DUBAI
Knowledge المعرفة

Dubai Gem Private School

🇬🇧 Curriculum: UK

Overall Rating:

Good

"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum

Contents

School information

General information

Location	Oud Metha
Type of school	Private
Opening year of school	1983
Website	www.dubaigem.ae
Telephone	043376661
Address	BUR DUBAI - OUD METHA ROAD P.O. BOX 989
Principal	Humera Ibrahim
Language of instruction	English
Inspection dates	16 to 19 January 2017

Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	1347
Number of children in pre-kindergarten	0
Number of Emirati students	2
Number of students with SEND	50
Largest nationality group of students	Indian

Teachers / Support staff

Number of teachers	117
Largest nationality group of teachers	Indian
Number of teaching assistants	30
Teacher-student ratio	1:12
Number of guidance counsellors	2
Teacher turnover	8%

Curriculum

Educational permit / Licence	UK
Main curriculum	UK / MoE
External tests and examinations	IGCSE, AS, A, IBT, GL, CAT4
Accreditation	None
National Agenda benchmark tests	IBT

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Dubai Gem Private School
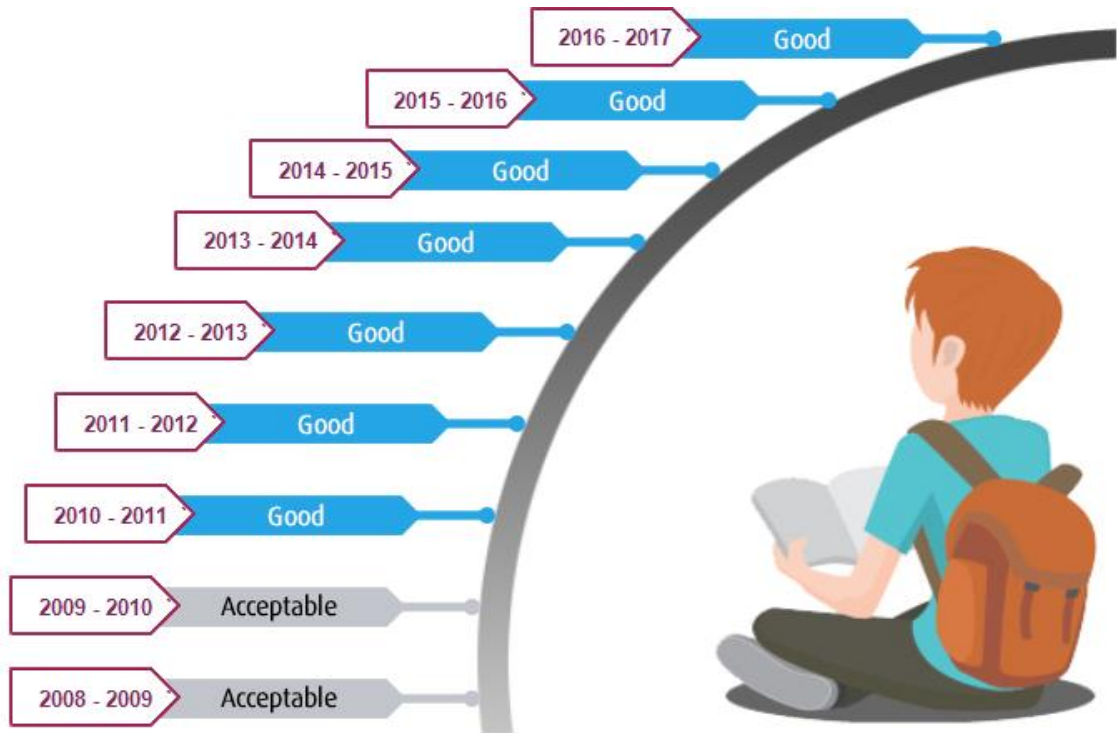
- The principal and the senior leadership team are new this year. Teachers are mainly from India and stay with the school for extended periods of time. The majority of students are also Indian and many stay at the school from Foundation Stage (FS) to Post 16. The turnover of teachers is 8% this year as it was last year. The number of students is similar to last year at around 1350.

- This is the seventh year that the school has been judged good for its overall judgment. This is a considerable achievement, given the significant changes of leadership over the past few years. The school's strong record of developing students academically and socially is noted in previous 3 inspection reports.. Attainment at the end of the secondary and post-16 phases over the same period was is high.

- The school's areas for development over the past few years have related to managing educational changes in partnership with the school community, the development of teaching approaches that create independent learners and improvements to the language skills of students studying Arabic.

Summary of inspection findings 2016-2017

Dubai Gem Private School was inspected by DSIB from 16 to 19 January 2017 . The overall quality of education provided by the school is good. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress in Foundation Stage (FS) for all key subjects are good. In primary, secondary and post-16, attainment and progress in all subjects, except Arabic, are good or better. The development of learning skills in all phases is good.

- Students' personal and social development is outstanding. Their understanding of Islamic values and Emirati heritage and culture is good in FS and very good in the other phases. All students have a strong work ethic and, as they progress through the school, their understanding of environmental issues and involvement in the community increases correspondingly.

- Teaching across the school remains good but this year, there have been improvements to teachers' questioning skills and greater opportunities for students to develop their critical thinking. The range of assessments has been widened and include international benchmarking tests.

- The curriculum remains broad and balanced. It provides for continuity across all key subject areas apart from Arabic for additional language learners. However, Arabic is provided as a component of the FS curriculum. Links with Emirati culture and the UAE have been enhanced through the introduction of the UAE social studies programme.

- The school has strong systems that keep students safe and secure. Policies are comprehensive, current and are well understood by the school community. A very high standard of guidance and care is provided by all staff.

- The leadership team is new and, in a short time, have worked with parents and teachers to determine appropriate strategies to improve school performance. The partnership with parents remains strong and leaders are well-supported by the governing body and school advisory council.

What the school does best

- The strong community ethos.

- Children and students, across the school, continue to exhibit outstanding attitudes, behaviours and relationships and most are developing their understanding of Islamic values and Emirati culture and heritage to a very high level.

- Attainment and progress, across the school, in most subjects, is at least good.

- The continuing improvements to the already good standards in teaching, the development of students' learning skills and the curriculum.

- Very high levels of care and support are shown by all staff for the students in the school.

Recommendations

- Improve the quality of self-evaluation and action planning by:

    - involving all stakeholders in the process;

    - accurately aligning internal data and externally benchmarked assessments to the progress observed in the classrooms;

    - creating an action plan that has well-focused priorities and measureable targets based on accurate starting points.

    - providing high quality leadership training to support the skills of the newly formed senior leadership team.

- Improve teaching and the development of learning skills further in Arabic by:

    - clearly determining the standards for language skills development, especially for Arabic as an additional language, and align assessments and learning objectives to those standards.

    - establishing students' prior learning in lessons, as an on-going process, and build on the core language skills, for the different ability groups, from that point.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting their targets:

- Attainment as measured by the National Agenda Parameter in English, mathematics and science is above expectations

- The school meets the registration requirements for the National Agenda Parameter

- The analysis of the data produced by the National Agenda Parameter report is in the early stages. The school has only a limited amount of data from the small sample that sat the tests last year. The outcomes from the analysis is being communicated to parents and students. An action plan, based on this year's results, has been created.

- The school is beginning to use its findings from the benchmark tests to align elements of the curriculum to the requirements of TIMSS and PISA. Resulting curriculum modifications have been limited in their impact due to the small number of students who participated in the tests.

- The school has prioritised critical thinking as an area for development. The impact of this work is beginning to be seen in lessons. Most teachers are using open ended questioning to promote thought, challenge and discussion. In the very successful lessons, teachers are facilitating the learning by challenging the students to predict outcomes of activities.

- Individual discussions with teachers take place to set targets for those students for whom data is available. Students are making good use of technology, in many lessons, in order to reinforce their learning. Students are effective in using their devices as a research tool to broaden their knowledge and understanding.

Overall, the school's progress towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.

Promoting a culture of innovation:

- Students, across all the core areas of the curriculum and most phases, are developing their critical thinking, enquiry learning and research skills. They organise fund raising events with innovative ideas and the school has provided training to develop student leadership skills. More opportunities for thematic learning are being planned, which enable students to develop the skills of innovation. Leaders are fully committed to integrating innovation through the school and have created an action plan to support its development.

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	Weak ⬇	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	Very good ⬆	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

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

2. Students' personal and social development, and their innovation skills				
	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Very good ⬆	Very good ⬆	Very good ⬆
Social responsibility and innovation skills	Good	Very good	Very good	Outstanding ⬆

3. Teaching and assessment				
	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good ⬇	Good ⬇

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

5. The protection, care, guidance and support of students				
	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Good	Good	Good	Good

6. Leadership and management	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Acceptable ⬇
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good

1. Students' achievement

Foundation Stage		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good ⬇

- A majority of children exceed expected progress, in English, in lessons and over time. Internal data, evidence from lessons and the children's 'Learning Journey' records indicate that the majority attain above curriculum standards. Children are quickly developing their speaking and listening skills. Reading skills are improving as a result of the recent focus on phonics. Children's knowledge, understanding and skills build progressively from entry to the end of FS2. This has resulted in improved attainment over recent years. Children with SEND also make good progress.

- The attainment of the majority of children is above curriculum standards, in mathematics, by the end of FS2. The school's internal data, lesson observation and examples of children's prior learning indicate that progress is also good when measured from their individual starting points. By the time they are in FS2, children can recognise numbers, can match objects to numbers and count on. They understand the concept of addition and are beginning to learn how to write problems down on paper. Children with SEND also make good progress.

- In science, the majority of children make good progress in developing their understanding of the world, both in lessons and over time.. Teacher assessments, samples of work in their 'Learning Journey' portfolio and observations in lessons indicate the majority attain above curriculum standards. Children make good use of their vegetable garden to develop observation skills but their involvement in experiments is limited.

👥 Primary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Weak ⬇	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Very good ⬆
Mathematics	Good ⬇	Good ⬇
Science	Good ⬇	Good ⬇

- The majority of students attain levels that are above curriculum expectations in Islamic education. Standards achieved in lessons do not match the very high results of the school's internal assessments. Although attainment is good, it is uneven across the year groups. Students in Year 6 make better progress than those in other year groups. Students' skills in the recitation and memorization of the Holy Qur'an are developing and students are able to interpret meaning to apply the rules to real life.

- Very few students study Arabic as a first language. Too many of these are not performing in line with curriculum expectations. Results from assessments provide an inflated picture of students' abilities. Although they can read short familiar sentences slowly they have difficulty with understanding. Most students show reasonable listening skills and can follow, and respond to, instructions. They use a limited vocabulary when speaking. Students' writing, in the earlier grades is limited to copying short sentences and develops to writing a few paragraphs by the time they reach Year 6. Overall the progress made by students is acceptable.

- In Arabic as an additional language, most students demonstrate knowledge, skills and understanding that are in line with curriculum expectations. Most students can read familiar text, but their understanding and progress is sometimes hindered by their limited range of vocabulary. Students understand teachers' instructions and respond in single words and sometimes in simple sentences. They can name days of the week, colours, foods, hobbies and professions. Their writing is limited to simple sentences and lacks a variety of verbs and structures. Most students make progress in line with curriculum expectations.

- In English, the majority of students attain levels above expectations for their age. They make very good progress overall, particularly in their speaking and comprehension skills. Year 1 students, for example, apply these skills very well in analysing the story 'Jack and the Beanstalk'. Most students read with clarity and expression. By Year 5, they expressively role-play mythical stories that they have created. Younger students form accurate short written responses. While older students use grammar well, their ability to write expressively and at length varies. Students with SEND progress equally well.

- In mathematics, the majority of students attain above expectations and make better than expected progress against the curriculum standards. When identifying their prior learning, students display a good understanding of mathematical concepts. They are able to apply this knowledge, particularly when dealing with number and quantity. In lessons, the majority of students make good progress in relation to the lesson objectives and they are able to explain what they are learning. Attainment and progress, although good, is at a lower level than in previous years.

- The majority of students perform above the expected levels of the science curriculum.. Students learn about the scientific method and acquire good investigative skills. They quickly develop their ability to predict, observe, record, interpret and classify. They can use and demonstrate an understanding of scientific vocabulary that is appropriate to their age group. Students' performances, although good, have not matched those of the previous year.

Secondary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Acceptable	Acceptable
English	Good ⬇	Good ⬇
Mathematics	Very good ⬇	Very good
Science	Very good ⬇	Very good

- The majority of students attain levels that are above curriculum expectations in Islamic education. Students are able to apply their knowledge of Islam to real life. Generally, their knowledge and understanding of the fiqh, Islamic etiquette, Islamic morals and values are above the expected level. Students' recitation skills and the use of Qur'anic verses and Hadith are developing. A few students can use quotations from the Holy Qur'an text to support their understanding. Overall, the majority make good progress in developing their knowledge, understanding and skills in relation to the learning objectives in the lessons. However, in Year 11, progress is very good.

- Few students study Arabic as a first language. Most of them perform in line with the expected curriculum levels. As in the primary phase, assessments do not accurately reflect students' performance in lessons. Listening and reading comprehension skills are stronger than their writing skills, which are limited to copying short answers. Towards the end of the phase, writing develops in length. However, it is insufficiently accurate. Most students' progress is in line with what is expected in the curriculum.

- In Arabic as an additional language, most students demonstrate attainment in line with curriculum expectations. Most students can read out familiar texts clearly. However, their comprehension skills are variable. Most understand and respond adequately to simple personal questions. In some lessons, students rely on translation software, which undermines their ability to progress in learning the language. Free writing by students does not reflect good language acquisition skills. The progress in shown in lessons and recent learning is at an acceptable level.

- In English, the majority of students attain and progress at levels above national and international standards. Most speak confidently, engaging in purposeful discussions using persuasive arguments. They obtain information from texts and make deductions about a variety of literature settings and characters. Most skilfully apply grammar and punctuation rules in short written reports and news articles. Their abilities to compose creative extended pieces of writing are less developed. In Year 11, students y attain very good levels in external examinations, although the percentage attaining these levels has declined over the last three years.

- In mathematics, a large majority of students are attaining at levels above curriculum standards. Their progress is also very good. The IGCSE examination results are very high. Those outcomes result from the progressive development of understanding and skills in all four of the mathematical domains across the phase. In lessons, students learn rapidly, readily applying their mathematical knowledge and understanding to new concepts and the real world contexts.

- The large majority of students are reaching curriculum levels that are above what is expected in science. They have a good understanding of key concepts, theories, ideas and vocabulary. They are able to employ reason, observation and investigation in their lessons and apply scientific method. From Year 8, students rapidly develop their abilities to think critically, solve problems, conduct experiments and engage in rigorous research. By the end of the secondary phase, students are well prepared for post-16 work.

👥 Post-16		
Subjects	Attainment	Progress
Islamic education	Very good ⬆	Very good ⬆
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Good
Mathematics	Very good	Very good
Science	Very good	Very good

- The large majority of students attained levels that are above Islamic education curriculum standards. Students apply their learning to real life situations well and demonstrate an excellent understanding of fiqh and Sharia. Their knowledge and understanding of Islamic concepts is also strong. They confidently use quotations from the Holy Qur'an and hadeeth to support their ideas. Students demonstrate very good progress in lessons and in their recent independent learning.

- In English, the majority students attain levels above curriculum, national and international standards. Most use critical thinking skilfully in analysing texts and in discussing authors' techniques, using evidence to infer meaning. Students make good progress in their classwork and over time. Most have a developed knowledge of language structure and apply this effectively to their learning. They are developing their skills in personal research and in using technologies, to present their work to others. This is most evident in Year 13, where students prepare and make presentations of their studies of children's language acquisition.

- The transition, in mathematics, into post 16 education is smooth and the students cope well with the increasing demands of AS and A level, maintaining very good levels of attainment and progress.. Students improve gradually as they move through the phase in preparation for AS and A levels. The performance of students in these examinations is very good and this is reflected in the progress that the students make in lessons.

- The large majority of students perform above expected curriculum levels, national and international standards in science. This has been the trend for the past few years. Within the three separate disciplines, they are able to develop their own hypotheses and test them. For example, students can clearly demonstrate their knowledge and understanding of gas laws and the behaviour of gases and can develop a hypothesis to verify Boyle's law. Skills of scientific method are developed rapidly.

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

- Students take good responsibility for their own learning. In most lessons, students are encouraged to lead learning and, as a consequence, engagement and confidence levels are high across the school. In Mathematics, students in the secondary and post-16 phases take particularly high levels of responsibility for their own progress. In FS, some opportunities are missed for independent learning, because of unnecessary prompting by staff.

- All students, across the phases, collaborate well. Communication skills are high because students are consistently encouraged to give verbal feedback to each other and to the teacher. Group work is well developed, facilitated by respect and the interest shown by students for the opinions and contributions of others.

- Students are encouraged to make links between subjects, and the real world and examples are sought and provided by teachers. In the majority of lessons, students are encouraged to use their critical thinking skills and apply them to practical examples of problems beyond school.

- The use of digital devices by students, from primary onwards, is developing students' research and presentations skills. However, not all students have access and devices are infrequently used to develop higher order skills and innovative lines of enquiry. In Arabic, the overuse of translation software sometimes hinders language development. The opportunities for enterprise and entrepreneurship, although present in all phases, do not capitalise fully on the students' abilities.

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

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

- Students demonstrate a strong sense of responsibility and maturity. They are independent and willing to take risks to further their learning experiences inside and outside the classroom. They are very proud of their school and appreciate the efforts of their teachers and the support of other staff members to keep them safe.

- Students' behaviour is exemplary. Their strong self-discipline and their excellent understanding of what is expected of them reflects positively on the learning process inside the classroom as well as on the orderly atmosphere during breaks and transition between classes. Bullying is extremely rare.

- Strong relationships between students and staff contribute to the positive ethos around the school. Students care for each other and they are extremely polite and helpful to visitors to the school.

- Students have a very strong understanding of the importance of healthy eating and being active. They are keen to share and explain their food choices to others. Healthy snacks and fruits are commonly seen during breaks.

- Attendance is very good. Students arrive at school and to lessons, well-prepared and on time. Students understand the need for good attendance very well and arrive at their lessons promptly after break times.

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

- Students, particularly those in the upper phases, have a demonstrable respect and appreciation for Islamic culture. They understand the features and impact of the values on the daily life in the UAE. Non-Muslim students are interested in sharing Islamic festivals. The values of tolerance and community prevail across all year groups in the school.

- A large majority of students have a wide ranging understanding of Emirati heritage and culture. Students, in the three upper phases, showed great interest in discussing the many ways in which the UAE society and economic life is changing. They can describe the historical economic journey from trade to commerce and tourism.

- Students show a feeling of pride in their own cultures and traditions and this has been seen clearly in events such as the celebrations for International Day. They have a more rudimentary knowledge of other countries and cultures, which includes food, famous buildings and festivals.

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

- Across all phases, students are well engaged in the school community. Even the youngest have roles as classroom helpers and serve as eco-warriors. Students towards the upper end of the school, particularly those in the post-16 phase, are highly engaged in activities and initiatives both at school and in the wider community.

- In all phases of the school, students have a strong work ethic and take their studies seriously. Some demonstrate enterprise and entrepreneurship in numerous ways including designing, producing and

selling items for charity. Older students participate in events like SciFest, which encourages them to think innovatively and design products and services for the future.

- Environmental awareness and action are strengths of the school and students. Almost all students are knowledgeable about the environment and are involved in activities that support conservation. They participate in clean-up and recycling campaigns, manage organic gardens on the school grounds, celebrate Earth Day. In addition, older students attend Emirates Environmental Group workshops, learning ways to help save the environment.

3. Teaching and assessment

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

- Teachers' subject knowledge is good as is their understanding of how students learn. However, in FS they provide insufficient opportunities for independent learning or learning through play. Primary teachers are increasingly modifying their teaching approaches to reflect students' varying learning styles. In Arabic, in the primary phase and in some subjects in the secondary and post-16 phases, this is less well developed.

- Teachers' plans detailed lesson activities. They refer to differentiation of learning but this is often insufficiently defined to meet students' needs or to assess their progress. Teachers ensure the pace of learning is appropriate, share learning intentions and encourage students to summarise what has been learned. Increasingly, teachers use whiteboards, to project text and images. However, little interactive use of these boards is seen.

- Highly supportive relationships encourage learning. Most teachers' questioning gives students time to think before responding and the questions that they posing are often open-ended. Increasingly, teachers are encouraging students to lead their learning and students respond enthusiastically and skilfully when given the opportunity. Teachers' questioning has improved in Arabic as an additional language and is now consistently strong in Islamic education.

- Teachers are increasingly aware of students' learning needs and meet these through a range of strategies. They are beginning to develop students' use of ICT. This is strongest in the primary phase in English, and in mathematics and science in the upper phases. Teachers enable students with SEND to make progress in their learning but this is inconsistent in FS.

- Opportunities for students to think deeply are given in most subjects and phases and there are good examples of teachers using 'flipped learning' to enhance research and presentation skills. Across the phases, there are limited opportunities to carry out individual practical investigations in science. Opportunities to develop of problem-solving skills, in mathematics, are inconsistently provided..

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good ⬇	Good ⬇

- Internal assessment processes are mainly consistent, across the school. They link very closely to the curriculum standards and enable the school to monitor the progress of all students. The use of learning ladders and self- assessment through the "I can" statements allows the school to monitor progress made by students on a regular basis.

- The school benchmarks itself against international standards through analyses of the outcomes at IGCSE, AS and A level. The school is also beginning to make use of the National Agenda Parameter tests, for some students this year and for all, next year. It is planned to use this information to help subject leaders and teachers make comparisons of student performance against national and international expectations.

- Assessment data is analysed to monitor progress and to identify differences in student performance. Where the analysis of both the attainment and the progress data is better, it is providing some subjects with the information they need to highlight performance variances between the different genders and between individual classes in a year group.

- The school is using the available data from both internal and external assessments in order to influence teaching strategies and make modifications to the curriculum. This is a developing feature but the steps, already taken, to introduce higher order thinking skills into lessons, are now starting to have a positive impact in the classroom.

- Teachers have a good knowledge of the strengths and weaknesses of their students and this is beginning to be enhanced by the data generated by the CAT4 tests. Students are involved in the assessment process through the use of the "I can" statements as a means of self-assessment. Written feedback, in some subjects, forms the basis of a dialogue between the student and the teacher, whereby the students are able to evaluate their own learning.

4. Curriculum

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

- The curriculum provides a broad and interesting range of subjects which are age appropriate and effective in developing students' skills and understanding progressively. Most courses closely follow the school's authorised curriculum and the national statutory requirements. In Arabic as an additional language, there is no clear plan to determine the standards for language development in terms of skills.

- The curriculum is designed to ensure learning builds effectively on students' achievements in the core subjects. Continuity and progression are further developed in the optional subjects, in the secondary phase, for students preparing for IGCSE. Careful arrangements at the end of phases ensures

students and their families receive good guidance and advice. As a result they are well prepared for the next phase of their education.

- Post-16 students are provided with an appropriate range of optional courses from which they can choose. There is a strong commitment to accommodate all subject preferences and allow students to follow courses linked to their own interests and ambitions. Options include humanities, languages and other subject options such as accountancy and economics.

- Cross-curricular links are well planned in most subjects, especially geography, history and ICT where they enrich classroom studies. This allows students to develop wider opportunities for critical thinking and the development of their own ideas and views. These links are less structured in English, science and mathematics curricula.

- Regular reviews are carried out by curriculum leaders and heads of subject departments to ensure the curriculum is effectively covered and is aligned to national expectations and the requirements of the benchmarked tests. The strengths, needs and aspirations of all students, including those with SEND, are also considered. Teachers' feedback and a wide range of assessment data are used to guide the curriculum reviews.

- Social Studies is fully integrated into all year groups and the programme of study closely follows the MOE social studies curriculum. In Years 5 to 8 social studies is a discrete subject but elsewhere, including FS, it is included with other curricular learning. Links with geography, history and other humanities subjects are strong but in core subjects such as science, links are less well developed. Teachers have good subject knowledge and engage students well in interesting lessons. Teachers assess UAE social studies formally in year 7 and 8 and informally in all other Years.

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

- The curriculum is modified to meet the needs of students with different abilities. This is a priority but is not fully effective. Students with SEND and the most able students are not always fully supported. In Arabic as a first language, the curriculum is not sufficiently modified, resulting in less able students not making the same progress as their more able counterparts.

- Opportunities for enhancement, enterprise and innovation are offered throughout the curriculum but are not at a sophisticated level. However, students' academic and personal development needs are well met through a large variety of extra-curricular activities and ties with the community.

- The strong links with Emirati culture and UAE society are a strength of the curriculum. Students have opportunities to learn about the UAE's values, culture and society through a variety of activities and experiences. Students design posters and other art work, write stories, conduct research, make presentations and participate in discussions, which in turn develop a clear understanding and appreciation of the values and the culture.

- Children in FS have planned opportunities to learn the Arabic language in conversation lessons which are held twice a week.

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 detailed safeguarding procedures, including those related to child protection and bullying, to follow in case of incidents of bullying or child abuse. Students and parents are aware of these policies. The school trains teachers and informs students on the procedure to follow when reporting incidents

- The school provides a safe and clean environment for students and staff. There are links with an outside agency who train teachers to administer first aid if required. The school doctor conducts annual check-ups for all students and keeps a record of chronic conditions such as diabetes. Safety procedures at entry and exit points are in place to protect students at the school.

- All school facilities are well maintained. The school conducts risk assessments every term to review important aspects of safety. On-going risk assessment is in the form of teachers recording and reporting areas of concern, as and when they arise. Regular fire drills take place and evacuation plans are in place in all classrooms. The school keeps an appropriate record of all maintenance issues.

- The school maintains a safe environment for all students in which to learn and play. There are efficient and safe arrangements for the school buses. Despite excellent supervision and revisions to the start and finish time of the school, so as not to coincide with the neighbouring school, the drop off/pick up area in front of the school still causes concern. Safety procedures in the science laboratories are effective.

- The school promotes safe and healthy living. The new canteen provides healthy food choices, including green and fruit salads. Teachers incorporate raising awareness of healthy lifestyles into their lessons. The school doctor reinforces the importance and value of healthy eating and regular exercise in her lectures and through the teaching programme.

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

- Students behave exceptionally well as a result of strong but unobtrusive supervision and respectful relationships. Lessons and pastoral arrangements support dialogue and openness. Students are well supported in taking responsibility for their own behaviour and they formally assist in maintaining good behaviour amongst others.

- Systems for monitoring and managing attendance are strong. As a result, attendance levels are high, particularly in primary and secondary phases. Students are punctual to lessons because they are encouraged at home and in school to respect the learning process.

- Students who have SEND are identified accurately on entry to the school and later, by the use of a range of information including attainment and progress data. Similar information is used to pinpoint students, who are gifted and talented. Staff show a strong understanding that students have different abilities and that students who have SEND may also have strong talents in particular academic or non-academic activities.

- Students who have the most complex needs receive considerable help and guidance from the SEND department. In some cases, this includes continual 1:1 support and a high degree of curricular modification. Those with less complex difficulties and those who are gifted or talented are not always supported appropriately because activities and questioning in lessons do not closely match their abilities and potential progress.

  Adherence to the well written policies, sound pastoral systems and strong relationships result in the staff having an accurate knowledge of students' needs. Students have a high degree of confidence in the counsellors' and teachers' abilities to manage their well-being. Advice about employment and higher education opportunities is well developed and staff have undergone recent, further training in assisting students in their university applications.

Inclusion

Provision and outcomes for students with SEND	Good

- The new leaders of the SEND department are working rapidly to secure improvements in provision. Resources, although limited, are skilfully allocated. The school has a clear understanding about which aspects of SEND provision require further development. Appropriate records are kept and the special educational needs coordinator (SENCO) is further developing training for staff in meeting all needs.

- Students with the greatest needs are very accurately identified, supported by diagnostic reports and advice from external agencies. Those who have less complex needs are identified, but staff, although sufficiently skilled and experienced, do not informally diagnose their difficulties before the onset of any external reporting process. The school has a low percentage of students who have SEND.

- Partnerships with parents are exceptionally strong because leaders have worked very hard so that information is shared and views and opinions are respected. Progress through the curriculum is reported in detail and parents are highly confident that they can influence their child's IEPs.

- Students who have the most complex needs receive a highly modified curriculum and skilled support, underpinned by effective advice from the SEND department. Teachers do not always modify their planning or lesson resources in order to effectively meet the needs of those students who have less complex needs. Consequently, time for reflection or reinforcement of key concepts is not consistently provided for students who need it.

- Those students who have the most complex needs make the most progress. Other students with less significant needs often make less progress as teachers do not consistently plan to meet their needs or use assessment to regularly check on learning for individuals within lessons. The school is beginning to use data available to predict attainment and progress and therefore accurately pinpoint students who are underachieving.

6. Leadership and management

The effectiveness of leadership	Good

- The principal and the SLT are new. However, they have a good understanding of the school's vision to enable students to develop as high-achieving, model citizens. All leaders share a common drive for improvement. Most have a good understanding of areas for development and all are committed to the UAE's priorities.

- Most leaders show a clear understanding of best practices in education in the 21st. century, which they combine with an approach that values students' personal and social development. They are beginning to create an inclusive learning community of teachers, parents and students, who all have the common aim of "developing internationally minded young people of excellence."

- Leadership is effectively delegated within the school. Roles and responsibilities are clear. Relationships between leaders are professional and positive. Communication channels are open and well defined. There is a clear flow of information from one level to the next. Consequently, decisions are aligned to the school's direction and adapted to meet the specific requirements of the curriculum area or phase.

- Most leaders have a good understanding of the strengths and areas for development for their responsibilities. Most have a clear idea of how to improve performance and many are creative in making the best use of resources in order to achieve their desired outcomes.

- In the very short period of time that the new leadership team has been in post, there have been improvements to several areas of performance. The most impressive aspect has been leadership's ability sustain the school's high performance following a year of great change. Leaders also ensure that the school remains compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning	Acceptable ⬇

- Leaders make use of a range of sources as part of their self-evaluation process. This includes internal assessments and some external, benchmarked assessments. The analysis of assessments and the alignment of one assessment with another is a developing feature. Self-evaluation is also influenced by an on-going input from the school advisory council, which enables leaders to have a better understanding of the school's priorities.

- The strong systems for the monitoring of the quality of teaching, enables leaders to gain an accurate understanding of individual teachers' strengths. However, they are not consistently used, and do not focus sufficiently on the progress that students make in lessons. The evaluations of individual teachers are not analysed for common trends or by year, phase or subject.

- The school development plan is a comprehensive document. It covers all aspects of the school rather than identified priorities. Consequently, insufficient attention is given to those areas that would benefit the progress of students the most. Many leaders have a clear understanding of what needs to be achieved but have not used their knowledge to identify well-focused, measureable targets based on accurate starting points.

- There have been improvements following last year's inspection. Parents and teachers are more involved in the important developments that are being implemented in the school. There have also been improvements, in all subjects, to the quality of teachers' questioning and the opportunities that students have to develop critical thinking skills and use technology as an everyday part of their learning.

Partnerships with parents and the community	Good

- Parents are involved in the school in a variety of ways. The school advisory council gives a strong steer to the school's leaders. A parent support group assists the work of teachers and students by helping with charity fund raising events, school performances and the quality of the school's website. There is no systematic process for all parents to reflect on school performance or suggest improvements.

- Communication channels have improved further this year. A variety of information is communicated, including regular information on students' learning. Parental communication is a strong feature of the SEND provision in the school. The ease with which parents have access to school staff and how quickly and effectively issues are resolved is strongly appreciated.

- Reporting to parents is twice yearly. Reports are valued by parents and include assessments of students' levels of academic skills and their personal development. There is no reporting of next steps in learning or opportunities for parents and students to participate in the process. Following the reports meetings are held with the teachers to discuss students' progress. Some parents would like more detailed discussions and information on how they might support their children.

- Many opportunities are provided by the school for students to be involved in the local community. A number of sporting, academic, charity and ecological events have a positive impact on students' personal development as well as contributing to their learning experiences.

Governance	Good

- The governing body is comprised of members of the owner's family. One of the governors is in school for three days a week, supporting on-going communication with school leaders. There is also a school advisory council, which is made up of a small group of committed and knowledgeable parents and a representative from the educational community.

- Governors receive weekly updates from the principal and termly meetings are held with school leaders and the school advisory council. Students and teachers are invited to make presentations about the school's performance to these meetings. The effectiveness with which the governing body holds the school to account is limited by the analysis of assessments that is presented and the current format of the school development plan.

- The governing body is passionate about improving opportunities for its students. There are many examples where it, and the school advisory council, have positively influenced direction and supported improvements. These include the establishment of a reading 'cloud' in order to help encourage a love of literature as well as improvements to the digital learning resources in the school.

Management, staffing, facilities and resources	Good

- The school is managed well. Staff and children understand and apply the effective and efficient school procedures. These include supervising students throughout the school day, and on entering and leaving the building. A recent focus on monitoring staff absence is ensuring that student learning is not disrupted.

- Students benefit from a generous teacher-student ratio resulting in small classes in the upper phases of the school. The school ensures that teachers are suitably qualified to teach their subjects. Recent professional development is improving teachers' skills to support the use of ICT by students, through the sharing of best practice

- Recent improvements to the premises include extending learning areas which are beginning to be used by students. The school has increased sports provision by securing access to very high quality external facilities. The school building is well maintained although it does not have a lift to support access for students with mobility difficulties. The recently created prayer room is not used fully by students.

- The school is well resourced including a large attractive library containing a wide range of books. The quality of learning environment is inhibited by a lack of modern furniture and display boards. A significant investment in Interactive whiteboards in classrooms is encouraging more active learning. However, not all students are able to access computers or hand held devices.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents*	2016-2017	349
	2015-2016	510
Teachers	140	
Students	187	

*The number of responses from parents is based on the number of families.

- A smaller number of parents completed the survey, this year. However, there is a high level of satisfaction for all aspects of the school's performance. These positive views are echoed by nearly all teachers and most students who completed the survey.

- Some parents' comments still relate to the inappropriate pace of change last year.

- Most parents and teachers are positive about the breadth of the school's curriculum. This is shared, to a lesser extent, by the majority of students.

- Nearly all members of the school community believe that safety procedures in the school, on buses and the internet and social media are very effective. Teachers and parents report that behaviour is good and that, if cases of bullying arise, the school deals with it effectively.

- Most parents and students who responded, agree that students have access to a wide range of resources, including technology, which allows them good opportunities for research.

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