

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

Inspection Report 2018-2019

Dubai Gem Private School

11 YEARS OF INSPECTIONS

Good









Curriculum
UK
















Contents






Contents.....	2
School Information	3
Summary of Inspection Findings 2018-2019	4
Overall School Performance.....	6
National Priorities	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation	9
Main Inspection Report	10
The View of parents and senior students.....	19

School Information

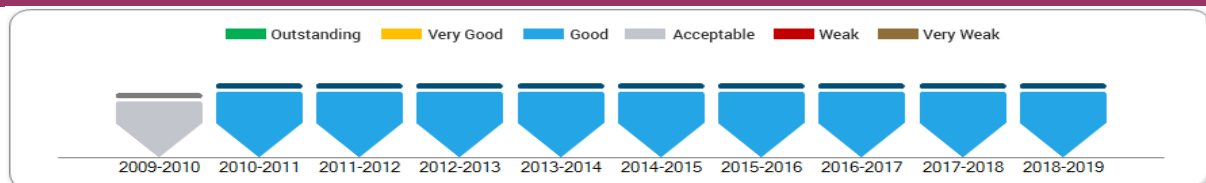
General Information	 Location	Oud Metha
	 Opening year of School	1973
	 Website	www.dubaigem.ae
	 Telephone	00971-4-3376661
	 Principal	Humera Ibrahim
	 Principal - Date appointed	10/1/2016
	 Language of Instruction	English
	 Inspection Dates:	11 to 14 March 2019

Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1284
	 Number of Emirati students	0
	 Number of students of determination	58
	 Largest nationality group of students	Indian

Teachers	 Number of teachers	128
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	28
	 Teacher-student ratio	1:10
	 Number of guidance counsellors	2
	 Teacher turnover	10%

Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	IGCSE AS/ A LEVELS
	 Accreditation	UK
	 National Agenda Benchmark Tests	CAT4/GL

School Journey for Dubai Gem Private School



Summary of Inspection Findings 2018-2019

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

- Students in the post-16 phase attain particularly well in Islamic education, mathematics and science. Students' attainment and progress are uneven in the lower primary and lower secondary phases where gains in prior learning are not always sustained. In English, students have insufficient opportunities to read or write at length for a range of purposes, and students' skills in Arabic remain underdeveloped.
- Students are highly committed to learn, are very punctual and are very well behaved in and out of class. Senior students support learning through increasing opportunities to lead lessons and through acting as mentors to younger students. Across the phases, students have a very good understanding of Islam and awareness of the UAE, and other world cultures. Attendance is not consistent.

Provision for learners

- Teachers are developing their skills in supporting student-led learning. In the most effective lessons, for example in art and in commerce, teachers challenge students to think creatively and to solve problems linked to real-life contexts. In too many lessons, teachers do not modify their teaching sufficiently well to support these skills or to provide enough opportunities for students to carry out personal research or to think critically.
- Regular reviews of the curriculum help the school to meet the needs of students. Modifications to the primary curriculum aim to encourage better use of teaching time. However, reviews are insufficiently evaluative. As a result, there are inconsistent opportunities for students to learn independently. There are more effective opportunities outside the core subjects as students move through the secondary and post-16 phases.
- The school provides a very safe and supportive environment and offers ongoing training for staff and students on cyber bullying. Relationships between adults and students are very positive. Supervision across the school and during the movement of school transport is particularly effective, as is careers guidance at the post-16 phase. Provision for students of determination is developing as a result of improved leadership.

Leadership and management

- School leaders and governors are committed to improvement. They are taking forward numerous priorities, mainly informed by previous inspections. While they meet regularly, the lack of systematic and rigorous monitoring results in insufficient evaluation of the impact being made. Leaders manage their particular remits effectively, but are not leading change sufficiently well.

What the School does Best:

- Students' exemplary behaviour, their commitment to learning and the quality of their personal and social development
- The school's commitment to inclusion
- Students' understanding of Islamic values and awareness of Emirati and world cultures
- The attainment of students in Islamic education, mathematics and science from Years 11 to 13







Key Recommendations:

- The principal and governors should:
 - ensure that all leaders monitor and evaluate more rigorously the progress being made in meeting agreed priorities
 - ensure greater accountability for the impact of agreed actions and for the identification of further improvement priorities.
- Improve the teaching of speaking and writing in Arabic to increase students' attainment and progress.
- Develop teachers' understanding of how to improve students' critical thinking and problem-solving skills through sharing best practice.
- Leaders should improve the quality of analysis of external assessment information so that:
 - the strengths and weaknesses of all groups of students are clearly identified
 - it provides an effective benchmark for the school's own assessments of students' attainment.


Overall School Performance

Good


1. Students' Achievement

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

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

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


3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Very good	Very 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	Good	Good	Good	Good
Care and support	Good	Good	Good	Very good 

6. Leadership and management

The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable
Parents and the community	Very 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 (N.A.P.), 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 N.A.P. targets :

Registration requirements

- The school meets the registration requirements for the N.A.P.

School's Progression in International Assessments

meets expectations.

- Only the Programme for International Student Assessment (PISA) score for science was higher in 2015 compared to 2012. The 2017 PISA Based Test for Schools (PBTS) results showed improvement. Trends in International Mathematics and Science Study (TIMSS) science scores in both grades rose in 2015 compared to 2011, but the mathematics scores for both grades declined during the same period. The school's average score in the Progress in International Reading Literacy Study (PIRLS) assessments improved in 2016. The outcomes of the National Agenda benchmark assessments in 2018 were close to those in 2017, with mathematics improving, but with science declining. When comparing N.A.P. outcomes against CAT 4 measures of academic potential, students attain in line with expectations.

Impact of Leadership

is approaching expectations.

- Leaders' commitment to the UAE National Agenda is demonstrated in their action plans. Leaders understand that external attainment data is a benchmark for the school's internal assessments. The curriculum has been aligned with the requirements of the TIMSS, PIRLS and General Learning (GL) tests. Assessment information is not used consistently to influence teachers' choice of learning activities in lessons.

Impact of Learning

is approaching expectations.

- Leaders understand the imperative to promote and develop students' problem-solving skills effectively. Teachers do not have a clear understanding of the nature of students' critical thinking, enquiry and research skills. A few students can gather relevant information and communicate their findings. Digital devices are increasingly used in lessons and subjects to enhance learning.

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

For development:

- Raise attainment in the primary and secondary phases, particularly in English and science, to ensure that the outcomes of the 2019 National Agenda benchmark assessments are higher than those in 2018.
- Ensure that assessment information is used consistently to influence teachers' choice of learning activities in lessons.
- Ensure that teachers have a clear understanding of the nature of problem-solving, critical thinking and research skills, so that they are effectively promoted in all subjects.

Reading Across the Curriculum

- Some features to improve, monitor and assess reading have been adopted, but the capacity for textual analysis is at an early stage.
- Children in the Foundation Stage (FS) have opportunities to recognise and use print. Older students can decode new texts in English and make valid inferences.
- The libraries have potential, but little impact on reading habits. Students are enthusiastic about reading. They have timetabled reading periods and their involvement is evident.
- The school's leadership is committed to the development of reading across the curriculum. However, few programmes are in place to promote the ethos of reading.

The school's implementation of reading across the curriculum is emerging.

For development:

- Establish a strategy to create links between subjects and common approaches, and nurture a culture that values and adopts reading as the main enabler of learning.

UAE Social Studies

- The curriculum provides appropriately for students' different needs. It is planned through an integrated approach in subjects such as history and geography, alongside specific lessons.
- Students enjoy their lessons and work together well to discuss their learning. Although not consistent throughout the school, they frequently use technology to aid their research.
- Most students have an appropriate understanding of the topics covered in social studies. In discussion about their work, they are able to share their knowledge and learning.
- Students' work shows that most make the expected progress over time. However, internal assessments are not consistently reliable, resulting in learning activities that are not always sufficiently challenging.

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

Innovation

- In some lessons, such as mathematics, science, art and commerce, students' learning skills are developing well through the use of technology for research and exploration to aid creativity.
- Innovation promotes social responsibility through individual student and group activities, mainly in non-core subjects, a range of competitions and science fairs, and through some after-school activities.
- Teachers do not consistently modify their teaching to develop innovation. They often confuse real-life contexts with opportunities for students to solve problems independently or to think critically.
- Curriculum design is not informed by a clear and agreed understanding about innovation. As a result, there is an inconsistent approach to the promotion of innovation across the school.
- Leaders are developing a range of initiatives to try to gain an accurate picture of the quality of students' learning and to ensure continuity.

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	Good	Good	Very good
Progress	Not applicable	Good	Good	Very good

- Students in the primary phase understand the importance of cleanliness in Islam and how it links to verses from the Holy Qur'an and Hadeeth. In the secondary phase, girls out-perform boys in their understanding of Islamic teaching. In the post-16 phase, students are knowledgeable about Islamic banking systems.
- Throughout the years, and especially in the higher sections, students learn best by debating a given topic, as this often enhances their learning. However, in all years, students' memorisation of the Holy Qur'an is not as well developed as their performance in other aspects of their coursework.
- Students are responding positively to departmental initiatives to promote project-based learning. As a result, students are developing their knowledge of Islam through investigating issues such as smoking.

For development:

- Raise attainment in the primary and secondary phases by assessing students' performance more accurately to assist in modifying teaching, and by targeting support to students.

Arabic as a First Language

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

- Across the phases, most students' abilities to write freely and speak fluently are inconsistent. Students' reading and comprehension skills are more secure as a result of modifications to teaching strategies.
- Students are competent readers. Their speaking skills are less effective, particularly when asked to speak at length. When the topics are appropriate to their age, they are better in expressing their opinions using standard Arabic, but often only with the teachers' help.
- Students are responding positively to increased opportunities to develop their reading. In turn, this is beginning to enhance their speaking and writing skills. Improved tracking of students' attainment is helping them to gain a clearer picture of their achievements and of how to improve.

For development:

- Improve students' speaking and writing skills by providing appropriately challenging tasks and feedback.

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

- Across the phases, most students' speaking skills are secure as more focus is given to this aspect. In the primary phase, most students can form short sentences, consisting of common words which they know by heart. Their reading skills are better than those of students in the secondary phase.
- Students can follow instructions given by their teachers in Arabic, but sometimes teachers translate into English. Most students are engaged, particularly when learning tasks are appropriate for their language levels. Their ability to work independently is underdeveloped.
- Students are becoming more involved and responsible for their learning through responding to slightly improved teaching strategies. Students are also responding to enhanced reading opportunities, which have a positive impact on their overall language skills.

For development:

- Improve students' independent reading skills and enable them to transfer the language which they gain from reading to their speaking activities.

English

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

- Across the phases, students' skills in listening, reading and writing are well developed. Speaking skills are strongest. Overall, girls outperform boys. In the upper secondary and post-16 phases, students display high-quality debating skills.
- Children in the FS have well-developed language skills. Most boys in Year 6 can understand the plot of stories and identify common features. By Year 8, girls are able to express personal opinions, supporting their views with well-reasoned arguments. When given the opportunity, students show skills in reading and writing at length.
- Students are increasingly responding to adjustments to ensure a better balance between the different communication skills. In the primary phase, students' performance is monitored more regularly, but the use of this information to provide differentiated planning and teaching is inconsistent.

For development:

- Provide in all lessons more opportunities for students to read and write at length in a variety of styles, particularly in the primary and lower secondary phases.

Mathematics

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

- Students across all phases show enthusiasm and commitment to mathematics. Their achievement in external examinations in Years 11 to 13 is high in comparison with local and world averages. Students are skilled in applying their learning to real life.
- In the FS, children develop confidence in number and most can combine numbers to ten and twenty, recognise and draw shapes, and create patterns. Number work, including mental arithmetic, is well developed in the primary phase but occasionally inhibited by low levels of challenge.
- Older students demonstrate a growing aptitude for algebra and trigonometry. The work in the upper secondary and post-16 phases is challenging and well matched to external examinations, but less so to the development of students' thinking, investigation and problem-solving skills.

For development:

- Promote students' critical thinking and problem-solving skills.
- Share good practice across all phases in mathematics.

Science

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

- In the FS, children's skills of observation develop rapidly. Students' progress continues in the primary phase in response to consistently challenging learning activities. Their progress accelerates through the secondary phase and continues in the post-16 phase. Students' external test results have declined in the primary phase, but remain high at the end of the secondary phase.
- Most children in the FS know about plant life. In the primary phase, students extend their understanding of life processes, chemical reactions and physical phenomena. Students in the secondary and post-16 phases understand and can apply scientific methods consistently, as these are regular features of their learning.
- From Year 4, students undertake practical activities in the laboratories. These effectively promote their understanding of science as an experimental process. Students are not effective problem solvers and do not think critically about their work because the activities to promote these skills are not appropriate or sufficiently challenging.

For development:

- Develop students' skills of critical thinking and problem-solving by providing them with appropriate and sufficiently challenging activities.

Learning Skills

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

- Students throughout the school, including children in the FS, collaborate well with others and are keen to learn. Their learning skills are at their best in the post-16 phase, where they are self-reliant and creative thinkers.
- Strong learning skills are evident elsewhere in school, for example in subjects such as mathematics, science, commerce and art. In these lessons, technology is used routinely to aid learning. However, this is not consistent in all subjects or across the school.
- Work to improve students' higher-order thinking skills has begun, and there has been success in some subjects. However, students do not consistently develop their skills to enquire, think critically or solve problems across the curriculum.


For development:

- Ensure that students develop the skills of enquiry, critical thinking and problem-solving throughout the school and in all subjects.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students show very positive attitudes towards learning and enjoy life in school. This is reflected in lessons where they show impressive maturity, especially in the post-16 phase. Very cordial relationships exist between students and with staff.
- Throughout the school, students behave extremely well and are self-disciplined. They feel very safe and take care of one another. They are punctual to lessons. Attendance, while good, can vary.
- Students have positive attitudes to healthy living. Their commitment to learning is evident in classrooms. Senior students respond very positively to increased opportunities to lead learning and to provide support for others, particularly in helping younger students to learn.

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

- Students show highly developed understanding of Islamic values and awareness of Emirati culture. Across all grades they know how Islamic values are influencing life in the UAE. They appreciate the diversity of cultures in the country, with all groups living together in harmony.
- The school provides regular opportunities within the curriculum to promote and to raise students' cultural understanding and awareness. Students participate creatively in a range of events such as Union and Flag Days.
- Students in all phases show a very well-developed knowledge and awareness of their own and other world cultures. They speak knowledgeably about their own cultural background and also about many European countries, describing their individual societies and everyday life.

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

- Students are very active and highly committed to their school and to the wider community. They initiate projects such as ‘buddy tutoring,’ where they volunteer to support one another’s learning. In particular, senior students have an excellent work ethic and are very good at organising activities in school.
- Students participate enthusiastically when encouraged to innovate, but less so in the FS and in the primary phase. Senior students have created an application called ACE IT to support students’ learning. ‘What Would Dubai Gem Do?’ is another student initiative that helps students to identify and avoid problems.
- Students are interested in environmental projects such as recycling and reusing items. They participate as eco-warriors and through involvement in a student-led health and safety committee to ensure a safe environment.

For development:

- Improve students' attendance rates.
- Expose children in the FS and students in the primary phase to more effective innovation projects and more opportunities for creative thinking.

3. Teaching and assessment

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

- Across all phases, teachers generally have a secure knowledge of their subjects, especially in mathematics and science. Lesson plans, identifying students of determination, are comprehensive and consistent but not always followed through. Classroom management is effective in most lessons.
- Positive and supportive relationships feature in lessons across all phases but teachers’ expectations are often too low, especially in Islamic education and Arabic. The pace of lessons is generally good. Resources are appropriate, well prepared and effectively used. Teachers’ questioning is variable, especially to extend learning.
- Teachers are making more effective use of technology to engage students. Students use technology to research in mathematics, science, commerce and art. The promotion of independent learning as well as critical thinking and problem-solving skills is a developing feature in most lessons.

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

- In the FS, teachers plan lessons on weekly basis against appropriate criteria. A recently introduced progress tracker does not provide consistently clear and reliable measures of students' progress in the primary and secondary phases. Internal assessment aligns very well with external measures in the post-16 phase.
- External assessment information is not analysed sufficiently to provide a suitable benchmark for comparing the school's internal assessment results. In the FS, teachers' assessments of learning are ongoing and influence their daily planning and the organisation of activities.
- Assessment information is used effectively to modify the curriculum and by teachers, in most subjects, to plan lessons. Many also adapt their teaching during lessons to ensure that students maintain their progress in learning. This is particularly effective in mathematics to improve outcomes for students.

For development:

- Share good practice to improve teaching in the lower primary and lower secondary phases, and provide more opportunities for students to develop their thinking and problem-solving skills.
- Adjust the progress tracker so that it provides consistently clear and reliable measures of students' progress in the primary and secondary phases.

4. Curriculum

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

- The curriculum has a clear rationale. Planning across all phases is well structured, enabling students to learn systematically. The range of subjects offered in the secondary and post-16 phases allows students extended learning experiences.
- The school conducts well-considered reviews of the curriculum and the needs of most students are met. Opportunities for students to learn independently and to develop the skills of research and critical thinking are variable, particularly in the FS and the primary phase.
- Content and activities are appropriate to the age of students and focus on the development of knowledge and skills. Recent changes in the primary phase curriculum and in the planning of cross-curricular links need more time to be embedded in classroom practices in order to display impact.
- The programme for moral education is fully compliant with requirements.

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

- The subject programmes of study are planned so that the sequence and timing of the content encourages students' interest. The activities planned are mainly imaginative, engaging most students and enhancing their learning. The school offers a good variety of extra-curricular activities.
- There are many opportunities for students to engage in projects involving the local community. The curriculum is interesting and motivating, and is planned to include work with sufficient challenge to meet the needs of most students. However, these curriculum adaptations and modifications are not always effectively implemented in all subjects.
- The curriculum includes programmes which develop students' knowledge and understanding of the heritage of the UAE. However, in planning and in lessons, the links with Emirati traditions, culture and values are inconsistent in Arabic.
- Arabic is taught in the FS for 40 minutes per week in FS1 and 80 minutes per week in FS2.

For development:

- Improve the adaptations and modifications of the curriculum in order to meet the needs of all groups of students more effectively through more flexible and effective learning opportunities.

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

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

- School policies and procedures for the safeguarding of students are rigorously implemented. The school is proactive in protecting students from abuse, bullying, and cyber-bullying. Staff receive regular training. The arrangements for the supervision of school transport are very effective. Thorough safety checks of buses are regularly carried out.
- The school environment is safe and clean. Buildings, facilities and equipment are very well maintained. The recent addition of a ramp has helped to improve access to the main entrance of the school, but does not allow full accessibility to the school for students and staff with restricted mobility.
- The promotion of students' involvement in physical exercise and in healthy living choices is effective and continually developing. Students have additional opportunities for physical exercise before school. Medical records are carefully maintained.

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

- Teacher and student relationships are of a very high standard. The school has established a very caring and inclusive climate. Behaviour management policies promote very positive student responses, with attendance and punctuality managed effectively.
- Procedures for the identification of students of determination are being improved. However, support and modifications of work for most students are only acceptable. Targets for improvement are not sharply enough focused, and not always based on the key barriers to students' effective learning.
- Students have ready access to increasingly good advice and support to alleviate their concerns. In the post-16 phase, guidance for students making choices about future careers is of high quality. The identification of students with gifts and talents is developing, with more opportunities for them to excel.

For development:

- Develop the identification procedures for students of determination, so that modifications and support address key barriers to learning.
- Enhance the opportunities to excel for those students with gifts and talents.

Inclusion of students of determination

Provision and outcomes for students of determination	Acceptable
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- This inclusive school cares well for its students. The new, knowledgeable leadership is firmly focused on developing provision. There is a strong sense of teamwork. Enhanced levels of staffing are building opportunities for all students to benefit from high quality education.
- Teachers are developing skills of accurate identification through effective professional training. The detailed individual education plans (IEPs) are the key documents for informing support and modification strategies, but they do not enable staff to assess progress accurately.
- In discussion, parents are very positive about the support which their children receive. They can make regular and easy contact with teachers. They feel consulted and supported in the school's desire to meet their children's needs.
- A range of modifications and adaptations to the curriculum is used in classes. They are not always consistently applied, because the IEP targets are frequently not set against the key barriers to students' learning.
- Good levels of care and guidance ensure that students of determination make good personal, social and emotional growth. However, academic progress is not accurately measured because there is a lack of clarity about the baseline from which to make these measurements.

For development:

- Develop IEPs so that they focus primarily on the reduction of barriers to learning in order to enhance academic growth for each student.
- Develop accurate measurements as well as clear baselines, so that progress can be assessed through the analysis of assessment and observational information.

6. Leadership and management

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

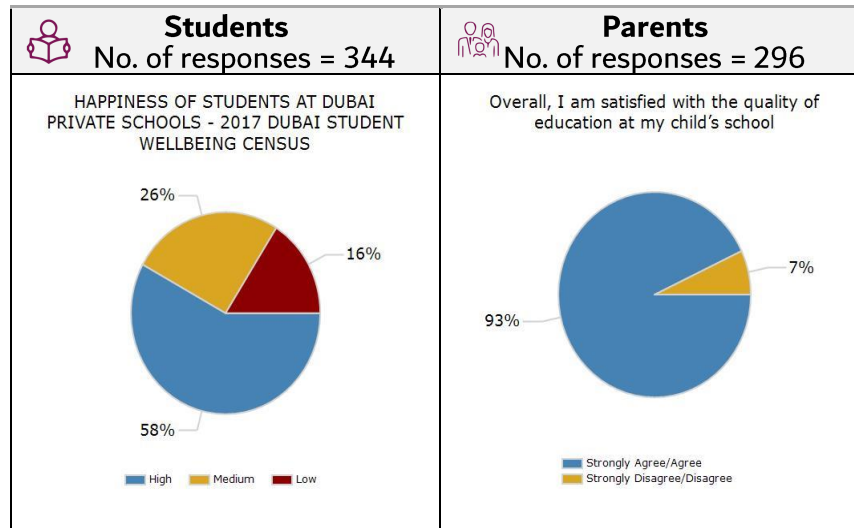
- The principal has established a distributive and collaborative approach to leadership. Senior and middle leaders share a strong commitment to school improvement. They work enthusiastically within a complex leadership structure, managing their remits diligently and effectively. Despite meeting regularly, they are too focused on their specific remits and lack a strategic overview of the school. As a result, they are at various stages of developing their capacity to take forward school improvement.
- School plans contain appropriate priorities. Formal observations of teaching and learning are carried out regularly. While improvement plans are informed by a range of data, insufficient focus is given to monitoring and evaluating the progress being made in their implementation. Leaders continuously analyse lesson observations, and teachers analyse students' assessments at subject level, but this information is not synthesised or considered sufficiently to have real impact across the school.
- The school encourages parental involvement. Parents contribute significantly to the life of the school community. Effective systems, including a school portal, have been developed to facilitate ongoing high-quality communication between school and home. Parents receive regular reports on their children's progress. Important links with local and international organisations have been developed for the benefit of students. The school's parent association gathers the views of parents to help to identify school priorities.
- The governing body consists of the owners and an advisory committee, which includes a strong representation of parents. Governors are highly committed to the school and respond very positively to improvement requests. While they are very active in holding the school accountable, they have insufficient information on the progress being made in meeting key school objectives to enable them to evaluate school improvement fully.
- The school operates efficiently on a day-to-day basis. It has sufficient and suitably qualified teachers to implement the curriculum. However, deployment of staff does not ensure consistently high-quality leadership and teaching across the school. Most classrooms and learning spaces are of good quality. Teachers and students are beginning to use technology, including students' own devices, more frequently in classrooms, thus providing broader opportunities for research and enquiry-based learning.



For development:

- Review the deployment of school leaders and teachers to ensure greater consistency in the quality of school self-evaluation and greater impact on school improvement and on the quality of teaching, particularly at the lower primary and lower secondary phases of the school.

The View of parents and senior students

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



 Students	<ul style="list-style-type: none"> Almost all students feel very safe and supported. Overall, most students feel very happy at school and are very positive about the school environment. Almost all consider that they are confident learners and feel positively engaged in school work. Almost all say that they are involved in the school and have positive attitudes to life.
 Parents	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of education and all think that the school keeps their children safe. Most regard relationships with teachers as being positive or better. Almost all think that teachers help their children to develop effective learning skills. While a large majority of parents comment that they have limited involvement with the school, almost all think that they have access to sufficient information and support to help their children in their education.

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

