GOOD

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

UK CURRICULUM
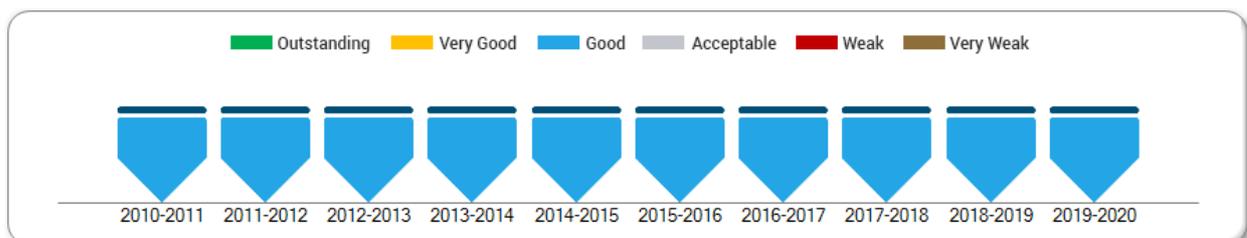
DUBAI GEM PRIVATE SCHOOL

Contents

School Information

General Information		
	Location	Oud Metha
	Opening year of School	1973
	Website	www.dubaigem.ae
	Telephone	97143376661
	Principal	Humera Ibrahim
	Principal - Date appointed	1/10/2016
	Language of Instruction	English
	Inspection Dates	24 to 27 February 2020

Students		
	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	FS2 to Year 13
	Number of students on roll	1191
	Number of Emirati students	0
	Number of students of determination	121
	Largest nationality group of students	Indian

Teachers		
	Number of teachers	126
	Largest nationality group of teachers	Indian
	Number of teaching assistants	24
	Teacher-student ratio	1:25
	Number of guidance counsellors	2
	Teacher turnover	0

Curriculum		
	Educational Permit/ License	UK
	Main Curriculum	National Curriculum for England (NCfE)
	External Tests and Examinations	IGCSE, AS / A Levels
	Accreditation	NA
	National Agenda Benchmark Tests	CAT4, GL

School Journey for DUBAI GEM PRIVATE SCHOOL

Legend: ■ Outstanding ■ Very Good ■ Good ■ Acceptable ■ Weak ■ Very Weak

2010-2011	2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Good	Good	Good	Good	Good	Good	Good	Good	Good	Good

Summary of Inspection Findings 2019-2020

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

Students' Outcomes	• Students demonstrate high levels of achievement in their work in the post-16 phase, particularly in Islamic education, mathematics and science, and in the secondary phase in English, mathematics and science. Work undertaken to raise standards of achievement in the Foundation Stage (FS) and the primary phase, which together account for more than half of the student population, has not brought about consistent improvement in students' learning outcomes. • The school has an ethos of mutual respect. A key feature is the mature attitude of the students, whose behaviour is exemplary. Students appreciate the relevance and impact of Islamic values on life in the UAE, and relate them to their own experiences. The older students display a strong work ethic and understand their roles as responsible citizens.

Provision for learners	• The quality of teaching in all phases is good or better. However, there are inconsistencies within and between phases. Teachers have undertaken professional development training to gain a better understanding of the analysis and use of information derived from assessments. In the best cases, teachers know their students' strengths and weaknesses well, and match lessons to their needs and abilities. • The school has brought greater rigour to recent reviews of the curriculum, involving senior leaders, subject leaders and teachers. Increasingly, the views of students are considered. Recent adjustments to the curriculum ensure that older students have a good grounding for the next phase in their education. Cross-curricular links are meaningful and well planned, and provide appropriate additional contexts for the application of learning. • The school has relevant policies for health and safety, including child protection. The policies are shared with all those who need to know. Students feel safe, and are confident enough to be able to report any concerns to an adult in school. Older students are trained in well-being and mediation to assist others. An increased focus on inclusion has led to improved provision for students of determination.

Leadership and management	• The schools' leadership has been strengthened with the addition of an academic advisor and an inclusion champion, who, together with the school's advisory council, bring valuable expertise and experience to help to inform and enhance decision-making. Their work is already beginning to have an impact, particularly in the secondary phase and in the school's provision for students of determination.

The best features of the school:

- The work ethos of the students, their behaviour and the respect that they show to adults and to one another
- Attainment in Islamic education, mathematics and science in the post-16 phase, and in English, mathematics and science in the secondary phase
- Students' understanding of Islamic values, and their awareness of Emirati and world cultures
- Students' progress in Islamic education in the primary and post-16 phases, in English, mathematics and science, in the secondary phase, and in mathematics and science in the post-16 phase
- The school's commitment to inclusion, the quality of older students' learning skills, and the individualised high-quality guidance on learning and career pathways.

Key recommendations:

- Improve attainment and progress in all subjects, but especially in Arabic languages.
- Build greater consistency in the ways in which teachers appropriately challenge and learning meet the needs and abilities of students.
- Strengthen the purposeful use of technology to support and extend learning.
- Increase the number of opportunities to promote students' independence, enquiry, problem-solving and higher-level thinking skills, in all subjects and phases.

Overall School Performance

Good

1. Students' Achievement

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

UAE Social Studies	Attainment	Good

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Very 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	Outstanding ⬆
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	Good ⬆
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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

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

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

The school's progression in international assessments	is above expectations.

- Results in international assessments continue to improve over time, and indicate that overall standards are rising. However, not all targets set for the school are met. The school's performance in consecutive cycles of NAP tests indicates improving learning outcomes in English, mathematics and science. Most students' performance, in relation to their projected outcomes, is higher than expected. The results in mathematics and science are strongest, being higher than in English and reading.

The impact of leadership	meets expectations.

- The National Agenda committee ensures full compliance with National Agenda expectations and implementation of all elements of a detailed action plan. Teachers' knowledge and understanding of available assessment information, and their use of it in planning learning to meet students' needs, are much improved, and have a positive impact.

The impact on learning	meets expectations.

- Most students can solve problems and give articulate reasons for their conclusions. Teachers promote critical thinking, which is developing well for older students. The use of information technology (IT) is increasingly evident in lessons, and is readily available for most students. Not all the available functions or subject-specific applications of IT are fully used.

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

For development:
- Meet the targets set for the school in all international assessments.

- Develop students' IT skills systematically, and make more effective use of learning technologies in lessons.

Moral Education

- The school is fully compliant in relation to the time requirements for moral education. The programme focuses on character and morality, the individual and community, cultural studies and civic studies. Specific lessons are taught from Year 1 to Year 12.

- Teachers of moral education have good subject knowledge. They use the approved textbook to guide their teaching. Most teach interesting lessons. In the best examples, teachers ask probing questions to test understanding and to promote students' thinking and dialogue.

- Teachers assess learning regularly, using their own tests. They analyse results systematically, tracking attainment and progress, and monitoring effectiveness, so that the curriculum can be adjusted as appropriate. Students' learning outcomes are shared with parents.

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

For development:

- Monitor teaching closely to ensure that all teachers use an appropriate range of teaching approaches to engage all students.

- Develop teachers' professional skills for improved promotion of higher-order thinking.

Reading across the curriculum

- Across the phases, most students are motivated to read and can do so competently. The school addresses underperformance in reading promptly, with appropriate intervention and support.

- Teachers develop students' language skills in most subjects, using relevant subject-specific vocabulary. They promote independent reading, using their subject area as a meaningful context for learning.

- School initiatives promote engagement in and enjoyment of reading. The library has a high profile. Students are encouraged to recommend books to their classmates.

- There is strong commitment to the promotion of reading in the school. Effective teaching and support strategies ensure that students acquire positive reading habits.

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

For development:

- Improve teachers' questioning skills in order to test and deepen students' understanding of what they read.

- Acquire more demanding Arabic books, and increase the frequency of their use.

Innovation

- Some students use IT effectively for research and self-assessment. In most lessons, students have limited opportunities to pursue their own lines of enquiry.

- Some students initiate innovative projects on sustainability. Although limited in scope, these provide a useful focus on global issues.

- Teachers use IT to promote opportunities for creative learning, but not consistently across the school. Opportunities for students to use IT independently and creatively are limited.

- Increasingly, the curriculum is being adapted to promote innovation. However, current planning does not ensure the systematic development of innovation throughout the school.

- Leaders are committed to the development of innovation in all phases. Teachers have sufficient opportunities to promote innovative practice, but the monitoring of the effectiveness of innovation development is inconsistent.

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

For development:

- Raise students' levels of confidence and competence in using IT to enhance their innovation skills.

- Improve the monitoring of the effectiveness innovation.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Good	Very good
Progress	Not applicable	Very good ⬆	Good	Very good

- A majority of students demonstrate knowledge and understanding above Ministry of Education (MoE) standards. Information from school assessments shows that the majority make better than expected progress. Students in the post-16 phase achieve better than those elsewhere, and girls generally achieve better than boys.
- Students' understanding of Islamic values, Islamic laws and other key concepts is strong. Their understanding of the Holy Qur'an and Hadith is good. Students refer to them for evidence of values or rulings. They make limited reference to Sirah.
- Students' skills in recitation of the Holy Qur'an have improved. However, they are not secure in applying recitation rules. Their understanding of modern issues such as banking in Islamic law, equality and human rights, has been increased through active learning and inquiry-based activities.

For development:

- Ensure that the Holy Qur'an, Hadith and Sirah are closely linked to all areas of learning, particularly for providing evidence of values, rulings and the understanding key concepts.

Arabic as a First Language

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

- Of the small number of students who study Arabic as a first language, most demonstrate levels of knowledge, skills and understanding that are in line with curriculum expectations. Recent initiatives have not improved their attainment or progress.
- Students develop an adequate level of reading comprehension skills. They are becoming more confident and competent in analysing texts, and in identifying main ideas and details. They are improving their knowledge of classical Arabic, but they have limited vocabulary.
- Students have opportunities to practise a more extensive range of writing and to become familiar with writing for different purposes. However, their vocabulary and use of classical Arabic in their extended writing are not strong.

For development:

- Provide more opportunities and guidance to accelerate students' progress in developing extended writing.
- Expose students to more reading experiences to enable them to extend their vocabulary.

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

- Students in the upper primary and secondary phases can conduct simple conversations within a given context. Younger students recognise the alphabet, including short and long vowels. Their conversation is limited. They respond to instructions and questions in words or short phrases.

- Students can understand simple questions and instructions. Speaking is restricted by their limited vocabulary. Comprehension is limited to familiar contexts. Although reading skills are within acceptable standards, comprehension of texts is underdeveloped.

- Students' exhibit very positive attitudes towards learning Arabic. They enjoy sharing their basic knowledge of the language and practising simple phrases. Their ability to use their underdeveloped language skills effectively in real-life situations is limited.

For development:

- Increase opportunities for students to apply their vocabulary and language skills in different contexts.

- Increase continuity and progression in language development, and extend students' vocabulary

English

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

- Children in FS make good progress in listening and speaking, but slower progress in reading and writing. Students in the primary phase can predict storylines based on images or story introductions. Their ability to produce high-quality sustained writing is underdeveloped.

- Throughout the school, students speak confidently and effectively. In the secondary and post-16 phases, they are very articulate and can give short speeches and presentations, expressing their ideas positively. Students in the secondary phase write accurately for a wide range of purposes.

- Students' reading skills are improving in all phases. Students demonstrate critical thinking and skills of debating in many lessons, particularly in the upper secondary and post-16 phases.

For development:

- Accelerate children's progress in reading and writing in FS.

- Strengthen students' ability to write at length in the primary phase.

Mathematics

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

- The majority of children in FS, and students in the primary phase, make swift progress and achieve positive learning outcomes. Progress accelerates rapidly for older students. Most excel, surpassing predictions and securing high-quality outcomes in examinations.

- Younger students acquire secure mental mathematics skills. They steadily develop their problem-solving abilities. They can link mathematics learning to real-life experiences and to learning in other subjects. Enquiry-based learning enables older students to demonstrate high levels of conceptual understanding.

- Older students use spatial awareness to solve complex mathematical problems, for example, in relation to forensic science and 3-dimensional shapes. External examination results for Year 12 are not as strong as those in Year 13, where they are exceptionally good for most students.

For development:

- Facilitate students' use of IT in mathematics, beyond the simple display of tasks.

- Set appropriately challenging tasks for upper primary phase students, avoiding excessive time in informal groups.

- Improve students learning outcomes in Year 12 to match the very good outcomes in Year 13.

Science

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

- Students achievement is better in the secondary and post-16 phases, where they are highly motivated and the quality of teaching, by specialist science teachers, is more consistent. As a result, they achieve high results in external examinations.

- The development of critical thinking and practical investigation skills is more consistent in the secondary and post-16 phases than elsewhere. Often, in FS and in the primary phase, teachers miss opportunities for investigation or leave them until it is too late in the lessons.

- Students are keen to learn. They readily discuss their work, but they do not adequately record data or experiments that they have done. They use IT well for research, but rarely for recording information, graphing or explaining their methods.

For development:

- Improve attainment and progress in all phases by increasing the amount of critical thinking and problem-solving, by improving students' recording of what they do, and by extending their use of IT.

UAE Social Studies

	All phases
Attainment	Good

- Throughout the school, the attainment of the majority of students is above curriculum standards. The attainment of girls is higher than that of boys, and upper grades demonstrate a deeper and broader understanding of the subject than younger students.

- Students have a very good knowledge of key concepts, such as sustainability, development, citizenship and multiculturalism. Their knowledge of the history and geography of the UAE is stronger than their knowledge relating to the rest of the world.

- The strong references to UAE society, culture and traditions, in social studies, and the application of learning to situations which students have experienced for themselves, enrich their understanding and create a strong basis for the future development of social studies.

For development:

- Improve students' knowledge and understanding of world history and geography.

Learning Skills

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

- Most students are enthusiastic learners who communicate their learning well. From FS, teachers make links between subjects to extend learning. Students are motivated to learn. They often take responsibility for their own learning, particularly in the secondary and post-16 phases.

- Students work well together in groups, learning with and from one another. Critical thinking is developing as a skill, particularly in the secondary and post-16 phases. In Arabic, students' learning is hampered by their lack of good classical Arabic speaking skills.

- In FS, teachers give children opportunities to select the learning environments which capture their attention. However, they miss too many learning opportunities, because they do not develop learning from the environment which children choose for themselves.

For development:

- Ensure that all students, in all phases, have more opportunities to participate in practical, interesting, engaging and relevant tasks, which promote active learning.

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

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

- In all phases, students demonstrate very positive and responsible attitudes to learning and to the school. They are sensitive to the needs of others and show genuine concern for them. Older students are self-reliant and demonstrate high-quality leadership skills.

- Students have high levels of self-discipline. Their behaviour in lessons and at break-times is excellent. They are mature in their attitudes. Older students share advice and provide constructive criticism. They are aware of the key elements of healthy lifestyles.

- The school has made some improvement to attendance by introducing a new system, and by applying more effective procedures. However, while student's punctuality to class has improved, attendance rates are still to reach expected levels.

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

- Students are keenly aware of Islamic values. They understand their impact and relevance in the UAE. In all phases, they can give real-life examples of many of Islamic values, such as modesty, respect and tolerance.

- Students are proud of their own culture and talk knowledgeably about it. Older students can speak about aspects of other world cultures, such as their history, food, art and tourist attractions.

- The UAE social studies course has a positive impact on raising students' awareness of UAE heritage and culture in all phases. Students' awareness is enhanced by an appropriate range of activities, assemblies, and students' projects in various subjects.

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

- Students in all phases demonstrate a positive work ethic. They are keen to be involved in school activities. Older students organise activities involving or supporting others, for example, interschool challenges or initiatives related to well-being.

- Children in FS are actively involved in improving their school environment by growing plants. In the primary phase, students participate in environmental initiatives, including recycling projects. Older students have a good understanding of how economic decisions affect the sustainability of the environment.

- Initiatives led by students provide a focus for the involvement of the whole school community. They include eco-warriors, who work to save water and electricity, and uniform recycling. Some students volunteer in the wider community, but this is neither systematic, nor well developed.

For development:

- Plan age-appropriate projects for students in the primary phase to develop their skills of innovation.
- Provide opportunities for students to volunteer for activities which benefit the community.

3. Teaching and assessment

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

- Across all phases, the quality of teaching is variable. The level of challenge is not matched consistently to students' different needs and abilities. In FS, teaching does not sufficiently promote children's thinking, language or number work.

- In the most effective lessons, teachers use open-ended questions and a range of strategies which cater for students differing needs. Frequently, introductory questions test students' understanding of prior learning, prompt higher-level thinking, and challenge the students through enquiry-based learning.

- Some teachers have increased students' use of IT to support and extend learning. Some students have more responsibility to lead their own learning, particularly in the post-16 phase. These developments make lessons more interesting.

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

- Appropriate assessments measure attainment and progress in most subjects. In FS and in Arabic, teachers use only internal assessments. Elsewhere, the school obtains information about students' potential, and compares students' outcomes with international expectations.

- School leaders are committed to making the best possible use of information relating to students' attainment and progress. Leaders analyse the information rigorously before they share it with teachers. In most cases, assessments accurately reflect students' knowledge, skills and understanding.

- Teachers' understanding of assessment information has improved considerably. Most teachers plan learning activities to meet the different abilities of students more effectively. However, planning for appropriate challenge is inconsistent, as are the quality of marking and feedback to students.

For development:
- Ensure that all students experience appropriately challenging work.

- Strengthen enquiry-based learning and investigation to ensure all students have more consistent experiences.

4. Curriculum

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

- The curriculum is broad and balanced in all phases, and facilitates continuity and progression in learning. It has a clear rationale, and follows closely the requirements of the school's authorised curriculum. Cross-curricular links and real-life connections are meaningful and well planned.

- Older students are well prepared for the next phase in their education, with a range of recently extended curriculum options. Most activities attract students' interest. Occasionally, the school offers courses to meet specific students' needs.

- Most subjects have appropriate balance, in terms of activities to promote knowledge and activities to promote skills. The school conducts reviews of the curriculum twice each year, and involves subject leaders and teachers. Increasingly, leaders seek students' views.

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

- The curriculum is adapted effectively. It meets the needs of most students, including those of determination, enabling them to develop both personally and academically. It is carefully planned so that the content is attractive.

- Students in the secondary and post-16 phases have more opportunities to engage in activities that promote enterprise, innovation and creativity, though these opportunities are inconsistent. The school encourages students to volunteer, for example as members of the students' council.

- The curriculum helps students to develop their knowledge, understanding and appreciation of Emirati culture and other aspects of UAE heritage. These are promoted effectively on special days and in subjects, particularly in UAE social studies, Islamic education and Arabic.

- Arabic is taught for 80 minutes each week in FS2.

For development:
- Develop more systematic evaluation of curricular provision by students.

- Provide all students with more experiences to promote enterprise, particularly in lessons.

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

- The school has effective safeguarding policies and procedures which are communicated well to all. It is effective in protecting students, in all phases, from all forms of abuse, including bullying. Transport arrangements are well supervised.

- The school provides a clean and hygienic environment. Efficient medical staff, and members of the health and safety team, promote healthy lifestyles and oversee all safeguarding concerns. Teachers promote healthy living systematically through most aspects of school life.

- There have been a number of improvements to health and safety since the previous inspection. Some washrooms have been refurbished, a new sunshade has been fitted, and old water coolers have been replaced.

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

- A caring, nurturing ethos permeates the school. Students' well-being is supported by a committed team of staff, including qualified counsellors. Older students have access to high-quality personalised support and guidance for their academic and career choices.

- Relationships in all phases are positive, respectful and mature. The school attempts to promote good attendance and punctuality. Behaviour management strategies are effective. Teachers know their students as individuals, and go out of their way to help and support them.

- The school has improved its identification of students of determination, and those with gifts and talents. Support for students of determination is strong, but arrangements for those with gifts and talents are not yet fully established.

For development:

- Support those students with gifts and talents by providing appropriate challenge to develop their skills.

Inclusion of students of determination

Provision and outcomes for students of determination	Good ⬆

- School leaders and governors are committed to inclusion and have established an appropriately qualified inclusion team. The appointment of a governor for inclusive education, and the development of a focused action plan, are leading to improvement. However, limited resourcing reduces the overall effectiveness of the school's provision.

- Recently introduced diagnostic tools are more accurately identifying the barriers to learning which some students face. Students' needs can now be appropriately aligned to KHDA categories. However, the improved identification process does not always translate into an increase in the effectiveness of support.

- Parental partnerships with the school are strong. There is regular and detailed communication between school and home. Parents take an active role in supporting their children at home and in contributing to the targets of their individual education plans (IEPs).

- Support provided to students of determination in lessons is mostly effective. Support assistants are deployed appropriately. They report daily on students' learning. Those students who have difficulty with their learning receive individual tuition and catch-up lessons.

- Students show good attitudes to learning. They feel well supported. They often make positive steps towards meeting personal, social and emotional targets. The academic progress which students of determination make is improving, and often compares favourably with that of other students.

For development:

- Increase the resources, both human and material, for the care and support of students of determination.

6. Leadership and management

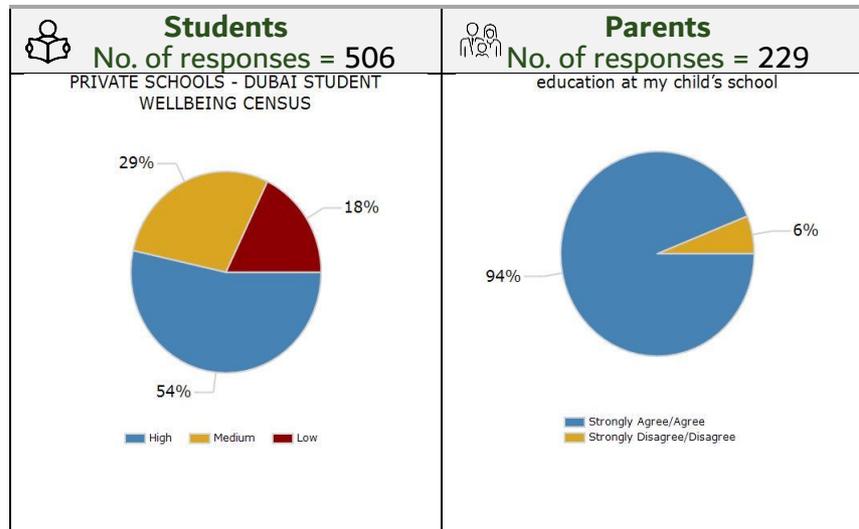|	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ⬆
Parents and the community	Very good
Governance	Good
Management, staffing, facilities and resources	Good

- Leaders, at all levels, display a strong commitment to the school's vision. Plans for improvement are based on a good knowledge of the strengths of the school and those areas where development is needed. The school delegates leadership effectively to individuals and to teams, and holds them accountable for ensuring high quality outcomes. Relationships are professional, purposeful and productive. Morale in the school is positive. Leaders ensure that the school is compliant with statutory and regulatory requirements.

- Leaders pay increased attention to self-evaluation, and this is beginning to have an impact on improvement. Monitoring and evaluation procedures include an appropriate focus on students' learning outcomes and on the quality of provision. Information from a variety of sources is used to inform the development plan. School improvement plans contain detailed actions and well-focused goals to address school and national priorities. The school has made significant progress in addressing the recommendations of the previous inspection report.

- Parents are highly supportive of the school and of senior leaders, who engage them effectively as partners in the life and work of the school. Parents report that the school takes seriously and acts upon any concerns that they raise. Leaders use a good variety of methods to communicate with parents. Consequently, most parents feel well informed, especially about their children's learning and development.

- The governing board includes the owners and representatives of the school community. Recent additions bring important expertise and knowledge, which help in the effective review of all aspects of the school's performance. The board regularly seeks the views of students, staff and parents. Governors actively support school leaders to help the school to meet its commitment to parents, and to ensure that statutory requirements are met.

- Day-to-day operations of the school are effective and efficient. The building and grounds provide clean and safe environments for learning and for personal study. Access to the upper floors is restricted for students with mobility problems. The school has well-stocked libraries and several specialist teaching areas. Most teachers are appropriately qualified for their roles and have clear job descriptions. They receive a significant range of professional development training opportunities.

For development:

- Improve students' attainment and progress in all subjects, but especially in Arabic as a first and second language.

- Ensure greater consistency in the quality of teaching throughout the school, especially in FS and the primary phase.

Views of parents and students

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

Students	• Almost all students indicate that they are safe in school. They feel respected and supported. Almost all are motivated to participate in school work, and are confident about learning. Almost all have positive views about their lives.
Parents	• Almost all parents are satisfied with the quality of education provided by the school. They feel that their children are safe. They consider that the school takes their views seriously and often acts upon them. Inspection findings concur with the views of students and parents.

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