publicity materials during that period. You will need to complete re-validation by July 2025 to retain this status and we hope you will be well placed to do so. Achieving this Award is a considerable milestone in your school's quest for continuous improvement but like all excellent schools, we expect that you will continue to strive for even better. Hence the re-validation process requires evidence of continuous improvement in embedding the HPL philosophy and framework as part of The Fellowship of World Class Schools. We look forward to working with you in this next stage of your development.

You are warmly invited to receive your award in person at our HPL Annual Conference in March 2023 at the University of Warwick. I do hope you and your HPL Leads will be able to join us.

May I say that as a team we have all very much enjoyed working with you to date and have found both the staff and the students to be delightfully committed and enthusiastic.

Many congratulations on your extraordinary achievement.

Yours sincerely,

A handwritten signature in blue ink that reads "D M Eyre".

Professor Deborah Eyre, Founder and Chair, High Performance Learning

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**High Performance Learning World Class School Award
Accreditation Feedback – Tuesday 28th June 2022**

School Name	GEMS Founders School – Al Barsha (GFS)
Accreditor	Melanie Saunders
Strengths:	
<ol style="list-style-type: none"> 1. GFS is a very large, cross-phase school which has experienced rapid growth since opening six years ago. In this context, the consistency in teaching and learning is remarkable. The transition from the Learning Hive to the HPL Hive was seamless and the adoption of HPL as the teaching and learning framework is underpinned by clear expectations and consistent practices supported by effective documentation. 2. Teachers have real ownership of HPL and there is a strong sense of collegiality in the way leaders from across all phases work together to shape HPL. There are distinct and appropriate differences in how HPL is realised for different phases, yet these are complimentary resulting in increasingly mature student engagement. 3. Student-led learning is a priority and this manifests itself in age-appropriate approaches throughout the school beginning in the Foundation Stage and growing into an expectation of informed self- analysis of skills and learning by the time students are in the Sixth Form. Student voice is strong and there is an overt drive to shift the focus of teaching further towards enquiry-based learning. 	
Areas for Improvement:	
<ol style="list-style-type: none"> 1. Extensive work has been undertaken to engage parents with HPL and there is a good level of understanding and an appreciation of the positive impact the approach is having on children. The next step is to build deeper parental engagement with how ACPs and VAAs are used in teaching and learning and the role of parents in helping to grow their child's cognition. 2. ACPs and VAAs are used consistently, clearly identified and securely embedded within lesson plans. To ensure systematic coverage for all students, these competences need to be written into medium and long-term curriculum planning at all Key Stages. 3. Student self-reflection increasingly focusses on the level at which ACPs and VAAs are being utilised and CPD is helping teachers to support this. Moving beyond this, the school will need to capture the progression of all students through the VAAs and ACPs so that the opportunities students have to practice at higher levels, as well as their performance, can be effectively tracked. 	
General Comments:	
<p>This was a very enjoyable accreditation visit, supported by a comprehensive portfolio of evidence. HPL has been adopted over a three-year period (IFoundation followed by WCSA) through which school leaders have made the vision for HPL in the school explicit. The expectations of staff and students are clear and shared by the whole school and the establishment of an initial high-level Steer Group,</p>	

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succeeded by a Drive Team with very broad “grass-roots” membership, has resulted in deep understanding of HPL in the classroom and a real commitment to HPL at all levels.

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