

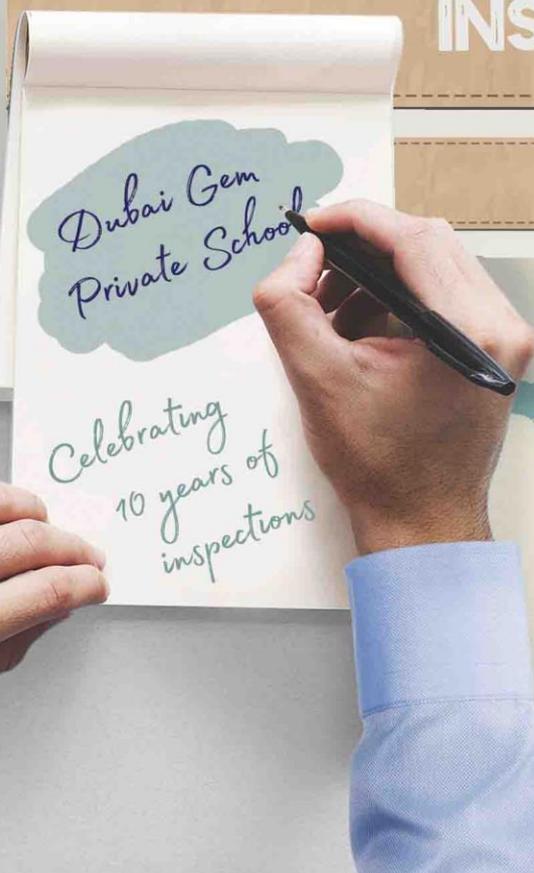
THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



دبي
المعرفة Knowledge

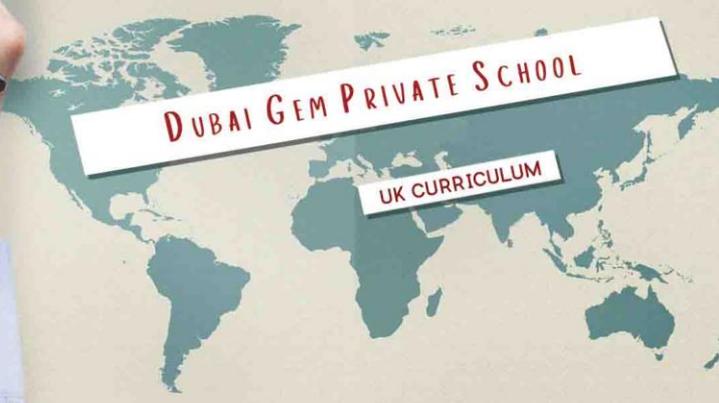
INSPECTION REPORT

2017-2018



Dubai Gem
Private School

Celebrating
10 years of
inspections



DUBAI GEM PRIVATE SCHOOL

UK CURRICULUM

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School information

General information

| | |
|----------------------------|---|
| Location | Oud Metha |
| Type of school | Private |
| Opening year of school | 1973 |
| Website | www.dubaigem.ae |
| Telephone | 00971-4-3376661 |
| Address | BUR DUBAI - OUD METHA ROAD P.O. BOX 989 |
| Principal | Humera Ibrahim |
| Principal - Date appointed | 9/1/2016 |
| Language of instruction | English |
| Inspection dates | 12 to 15 February 2018 |

Teachers / Support staff

| | |
|---------------------------------------|--------|
| Number of teachers | 123 |
| Largest nationality group of teachers | Indian |
| Number of teaching assistants | 30 |
| Teacher-student ratio | 1:11 |
| Number of guidance counsellors | 1 |
| Teacher turnover | 11% |

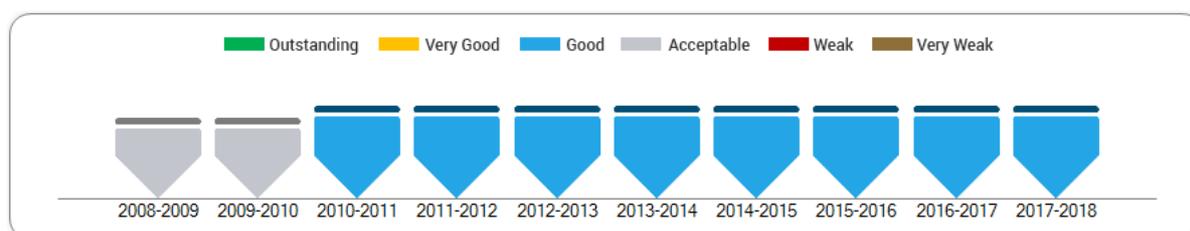
Students

| | |
|--|----------------|
| Gender of students | Boys and girls |
| Age range | 3-18 |
| Grades or year groups | Year 1-Year 13 |
| Number of students on roll | 1316 |
| Number of children in pre-kindergarten | 0 |
| Number of Emirati students | 1 |
| Number of students with SEND | 48 |
| Largest nationality group of students | Indian |

Curriculum

| | |
|---------------------------------|--------------------|
| Educational permit / Licence | UK |
| Main curriculum | UK / IGCSE |
| External tests and examinations | IGCSE, AS/A-Levels |
| Accreditation | UK |
| National Agenda benchmark tests | GL |

School Journey for Dubai Gem Private School



The DSIB inspection process

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 |

Summary of inspection findings 2017-2018

Dubai Gem Private School was inspected by DSIB from 12 to 15 February 2018. 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.

Leadership and management

Senior leaders and the owners are child-centred, inclusive and committed to the national priorities. All stakeholders value the principal's leadership. Improvement planning has identified development needs, but has not had time to influence outcomes. The school engages well with most parents, students and education consultants. Careful management optimises the use of a limited site and facilities. Investment in human resources contributes to successful outcomes for students.

Students' achievement

Students develop a deep understanding of Islam in each phase. Arabic listening and reading comprehension skills are secure. Second language speakers express themselves well. Primary students acquire good skills in English, supporting older students' skills in analysis, interpretation, deduction and inference. Primary mathematicians are strong in calculation and geometry, but lack reasoning and problem-solving skills. Students' achieve well in science, particularly in the secondary and post-16 phases.

Students' personal and social development, and their innovation skills

Students behave well and care about others. They are aware of healthy lifestyles. Many participate in sports. They appreciate the UAE heritage, their own cultures and Islamic values. They make sound decisions about future study. They understand issues of pollution and conservation. They maintain their own environment well. Older students are proactive and innovative. The students' council has significant impact on the direction of the school.

Teaching and assessment

Strong subject knowledge supports planning in most subjects. Teaching in the lower primary phase often lacks pace. Projects lead to greater independence in the post-16 phase, where questioning is also more challenging. Individual progress is monitored well in the Foundation Stage, but tracking is not always linked to skills elsewhere. Self-assessment and online monitoring are improving.

Curriculum

The curriculum in all phases is broad, balanced and age-appropriate. Transition between phases is seamless. The curriculum in the secondary and post-16 phases prepares students well for examinations and for their next stage. Annual curriculum reviews lead to significant improvements. There are extensive opportunities to reflect personal skills or interests and to develop social responsibility. Inadequate modification for individuals restricts progress.

The protection, care, guidance and support of students

Arrangements for students' protection, health and welfare are good. Anti-bullying and cyber safety are policies are effectively implemented. Relationships are based on mutual respect, high expectations and personal responsibility. Attendance and punctuality are promoted well. The school welcomes students with SEND. Effective emotional and academic counselling is provided. Secondary and post-16 students benefit from exceptional further education guidance.

What the school does best

- Students' well-developed personal and social responsibility in all key stages, ensuring that they become caring members of society
- Students' strong work ethic and dedication to their education, contributing to positive outcomes, particularly in external examinations in the secondary and post-16 phases
- The curriculum design in the upper phases, enabling students to pursue a range of interests into further education and careers
- The very good outcomes in secondary and post-16 mathematics and science lessons

Key recommendations

- Improve teaching in the primary and secondary phases by
 - ensuring time is used productively to maximise learning,
 - building critical thinking activities and problem-solving tasks into more lessons and
 - ensuring that there are different activities, to meet the needs of groups and individuals.
- Improve outcomes in Arabic by ensuring that planning is purposeful, delivery is engaging and assessment accurately measures students' progress.
- Improve the quality of support for students with special educational needs by:
 - refining the processes of identification
 - ensuring that the curriculum is modified appropriately to meet individuals' needs
 - rigorously monitoring provision during lessons and consistently tracking students' progress and
 - engaging parents as partners in learning.
- Ensure that accurate self-evaluation and measures put in place by leaders and governors to address previous recommendations, lead to improved outcomes during lessons.

Overall School Performance

Good

1. Students' Achievement

| | | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------|------------------|-----------------|----------------|----------------|
| Islamic education  | Attainment | Not applicable | Good | Good | Very good |
| | Progress | Not applicable | Good | Good | Very good |
| Arabic as a first language  | Attainment | Not applicable | Acceptable ↑ | Acceptable | Not applicable |
| | Progress | Not applicable | Acceptable | Acceptable | Not applicable |
| Arabic as an additional language  | Attainment | Not applicable | Acceptable | Acceptable | Not applicable |
| | Progress | Not applicable | Acceptable | Acceptable | Not applicable |
| English  | Attainment | Good | Good | Good | Good |
| | Progress | Good | Good ↓ | Very good ↑ | Good |
| Mathematics  | Attainment | Good | Good | Very good | Very good |
| | Progress | Good | Good | Very good | Very good |
| Science  | Attainment | Good | Good | Very good | Very good |
| | Progress | Good | Good | Very good | Very good |

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

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

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

3. Teaching and assessment

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, 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 the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Attainment in the N.A.P. tests meets expectations in English and is above expectations in mathematics and science.
- Senior leaders are strongly committed to the UAE National Agenda. With middle leaders, they effectively use data analysis to plan for improvement in TIMSS and PISA tests.
- School leaders effectively analyse data from Cognitive Ability Tests (CAT4), internal assessments and N.A.P. tests to identify strengths and weaknesses in students' attainment. Teachers increasingly use the results to personalise provision.
- The school uses data analysis well to make a wide range of modifications to the curriculum to help students to do well in N.A.P. and future TIMSS and PISA assessments.
- Teachers' use of all available assessment information is improving teaching and having some impact on learning. Opportunities for students to tackle investigations and open-ended problems are not common across all subjects and key stages.
- Students and their parents are aware of N.A.P. results. Critical thinking and research are more evident in the secondary and post-16 phases than at the primary level.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Moral Education

- Moral education is planned across all year groups and is delivered in English through discrete lessons, exploring topics such as empathy, values and respecting others.
- Teaching is reinforced by clear planning and objectives for the students' learning, but discussion and debate are not notable features.
- Levels of engagement, motivation and interest are evident during lessons, where students display empathy with others and compassion for those in difficult circumstances.
- Assessment systems are developing. Teachers assess learning during lessons, as well as through written work and by summarising attainment and progress.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies programme is integrated well with history, geography, sociology and economics. Topics include Arab tribes, Al Sadu weaving and Shasha boat industry.
- Teachers' plans make pertinent links to UAE social studies. Discussion is not a significant feature of social studies lessons.
- Students are interested in learning about the UAE and other related topics, such as the influence of world leaders and globalisation.
- Assessment procedures and processes are still developing. Assessment for and of learning is through feedback and summaries of what students have achieved.

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

Innovation in Education

- Students are independent and creative. They use technology for basic research, and increasingly to create new learning in some subjects. Older students apply their skills well to solve problems.
- Students are involved in some entrepreneurial projects. They support communities affected by disaster. Year 12 entrepreneurs developed and marketed a 'bag for life' initiative.
- Lesson plans promote thinking skills, but primary phase students are not provided with enough opportunities to work independently.
- Opportunities for innovation identified in curriculum planning includes the development of interview techniques using multi-media approaches.
- Leaders have reviewed the school's mission and provided training on the integration and innovative use of learning technologies.

The school's promotion of a culture of innovation is developing.

Main inspection report

1. Students' achievements

| | | Foundation Stage | Primary | Secondary | Post-16 |
|--|------------|------------------|---------|-----------|-----------|
| Islamic education  | Attainment | Not applicable | Good | Good | Very good |
| | Progress | Not applicable | Good | Good | Very good |

- The majority of students in each phase make better than expected progress in lessons and over time. By the secondary and post-16 phases, students have developed a deeper understanding of Islamic concepts and their application to life.
- Most primary students can list the Five Pillars of Islam, name the Prophet's (PBUH) family members and recite the Holy Qur'an applying basic recitation rules. Older students very effectively communicate their understanding of the Prophets' Seerah. However, their memorization of and ability to quote prescribed verses from the Holy Qur'an is inconsistent.
- In the secondary phase, students are developing their critical thinking skills by responding very well to probing questions. They use technology effectively for research.

For development

- Improve students' memorization of the required verses from the Holy Qur'an.

| | | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------|------------------|--------------|------------|----------------|
| Arabic as a first language  | Attainment | Not applicable | Acceptable ↑ | Acceptable | Not applicable |
| | Progress | Not applicable | Acceptable | Acceptable | Not applicable |

- Attainment of students in primary has improved from last inspection. In both phases students are working at a level that meets curriculum expectations. Students make adequate progress during lessons and in their recent work.
- Most students have secure listening and reading comprehension skills. Their writing skills are emerging. Speaking skills, especially their use of modern standard Arabic, are underdeveloped.

- Adaptations of the curriculum and improved teaching in the primary phase have led to better attainment in this phase.

For development

- Improve students' outcomes by ensuring teachers consistently promote the use of standard Arabic and by raising teacher expectations.

| | | Foundation Stage | Primary | Secondary | Post-16 |
|---|------------|------------------|------------|------------|----------------|
| Arabic as an additional language  | Attainment | Not applicable | Acceptable | Acceptable | Not applicable |
| | Progress | Not applicable | Acceptable | Acceptable | Not applicable |

- Most students attain levels that are in line with curriculum expectations across both phases. During lessons and in their recent work, most students make adequate progress. However, progress is better for students in the upper primary phase.
- Students in most year groups have secure listening skills and reading comprehension, particularly in the upper primary and secondary phases. Secondary students use a wide range of vocabulary. They can express themselves well verbally, but their writing skills are underdeveloped.
- Students in the upper primary classes and in the secondary phase respond well using conversational Arabic.

For development

- Improve students' outcomes by ensuring that teaching is more engaging and challenging, and that assessment practices accurately reflect students' achievement in all language skills.

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

- Attainment and progress in the Foundation Stage and primary phase are consistently strong. Progress accelerates in the secondary phase, with a focus on reading and writing skills, culminating in very positive IGCSE results.
- Systematic development of vocabulary, spelling and grammar supports students' writing skills. In the secondary and post-16 phases, students' imaginative and extended writing are particularly strong. Creative writing is less well-developed in the primary phase, where the focus is on functional skills.

- The guided reading initiative in the primary phase is improving students reading and comprehension skills. Most secondary students are able to analyse, interpret and evaluate a wide range of texts effectively and confidently read for inference.

For development

- Provide regular planned opportunities across the primary phase for all students to develop extended writing skills.

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

- Foundation Stage children count well and understand shape, but problem-solving is limited. There is inconsistency in progress during the primary phase, but external tests indicate good attainment. Progress in increasingly advanced topics is very rapid through the senior phases. IGCSE and A-level examination results are consistently very strong.
- External test results in the primary phase identify that attainment is best in calculation, statistics and geometry. Weaknesses include reasoning and problem-solving, which are also evident in the secondary and post-16 phases. However, students' understanding of algebra, calculus and statistics are relatively strong.
- Students' mental mathematics skills are developing more effectively. In the primary phase, they respond well to challenging questioning, enhancing their reasoning skills. Lower-attaining students make good progress because of the effective support they receive.

For development

- Implement classroom practices that improve skills in reasoning and enquiry.

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

- Students' attainment and progress in the secondary and post-16 phases are stronger. Expectations in the primary phase are not sufficiently challenging to more-able students nor are their scientific enquiry skills extended.
- By the end of the primary phase, students can design and create a machine, making informed choices about the most suitable materials. Most groups can build a machine, test it and made adaptations to improve it. Others can wire a simple circuit, testing materials for resistance.

- Attainment and progress improve in the secondary and post-16 phases. Students display very good presentation skills and are able to communicate well the results from their research.

For development

- Enable all students to develop scientific enquiry skills, particularly in the primary phase.

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

- Students in all phases are developing their learning skills well. However, in post-16 they have more opportunities to learn independently, are more inquisitive and able to communicate their learning very well.
- Students are keen learners and are engaged in their work within and beyond the classroom. Students' collaborative skills are developing. They respond enthusiastically to teachers and the majority are proud to share the outcomes of their research or group activities.
- Critical thinking, enquiry, and problem-solving skills are not always evident in some subjects. They are still at early stages of development in most phases. Students in post-16 are more proactive and take increased responsibility for their learning.

For development

- Provide more opportunities and experiences for students to develop critical thinking, enquiry, research and problem-solving skills in all key stages.

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

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

- Students throughout the school show positive attitudes towards learning. They are very well behaved in classrooms, between lessons and during break time. Primary and secondary phase student council members are mature and responsible.
- Students interact with their teachers and classmates with great respect. They care about each other and about people around them. Incidence of bullying is rare, which contributes to a safe learning environment.
- Students across the school display a clear understanding of healthy life-styles. They are aware of the importance of healthy food in maintaining wellbeing, especially at their age. Most students make healthy choices and many are enthusiastic participants in various active sports.

| | 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 in all phases demonstrate an appreciation of UAE heritage and Islamic values. Students can talk well about the history and heritage of the country. Students initiate several activities to support local charitable organisations, such as Dubai Care and Al Jalilah hospital.
- Students recognise the UAE as a fast-growing country with many attractive sites. Students appreciate how UAE welcomes people from different cultures, treating them equally. Students are also proud of their own cultures, which they celebrate during their ethnicity day celebrations.
- The school's partnership with national organizations, and the links to UAE heritage and culture during some lessons, help students to gain deeper understanding of the community in which they live.

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

- Students participate willingly in projects, many at their own initiation. They donate food and clothes to disaster areas around the world. Older students identify tolerance and respect as key attributes in society and provide effective role-models for younger students.
- Most students show a very positive attitude to work, taking decisions about courses to study and projects in which to become involved. They have very good moral attitudes and readily resolve any conflict within their friendship groups.
- Students understand the issues around vehicle pollution and the erosion of the outdoor environment by buildings. They keep their school environment clean. Older students are particularly proactive in supporting schemes and being innovative.

3. Teaching and assessment

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

- Good subject knowledge informs the planning of purposeful lessons in most subjects. A minority of teachers in the lower primary phase do not always ensure that tasks are matched to the abilities of all learners. Good project work and innovation ideas ensure students work independently in the upper secondary and post-16 phases.
- In these phases, a range of effective strategies are used to promote learning skills. Elsewhere, critical thinking and problem solving, with resources for support, are not developed sufficiently by all teachers in all subjects.

- Relationships between teachers and students are good. Questioning is used well during secondary and post-16 lessons to challenge students. This is not the case during some Arabic and lower primary phase lessons, where the pace is often too slow.

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

- Most teachers in the Foundation Stage record children's progress well. Progress is monitored in other key stages but tracking lacks precision with insufficient links to core skills. Internal assessment aligns well with external measures in the upper secondary and post-16 classes. Assessment during lessons is less secure in the primary phase.
- Use of CAT4 and National Agenda assessments is increased. Teachers have made significant improvement in using these and other external test results to modify the curriculum. They are beginning to use their analyses to match learning activities to students' various needs.
- Leaders have increased the regularity and application of feedback to inform students about their progress and attainment. Students self-assess regularly. Staff are developing their use of online assessment and feedback but the quality of written feedback to students on their work is variable.

For development

- Improve teaching, particularly in Arabic and in lessons in the lower primary phase in general, to ensure time is used productively, and activities develop critical thinking and problem-solving more often.
- Improve written feedback, in students' books or on-line, to inform them of how to improve their work and monitor the students' responses.

4. Curriculum

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

- The curriculum is aligned to the Early Years Foundation Stage curriculum and the National Curriculum for England. In the secondary and post-16 phases, planning for progression is rigorous to meet examination requirements. Subject options ensure most students are well prepared for their next stage of education.
- Assessment data has informed recent curriculum reviews, leading to significant changes to address gaps identified in students' knowledge and skills. This is particularly successful at transition stages when targeted students are supported more effectively.
- Between phases, students are helped appropriately to make better life choices, particularly when choosing options that may affect their further education.

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

- The extended curriculum provides opportunities to engage in a wide range of activities reflecting students' skills or interests. Students participate in many national or international competitions and events. Many have won awards for their achievements and all have opportunities to extend their learning and develop a sense of social responsibility.
- The curriculum is not consistently modified to ensure the needs of different groups of students are met. In many lessons, insufficient or inappropriate support limits the progress of some groups of students.
- The curriculum ensures students develop a good understanding of Emirati traditions, culture and values. Activities are integrated well and provide opportunities for active involvement in local projects that deepen students' understanding of the wider community.
- Arabic is delivered in the Foundation Stage, with 40 minutes in FS1, increasing to 80 minutes when children reach FS2.

For development

- Ensure all teachers modify the curriculum to meet the needs of all individuals.

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's arrangements for care, guidance and support are well-developed and integrated across the school. Measures for promoting health and wellbeing are supervised closely by a dedicated counsellor, heads of phases and a full time medical practitioner.
- Leaders ensure the buildings are maintained well. There are obstacles to achieving full access for those with restricted mobility. Plans are in place to address these issues. However, the school has difficulty ensuring those students can access the whole curriculum.
- Measures to address bullying and to promote cyber safety are effective. The evacuation procedures meet requirements. The school is reviewing alternative plans to improve access to the assembly points.

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

- Relationships between staff and students are very good and firmly based on mutual respect, clear procedures and high expectations for behaviour. Good attendance and punctuality are promoted well by following up absences and any lateness.
- The school welcomes students with SEND. Procedures for identifying all students' needs, including those who are gifted and/or talented, are adequate. Students with significant needs are supported well. Provision of support during lessons is more variable, restricting some students' progress.
- Counselling and systems to support the emotional and academic well-being of all students are very effective. Students in the secondary and post-16 phases benefit from excellent careers guidance and dedicated support for university applications and interviews.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Acceptable ↓

- The school cares well for students with a range of special educational needs. However, a series of coordinators in quick succession has resulted in less effective provision. A governor for inclusion has been appointed and the recruitment of a replacement special needs coordinator is underway.
- Students are assessed at the point of admission or their needs are identified later, using assessments or referral processes. Needs are not always identified promptly. Parents are supported to find an expert's diagnosis when required.
- Parents are positive about the care and support provided for their children. They contribute to aspects of their children's individual education plans, but are not fully involved in helping them to reach their targets. Parents receive regular reports on their children's academic progress and personal development.
- The majority of teachers aim to modify their lessons to meet the needs of all students. The quality and effectiveness of this is variable. The role of learning support assistants is developing. They support students with more complex needs well.
- Monitoring of students' progress is adequate and most students make the expected progress from their starting points. There is inconsistency between systems used in each phase to track individual student's progress.

For development

- Refine the process of identification of SEND students and ensure that the curriculum is modified effectively to meet individual needs.
- Rigorously monitor the quality of provision during lessons and consistently track students' progress to ensure that they achieve individual targets more rapidly.

6. Leadership and management

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

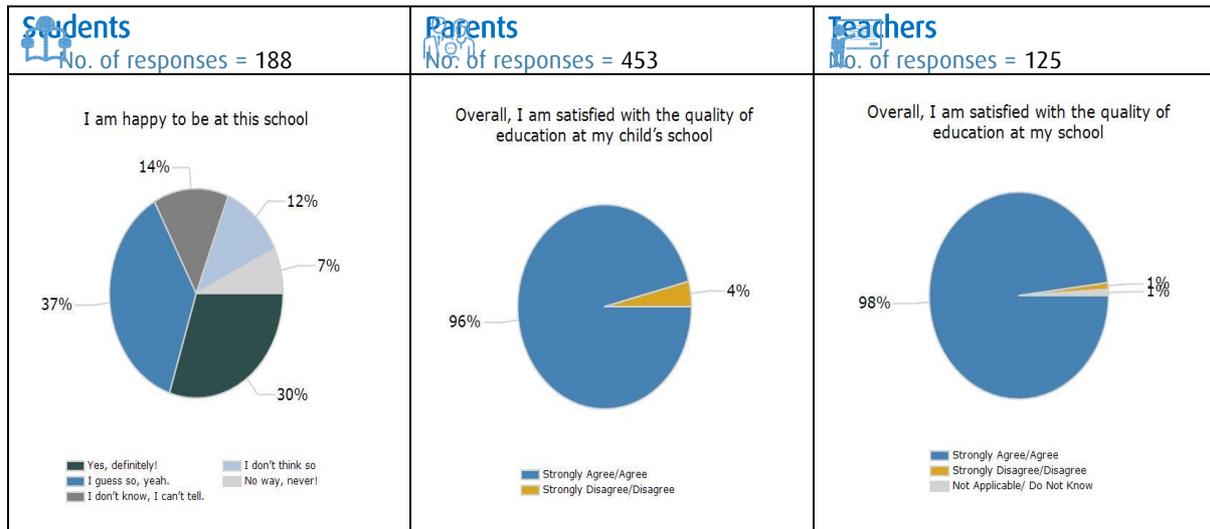
- Senior leaders share a strategic vision and are committed to national priorities. They are proactively developing middle leaders, who share a commitment to school improvement and inclusion. Not all subject co-ordinators are clear about best practices in teaching and learning. Morale is high and staff, students and parents value the principal's leadership, creating an environment that provides every opportunity to improve.
- Although self-evaluation takes account of analyses of external data, improvement plans are mainly focused on previous inspection recommendations. Lesson observations do not always identify weaknesses in teaching, especially in the lower primary classes. Gaps in the curriculum and teachers' professional development needs are identified. However, consequent actions have not had time to improve students' outcomes adequately.
- The school engages parents exceptionally well as part of the school family. Most parents are well informed. Partnership with parents of students with SEND is less effective. Recently improved reports and access to students' assessments ensure comprehensive knowledge of their development. There are strong social connections, enabling students to have hands-on involvement with local and international initiatives.
- The owners are entirely child-centred and committed to school improvement. They act upon input from a range of students' sub-committees, the parents' advisory board and recently-appointed education consultants. They maintain a close bond with the leadership and are committed to securing improvement in the curriculum and teaching and learning.
- Day-to-day management optimises the use of a site and facilities constrained by age and size. Investment in the school's human resources contributes to its success in promoting achievements in external exams, university entrance, local and international forums. Learning technologies are provided to support learning and develop research, communication and presentation skills.

For development

- Improve the accuracy of self-evaluation based on external and internal data and secure lesson observations.

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.



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|  Students | <p>The majority of students are positive about their school. One or two comment on unfair teachers and the need for greater use of technology for research and presentations. During the inspection, students interviewed wholeheartedly support the senior leaders. They feel valued and their opinions are taken into account.</p> |
|  Parents | <p>Almost all parents who responded are positive and feel the school is well led. A few refer to a lack of counselling support in the primary phase and limited careers guidance in the secondary phase.</p> |
|  Teachers | <p>Almost all teachers comment positively about all aspects of the school. They are proud to be a part of it. They feel particularly supportive of the senior leadership, the principal and governors. There was concern about the range of extra-curricular activities and some comment about the need for a SENCO.</p> |

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