

# Inspection Report



## Dubai Gem Private School 2014-2015



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## School information



### General information

Location	Oud Metha
Type of school	Private
Opening year of school	1983
Website	www.dubaigem.org
Telephone	04-3376661
Address	Bur Dubai, Oud Metha
Principal	Keith Sedgwick
Language of instruction	English
Inspection dates	23 <sup>rd</sup> - 26 <sup>th</sup> March 2015



### Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	1355
Number of children in FS1	97
Number of Emirati students	3
Number of students with SEN	47
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	107
Largest nationality group of teachers	Indian
Number of teacher assistants	17
Teacher-student ratio	1:25
Number of guidance counsellors	2
Teacher turnover	8%



### Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	IGCSE/ AS Level/ A Level
Accreditation	

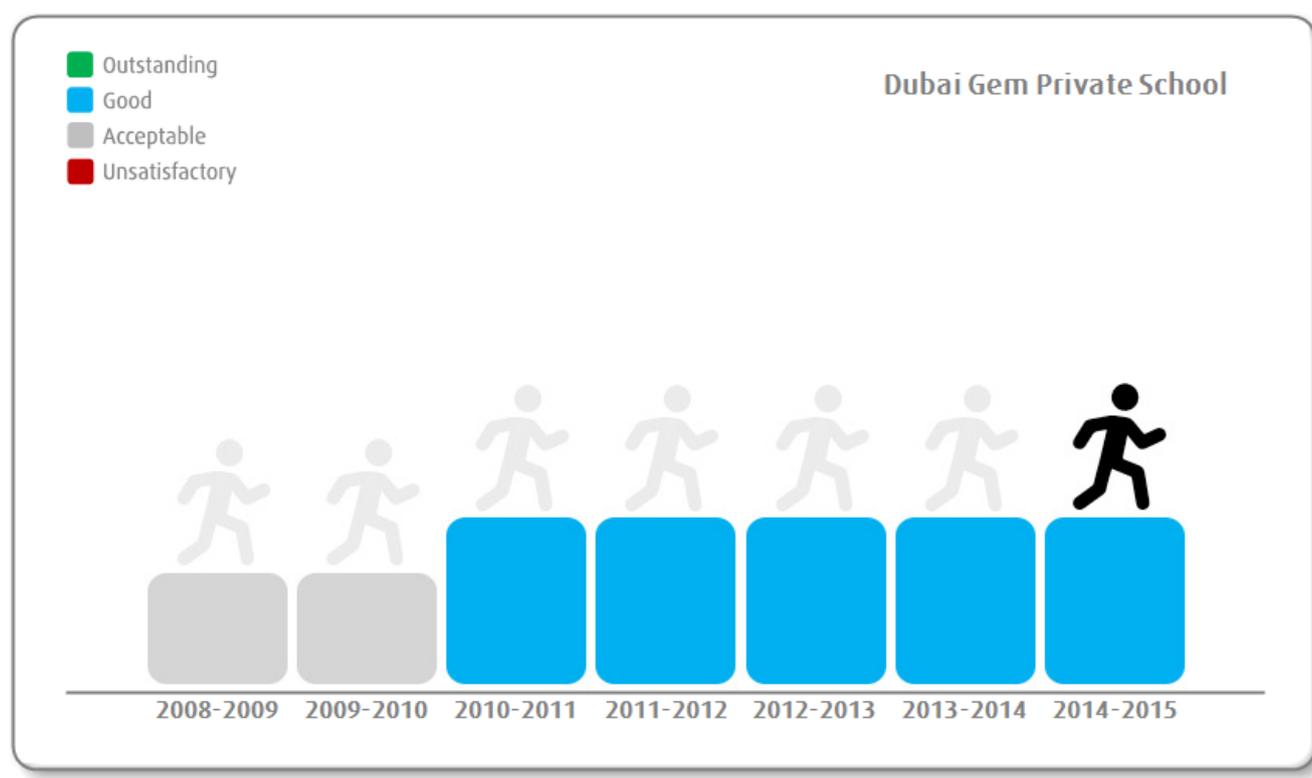




Dear Parents,

Dubai Gem Private School was inspected by DSIB from 23<sup>rd</sup> - 26<sup>th</sup> March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Students' attainment in English, mathematics and science in the secondary and post-16 phases was outstanding. They also made at least good progress in these subjects and in these phases.
- Students displayed a strong work ethic with excellent behaviour and attitudes to learning.
- There were outstanding relationships between students and staff, and with parents.

### Areas for improvement

- Improve students' progress in all Arabic language lessons by ensuring lessons are challenging, and provide tasks that are closely matched to students' abilities.
- Enable students to develop their enquiry and critical thinking skills through the creative use of technology.
- Provide more opportunities for parents and teachers to interact and discuss children's learning and development, and that offers opportunities for more effective communication links with school governors.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at Dubai Gem Private School



### How well does the school perform overall?

Overall, Dubai Gem Private School provided a 'Good' quality of education for its students.

- Students' attainment and progress in Islamic Education, English, mathematics and science were good or better in all phases. Students worked cooperatively and talked about their work confidently. However, their use of a range of learning technologies during lessons was under-developed.
- Students showed commitment and seriousness towards their learning. They showed pride in their work and were self-disciplined and polite. Older students were excellent role models to younger peers. Relationships among students and with the adults around the school were positive. In all phases, students demonstrated a very good understanding of environmental sustainability and they took pride in keeping their classes clean and in their own efforts to recycle waste.
- Teaching was consistently good across the school. Classrooms were well-organised; most teachers recognised that different groups of students had different learning needs. Teachers did not always plan a range of activities that helped students of different abilities reach their next steps in learning. The school had good assessment systems in place to check students' attainment. They used a range of external benchmarking test to compare their students' performance against that of students internationally.
- The curriculum was broad and balanced across most subjects. It was structured to ensure that students progressed smoothly in their learning. Older students were very well prepared for the world of work and further education. There were various opportunities to enrich and extend students' learning aspirations and experiences through assemblies, concerts and field trips.
- The school ensured all students had a healthy and safe environment at the school and were well-supervised by adults. The curriculum and practical activities developed a culture which encouraged students to make healthy life-style choices. Staffing levels had increased in the special educational needs department to provide more dedicated support for students; this was making a positive impact on students' progress.
- The leadership team, motivated by the well-respected Principal, promoted an aspirational vision that was shared by all in the school community. Staff and governors demonstrated a strong commitment to the school's ethos, were hard-working and took pride in the students' personal and academic achievements.

### How well does the school provide for students with special educational needs?



- Students with special educational needs made good progress towards the targets on their Individual Education Plans (IEP). Their work was regularly checked to make sure that they understood what they were learning.
- Changes were made to the curriculum to ensure that most students with special educational needs were able to share and enjoy the same experiences as others in the class at a level appropriate to their understanding. These included opportunities for individual instruction and small group lessons.
- The support provided by the school helped improve students' academic skills and gave them the confidence to take a full part in lessons. Recommendations from external advisers were used by the school to inform IEPs in order to enrich the modification and support students in their learning.

## 1. How good are the students' attainment, progress and learning?

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

 Improved from last inspection

 Declined from last inspection

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good	Outstanding	Outstanding	Outstanding

## 3. How good are teaching and assessment?

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

## 4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Good 	Acceptable	Good 	Good 

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Good	Good	Good	Good
Quality of support	Good	Good	Good	Good

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Good
Governance	Acceptable
Management, staffing, facilities and resources	Acceptable



# School **Inspection** Report

## Overall school judgement

Good

## Key strengths

- Students' attainment in English, mathematics and science in the secondary and post-16 phases was outstanding.
- Students demonstrated excellent behaviour and attitudes to learning.
- Students' showed excellent understanding of environmental sustainability and eagerness to care for and improve their school environment.

## Changes since the last inspection

- Improvements in the quality of teaching of Arabic as a first language had led to improved student progress in the Primary and Secondary phases.
- The school fully met the Ministry of Education (MoE) requirements for the teaching of Arabic as a first language.
- Children's progress in the Foundation Stage and primary phase science had improved to outstanding.
- The curriculum design had improved to good in the Foundation Stage, secondary and post-16 phases.
- The quality of provision for students' with special educational needs had improved to good.

## Recommendations

- Accelerate attainment and progress in Arabic as a first language in the primary and secondary phases and Arabic as an additional language in the primary phase by:
  - ensuring teachers consistently prepare and plan lessons with expectation for students of all abilities
  - improving the accuracy and use of progress data so that more lessons provide challenging tasks that are matched to students' abilities.
- Consistently provide more opportunities for students to develop their enquiry and critical thinking skills, including creative uses of a range of learning technologies.
- Further enhance the curriculum design in the primary phase to meet the different needs of all groups of students, enabling them to fulfil their talents and interests.
- Provide more opportunities for parents and teachers to communicate about children's learning, and ensure greater communication links to school governors through the parent forum.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning?

### 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	Outstanding 

- Most children entered school with English as an additional language. Children soon gained the confidence to communicate with each other and their teacher. They listen well to instructions and enjoy stories, rhymes and songs. Older children recognised simple words. Most children had a good understanding of how to apply their phonic skills when sounding out new words. Children made slower progress in their writing skills.
- Almost all children were able to recognise simple number patterns; they could accurately record simple addition of two numbers up to 10 and beyond. Most children were able to understand the value of numbers; there was a wide range of opportunities to work with numbers in different contexts, using different apparatus.
- Most children displayed curiosity and developed skills of observation as they moved around the classroom. They were able to use language to describe their scientific thinking. They predicted what materials would float and sink and what substances would dissolve in water. Children's progress was assessed and accelerated by focused questioning that encouraged them to think in greater depth.

### Primary

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	Good	Good
Science	Good	Outstanding 

- Most students had a good understanding of Islamic concepts such as The Pillars of Islam and the benefits of charity and 'Zakat'. Recitation skills and the application of 'Tajweed' recitation rules were at or above expectations.
- Students' reading skills in Arabic as a first language were developed at an acceptable rate. Good listening and acceptable speaking skills were demonstrated by most students as they responded to the teachers' questioning in standard Arabic. Students made acceptable progress with their writing skills.
- In Arabic as an additional language, students' progress and attainment were adequate. Most students were sufficiently able to express themselves in classical Arabic with appropriate articulation. Students' listening and reading skills in this phase were stronger than their speaking and writing skills.

- Students performed well as they listened, spoke, wrote, and read in English. Allowing for individual starting points and prior experience, students' overall progress was good. Students used English in many different contexts and kinds of activities; sometimes they were challenged to think critically, as they applied their skills and knowledge.
- In mathematics, students progressed through the phase and became skilled in number; they used number bonds with money and using fractions in real-life problems. By the end of the phase students were able to think mathematically; they could investigate the relationship between perimeter and area.
- In science, students made outstanding progress during this phase. Attainment, as determined by international benchmark testing, was stronger in the latter part of the phase. Students developed a very secure understanding of scientific concepts as they progressed and developed good investigative skills by the end of the phase.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Unsatisfactory	Acceptable 
Arabic as an Additional Language	Good	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Good
Science	Outstanding	Good

- In Islamic Education, most students demonstrated a clear understanding of Islamic concepts such as the etiquettes used in mosques and the dressing rules in Islam. Most students made progress in their knowledge, understanding and skills and in applying what they learnt to their daily life.
- Students' confidence was improving when communicating their ideas in Arabic as a first language, however, a significant majority of students were still struggling to express their views and ideas orally and in writing. The reading of familiar sentences was challenging for a significant minority number of students. There was acceptable progress over time in students' work in basic language skills.
- In Arabic as an additional language, students' listening skills; their reading comprehension skills were effective. They were progressing in their speaking skills at a brisk pace and they were able to articulate their thoughts using standard Arabic in new contexts and situations. Students were progressing in their writing; they were able to produce effective paragraphs, while applying their skills in grammar and sentence structure.
- In English, most students progressed beyond the level expected for their year. A majority were able to apply their knowledge in a range of interesting and creative learning tasks.
- Students progressed well in mathematics. They were able to use and build on their previous learning. At the start of the phase they developed good skills in graph work by accurately plotting coordinates and these were systematically developed; by the end of the phase they were able to interpret word problems as simultaneous inequalities and display them graphically.
- In science, IGCSE results were consistently outstanding. Students' knowledge was secure. They showed an excellent understanding of a range of scientific concepts including genetic modification and bias in semiconductors. Students' investigative skills were well-developed. However, they were not sufficiently engaged in enough critical thinking exercises.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Good
Science	Outstanding	Good

- In Islamic Education, students demonstrated a good understanding of Islamic concepts such as the 'Zakat' and 'Sadaqah'. They could infer appropriately background rationales. Students' skills were well-developed in supporting their understanding and they used references from the Holy Qur'an and Hadeeth.
- Students in English were provided with many opportunities to utilise their skills and knowledge. Many of these opportunities required higher level thinking skills and a collaborative approach. Often students were challenged to use their speaking, writing, reading, and listening skills in activities which had cross-curricular links or which were related to their everyday work world.
- Students were skilled at using and applying their knowledge to new mathematical concepts; they could recall formulae to help them find the area under a curve. They were able to make links in their learning to other subjects such as physics and to real-life. However, there were limited opportunities for students to develop their critical thinking skills.
- External science examination results were outstanding. Students' scientific knowledge was very secure. They showed a deep and confident understanding about a range of scientific concepts. Students investigated scientific concepts independently and they displayed mature attitudes towards their learning.

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

- Students demonstrated positive attitudes, were engaged, independent, and took responsibility for their own learning and these were particularly strong in science and in the Foundation Stage.
- Students were enthusiastic, and worked cooperatively with others especially in English and science. They talked about their work confidently in English and they discussed tasks effectively in their groups whenever opportunities arose.
- There were a number of instances when students applied their learning to the real world; especially in the Foundation Stage, in senior Islamic Education and English, in science, and primary mathematics. There were inconsistencies across subjects and the phases.
- Students' enquiry, research and critical thinking skills were emerging features across the school; this restricted the development of independent learning and student initiative. The use of technology was under-developed across the phase. Teachers did not plan lessons where students could use technology creatively to support their learning development.

## 2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal responsibility</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students consistently exhibited highly positive and responsible attitudes. They showed commitment and seriousness towards their learning, and considerable pride in their work.</li> <li>Students were self-disciplined and polite. They conducted themselves well and they showed courtesy to one another. Older students were excellent role models, proudly supportive of others, and were caring towards the younger children.</li> <li>Relationships among students and with the adults around the school were extremely positive. This contributed to the effectiveness of lessons and the day-to-day life of the school. Student prefects were alert and helpful to students.</li> <li>Students made wise choices with regard to healthy eating and exercise. They took part in a range of sports activities which contributed to their healthy lifestyle.</li> <li>Students' attendance was good, as was their punctuality to lessons. Almost all students were aware of the connection between attendance and success at school.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Most students were able to understand common Islamic values and traditions. They understood the impact of these values on everyday life in Dubai and society.</li> <li>Students appreciated Emirati traditions culture and heritage. They showed pride, enthusiasm and were respectful when the UAE national flag was honoured and when the national anthem was played.</li> <li>They were fully appreciative of cultural differences and they respected each other. Most students' had a growing awareness of the wider cultures represented in the UAE. However, it was not yet fully developed.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
<b>Community and environmental responsibility</b>	Good	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students in the upper three phases of the school demonstrated significant community and environmental responsibility. They contributed actively to the life of the school. Students organised, and sometimes initiated, school-wide events such as the breast cancer awareness programme. Their opinions were valued by the school and they influenced its development. The student council worked steadily through a prioritised programme of activities, including charity initiatives which benefited the local community.</li> </ul>				

- Students at all levels had an excellent work ethic. They took increasing initiative in matters relating to school life as they progressed through school. Students in the upper Secondary and Post-16 phases were resourceful and they organised a blood-donation campaign. Primary students designed innovative projects for the science exhibition.
- In all phases, students demonstrated a very good understanding of environmental sustainability. They were becoming increasingly involved in the school's recycling campaign. They took pride in keeping their classes clean and in their own efforts to recycle waste. They participated in schemes and debates to support conservation and sustainability of the environment.

### 3. How good are teaching and assessment?

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

- Teachers had good subject knowledge, they knew how children and students learn. Foundation Stage teachers and support staff had particular strengths; they used a wide variety of English vocabulary to develop children's speaking and listening skills.
- Most teachers planned a range of challenging activities including individual and group work. They made the best of the adequate range of resources, sometimes personally providing them. Lesson plans often did not distinguish between what students were expected to learn; rather than what they were expected to do.
- Teachers had created a learning environment where there was no fear of failure. Students were confident at presenting their work and asking questions. Teachers were developing their skills in asking probing questions. However, there were limited opportunities for students to discuss and share their answers in depth.
- Classrooms were well organised and teachers recognised that different groups of students had different learning needs. Teachers gave good support to students who found learning difficult. However, they did not always plan a range of activities that helped students of different abilities reach their next steps in learning.
- Some teachers encouraged students to take responsibility for their own learning and undertake research. However, there were not always sufficient opportunities for students to reflect, to reason or think deeply.
- In Arabic as a first language, most teachers' knowledge was secure. However, their skills of how students learn were not consistent. Most teachers planned their lessons but without clear expectation for students of all abilities. Teachers used range of questions to test students' understanding. However, only a few opportunities were given for students to reflect, reason and think deeply.

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

- The school had good assessment systems in place to check students' attainment. Children were assessed on entry to establish their needs. In upper Primary, Secondary and Post-16 regular tests were closely matched to the curriculum. These were moderated by teachers and subject leaders; data was accurate and reliable.

- The school made good use a range of external benchmarking to compare their students' performance against that of students internationally. The school recognised the need to strengthen the comparisons in the Primary phase. They had trialed some commercial schemes for imminent introduction.
- The school carefully tracked students' attainment; they used the information to identify any trends and underachievement. It made effective adjustments to the curriculum if necessary. However, the school did not yet analyse data to predict achievement or strategically evaluate students' progress over time.
- Teachers understood the students' differing needs. However, they did not always make enough use of assessment data to plan differentiated activities to meet the needs of all students.
- Teachers knew the students very well and recognised their strengths and weaknesses. Students regularly evaluated their performance. They appreciated the comments made on the marked examination papers about what they needed to do to improve. Students set their own targets. However, these had little overall impact on student's learning because they were not referred to in lessons to check progress.

#### 4. How well does the curriculum meet the educational needs of all students?

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

- The curriculum had a clear and well-understood rationale which promoted challenge, enjoyment, understanding, curiosity, and high quality learning for all students. The curriculum was broad and balanced across most subjects. It included creative, physical and practical experiences to strengthen knowledge and skills development. Statutory requirements for the delivery of the curriculum were met.
- The curriculum was structured to ensure that students progressed smoothly in their learning. Transitions across various phases of the school, and at the point when students transfer to the next school, were very well planned. Older students were very well prepared for the world of work and for further education.
- The curriculum was interesting and diverse. There were various opportunities to enrich and extend students' learning aspirations and experiences; activities such as assemblies, concerts and field trips encouraged this.
- Cross-curricular links were embedded in planning for the Foundation Stage and lower Primary classes. These links were developing and were less consistent in the other phases. The curriculum provided increasing opportunities for independent learning and research. However, the development of critical thinking did not occur consistently.
- The curriculum was regularly reviewed and adaptations were implemented. This was especially evident at the Foundation Stage, the upper Secondary and Post-16 phases. As a result, most students' needs were adequately met in terms of their academic outcomes and personal development.
- In Arabic as a first language, the school complied with MoE curriculum requirements. The curriculum had a clear rationale, broad, and balance. In majority of lessons, the curriculum was largely driven by the textbooks. Few consideration was given in planning to diversify and enrich students' experiences in order to strengthen their learning.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Good	Acceptable	Good	Good
<ul style="list-style-type: none"> <li>The curriculum was planned appropriately to meet the learning needs of most students, including those with special educational needs and with Arabic as a first language. In the Foundation Stage, the curriculum was planned and modified to meet students' varied needs. In the Primary and Secondary phases, there was a variable degree of modification to provide support and challenge. The particular learning needs of boys had been identified but not yet addressed.</li> <li>Students in the Foundation Stage benefited from opportunities to make choices in most of their everyday learning activities. In the Secondary phase, careful analysis of student achievement data allowed the school to provide students with ample opportunities to choose and study subjects that fulfilled their talents and helped prepare them for their chosen careers.</li> <li>The range of extra-curricular activities and links with the community was appropriate, and had some impact on students' academic and personal development. The school organised some initiatives, such as the Duke of Edinburgh programme, and the Dubai Gem scout group that enabled students to develop their leadership and citizenship values and skills. The provision and student involvement of regular after school extra-curricular activities was not having as positive an impact on their development.</li> <li>For Arabic as a first language, the school offered 80-minute session per week for the lower Foundation Stage, and 160-minute per week for the upper Foundation Stage. The school's 'Early Years' programme included structured Arabic learning opportunities for the all Arab and non-Arab children on roll. Classes targeted basic vocabulary, common phrases at native level, and basic letter writing.</li> </ul>				

## 5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The school's staff were diligent in creating a safe environment; this included anti-bullying programs, child protection, and strategies to protect against inappropriate internet content.</li> <li>There was a healthy and safe environment at the school and on the schools' buses. Students were supervised carefully by adults.</li> <li>Detailed records were maintained; these verified that the school was following safety procedures. The medical clinic, on the buses, during fire drills, and staff responses to child protection requirements, were secure.</li> <li>The school provided a satisfactory environment for student learning. The buildings and grounds were well maintained.</li> <li>The curriculum and practical activities developed an ethos which encouraged students to make healthy food and physical choices.</li> </ul>				

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Students and staff had good relationships; students exercised good self-discipline in the classrooms and in the schools playground.</li> <li>The school had effective systems in place to maintain good attendance and to support student punctuality.</li> <li>Many students entered school from the nursery and in most instances students with special educational needs had been identified prior to entry. All students were monitored; either by observations in class, or the use of assessment results including work samples. Any students who were identified as having special educational needs received rapid support.</li> <li>A range of modifications to the curriculum were effectively used across the school to good effect. Students in the Foundation Stage received effective support from Learning Support assistants to improve their language skills. There were activities for students with motor skills difficulties; social and emotional support was provided by key staff including the school counsellors.</li> <li>The school's counsellors monitored the well-being of all of the special needs students; those experiencing difficulties were well-supported with a comprehensive plan underpinning actions taken.</li> </ul>				

### How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>Senior leaders and governors demonstrated a strong commitment to providing quality provision. The numbers of teaching staff in the special educational needs department had been doubled and they provided dedicated support for students. This was making a positive impact on students' progress.</li> <li>Many students entered school from nursery and any identified with special educational needs prior to entry to the main school became a special focus. Students were monitored and identified as having special educational needs either by observations in class, or use of assessment results, including work samples.</li> <li>Modifications to the curriculum were effectively used across the school to good effect. Students in Foundation Stage received support from LSAs to improve their language skills. There were activities for students with motor skills difficulties. When necessary social and emotional support was provided by key staff, including the school counsellor. However, differentiating the curriculum in class for students with special educational needs was not consistent across the school.</li> <li>Parents were always informed of any changes in the provision for their child and were encouraged to share with school any impact of these observed at home or from school. They were provided with games and details about the individual education plan (IEP) and how they could support their child at home. They were happy with the support they received for their children and also importantly for themselves.</li> <li>Teachers' assessments indicated that the majority of students who had IEPs were making good progress towards their targets, particularly those who were withdrawn from lessons. Students' formative and summative assessments were regularly checked to ensure that they were making expected or better progress.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
<b>The effectiveness of leadership</b>	Good
<ul style="list-style-type: none"> <li>Inspired by the well-respected Principal, the senior leadership team and other leaders and managers promoted a shared vision. All teachers demonstrated a strong commitment to the school's ethos, were hard-working and took pride in the students' personal and academic achievements.</li> <li>School leaders and staff throughout the school shared the Principal's commitment to sharing responsibilities and accountabilities. Collectively they set a clear direction; they were successful in engaging teachers and students in the drive to further raise learning outcomes.</li> <li>Relationships and communication between all levels of leadership were professional and highly effective. The respectful relationships between all stakeholders enhanced the school's continuing improvement.</li> <li>The drive for improvement was demonstrated at all levels of leadership and management. The school enjoyed a strong capacity to further develop.</li> <li>Good leadership had ensured improvements in the school's performance while sustaining high academic outcomes in several key subjects. The processes of school evaluation were having a greater impact on enhancing students' learning outcomes.</li> </ul>	

	Overall
<b>Self-evaluation and improvement planning</b>	Good
<ul style="list-style-type: none"> <li>Self-evaluation processes had improved and they were embedded throughout the school. Staff at all levels engaged in information-gathering activities. Lesson observations, data analysis, stakeholder surveys, and peer and self-reviews of teaching were informative. The senior leadership had a good understanding of the school's strengths and weaknesses and had created a clear development plan.</li> <li>Increasingly rigorous and accurate self-evaluation processes were embedded in the everyday life in the school. The senior leadership team and middle managers had well-organised and recorded procedures for monitoring the quality of teaching and learning. This included lesson observations, where appropriate, and the priorities for teacher professional development activities were linked to teachers' improvement targets.</li> <li>Accurate analysis of students' assessment results informed the school's improvement planning which had at its core the school's vision, values and aims. Responsibilities and accountabilities for actions were clearly specified along with clear and achievable goals.</li> <li>Progress had been achieved in addressing some of the recommendations of the previous report. The school was now compliant with Ministry of Education requirements for teaching Arabic as a first language.</li> </ul>	

	Overall
<b>Parents and the community</b>	Good
<ul style="list-style-type: none"> <li>• Parental support for the students and the staff was at the heart of the school community. Parents were satisfied with their close engagement and their children's overall development.</li> <li>• The highly visible leadership team and administration staff engaged with the parents at all opportunities. The range of communications options, including personal e-mail contacts, enhanced two way dialogues between the home and school. These complemented the open door approach at the school; parents were able to consult with class teachers or senior leaders at any time about any matters of concern.</li> <li>• Parents valued the regular meetings with teachers to discuss target-setting and progress. Additionally, regular and clear written reports indicated children's level of performance in relation to their 'next steps' in learning.</li> <li>• Community links were under-developed in some areas; closer engagement with local businesses and governmental agencies was required. However, the school enjoyed considerable success in local and national sports activities.</li> </ul>	

	Overall
<b>Governance</b>	Acceptable
<ul style="list-style-type: none"> <li>• The need to engage parents and other stakeholders more in the decision-making process was acknowledged; the school was seeking to establish a representative body involving elected parents and teacher nominees.</li> <li>• Governors held the school to account through a regular, visible presence on site; they engaged in detailed discussion regarding the school's development. They provided finances for important projects, including improved computer resources.</li> <li>• The board of governors was aspirational in its vision for the school. It supported the drive to make the school outstanding. However, its effectiveness in improving the school's performance and standards was an under-developed aspect of the school's overall leadership.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Acceptable
<ul style="list-style-type: none"> <li>• The school was well-managed with procedures understood by all members of the school community. There were several information boards, an informative school website. These kept students and their parents clearly informed about latest developments.</li> <li>• Teachers and support staff were well-deployed throughout the school, especially in the Foundation Stage. There were sufficient, appropriately qualified teachers who, along with teaching assistants, benefitted from regular professional development training.</li> <li>• The management made effective use of the limited site space; learning areas were of adequate size and outdoor areas were shaded and welcoming. Specialist rooms for information and communications technology (ICT) lessons and science laboratories enhanced students' learning experiences.</li> <li>• Students benefitted from using the high quality sports facilities at the adjacent private club. The school had improved students' access to learning technology resources. However the libraries were under-developed and there were few musical instruments for students' use.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 <b>Parents*</b>	<b>This year</b>	240	23%
	<b>Last year</b>	328	37%
 <b>Teachers</b>	60		52%
 <b>Students</b>	183		74%
<ul style="list-style-type: none"> <li>• A minority of parents, a majority of teachers and students responded to their surveys.</li> <li>• Of those who responded stakeholders agreed that the school and its buses were safe, well managed, and that they had opportunities to share any concerns with school leadership.</li> <li>• Most agreed that the progress in most subjects was good. However, there was a concern regarding progress in Islamic Education and Arabic languages.</li> <li>• Parents, teachers, and students agreed that the school offered a wide range of subjects for students to choose to learn.</li> <li>• Almost all teachers and students believed that students were well behaved and that anti-bullying and cyber safety programs were effective.</li> </ul>			

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

## 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

## How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)

Knowledge and Human Development Authority

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