



دبي
Knowledge المعرفة



DUBAI GEM PRIVATE SCHOOL

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

CONTENTS

SCHOOL INFORMATION	3
SUMMARY OF INSPECTION FINDINGS 2023-2024	4
OVERALL SCHOOL PERFORMANCE	6
FOCUS AREAS	8
MAIN INSPECTION REPORT	11
WHAT HAPPENS NEXT?	21



SCHOOL INFORMATION



	Location	Oud Metha
	Opening year of school	1983
	Website	www.dubaigem.ae
	Telephone	97143376661
	Principal	Humera Ibrahim
	Principal - date appointed	09/26/2016
	Language of instruction	English
	Inspection dates	08 to 12 January 2024



	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1069
	Number of Emirati students	0
	Number of students of determination	107
	Largest nationality group of students	Indian

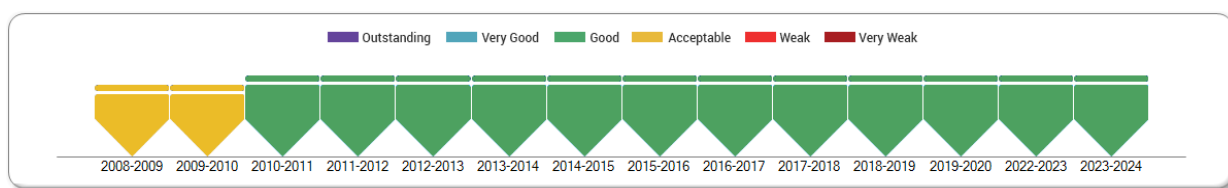


	Number of teachers	121
	Largest nationality group of teachers	Indian
	Number of teaching assistants	30
	Number of guidance counsellors	2



	Curriculum	UK
	External Curriculum Examinations	GL, IBT
	Accreditation	Pearson, CIE

School Journey for DUBAI GEM PRIVATE SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Students achieve standards which are above expectations in Islamic Education, English, mathematics and science, with particular success in the secondary and post-16 phases. In the Foundation Stage (FS), children show good progress in their early education, rapidly advancing beyond their initial levels. However, proficiency in Arabic as an additional language, across all phases of learning, is insufficiently developed.
- Students show a strong sense of responsibility, maturity and active involvement in their learning. Their outstanding behaviour is characterised by self-regulation, politeness and consideration for others. They have a solid grasp of Islamic values and traditions. They appreciate the Emirati heritage and the richness of culture in the UAE. They are environmentally aware. They participate eagerly in programmes that allow them to reflect on societal and worldwide matters.

Provision For learners

- Teachers effectively engage students with a variety of teaching methods. They use resources appropriately to create inviting learning environments. Positive interactions and critical questioning generally contribute to students' understanding. Differentiated lesson plans exist but are not always executed. Assessment practices and use of data guide teaching, but inconsistently. In FS, assessments are insightful, but some chances to enhance learning are overlooked.
- The school uses the National Curriculum for England (NCfE). In Secondary and Post-16, a breadth of academic choices prepares students well for their continuing education. Curriculum continuity ensures smooth progression. In many instances, cross-curricular links and project-based learning enhance the curriculum. The curriculum is adapted to meet the differing needs of learners. Initiatives such as the Emirati Ambassador programme enrich cultural understanding.
- There are robust safeguarding policies, supplemented by staff training. Improvements to the premises and to risk assessment procedures have increased safety. Students are encouraged to live in a healthy manner, and have access to beneficial extra-curricular activities. Inclusive practices generally support a diverse student body. Leaders monitor students' wellbeing closely. Students receive personalised guidance on career and educational choices.

Leadership and management

- Leaders are focused on continuous improvement and curriculum development, particularly in FS. Efforts to improve Arabic language proficiency have limited success. Self-evaluation is rigorous, but judgements are not well aligned with the information gathered. The governing board is committed to improving facilities and students' performance. Governors seek to strengthen parental engagement and their own educational expertise. The school operates well on a daily basis. Resource are not fully adequate.

Highlights of the school:

- Students' commendable personal development, their social responsibility, and their excellent understanding of Islamic values and of Emirati and world cultures.
- The high standards of provision and outcomes in the secondary and post-16 phases.
- The quality of curriculum design, planning, and implementation across the school.
- The commitment to school improvement.

Key recommendations:

- Raise standards in Arabic.
- Enhance the effectiveness of assessment practices.
- Refine the self-evaluation processes.
- Strengthen school governance.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

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

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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	Very good 	Good	Good	Very good

06 LEADERSHIP AND MANAGEMENT

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
-------------------------------------	------------------

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- The school exceeded its target in the Progress in International Reading Literacy Study (PIRLS) in 2021 and showed improvement. Results show that the school is performing significantly higher than the PIRLS centre point and is at the high international benchmark. Girls perform better than boys. Attainment in National Agenda Benchmark assessments in 2023 remains very good in English and mathematics, and outstanding in science. Overall progression is very good.

C. Leadership: International and Emirati Achievement	Good
---	-------------

- Leaders have a clear understanding of the proficiency levels required by all international and external benchmark assessments. They attempt to ensure that gaps in English, mathematics and science are addressed. A scientific literacy programme has been established but is not yet embedded. In developing reading literacy, lesson planning, teaching strategies, learning activities and resources are all used to extend students' skills in reading and writing.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Not applicable

- The school plans interventions to improve students' reading skills. However, implementation is irregular, particularly in Primary. Not all teachers are able to use attainment data appropriately. Specific additional support is provided for the students of determination or for whom literacy poses a challenge. Critical thinking, inquiry, research and problem-solving appear consistently in many lessons, especially in Secondary and Post-16.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Strengthen teachers' understanding of attainment and progress data to ensure a greater impact on reading skills.
- Monitor and review closely the impact of the action plans to improve reading literacy skills across the school.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at a good level.

- Leaders and governors are committed to wellbeing. They have deployed key members of staff to develop, promote and implement policy. Consequently, leaders are working diligently to provide a caring and supportive ethos where students and members of staff interact positively. The impact is evident in the management of safeguarding, online safety and the introduction of more personalised support for students.
- Surveys of parents and students inform improvement planning and policy development. The school has two counsellors who provide very effective guidance and support systems. Excellent links with the medical personnel enhance the quality of provision and the positive wellbeing of members of staff and students. Monitoring systems are not fully developed.
- Children and students are generally respectful and well behaved. Healthy lifestyle practices and good eating habits are promoted from FS. Students benefit from positive classroom climates. They understand the importance of wellbeing and how positive attitudes, care and respect, build character and good citizenship.

For Development:

- Ensure that the impact of policies and improvement planning are measured in line with agreed success criteria.

UAE social studies and Moral Education

- The Ministry of Education (MoE) curriculum is followed and integrated for moral, social and cultural studies (MSCS) and for UAE social studies. The two subjects are taught independently. Students from Year 2 to Year 13 have separate lessons in both subjects. All students learn about the culture and traditions of the UAE. They also learn about personal health, hygiene and welfare, and contemporary environmental issues.
- Teachers use the most recent MSCS framework, together with additional educational materials. Leaders have developed a strong MSCS curriculum, which helps to develop students' skills in thinking critically on historical and contemporary issues. The programme also enables students to consolidate their opinions, based on clear and relevant information. Students' work is regularly assessed. Current data indicate that students are achieving success.

Arabic in Early Years

- Children in in FS1 and FS2 learn Arabic for 40 minutes and 80 minutes per week respectively. The school uses an adapted programme of study to prepare children for Primary. One teacher of Arabic is deployed. Children perform a range of activities to learn the alphabet, numbers, animals and greetings. Assessment strategies include observations, developmental milestones, questioning and practical activities. The teacher uses play and outdoor learning activities when possible. The children work individually and in groups. The programme is not flexible enough to cater for the needs of the various groups of children.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Improvement in Primary is attributed to better teaching as teachers allow a wider range of student-centred learning opportunities. In Secondary and Post-16, attainment remains unchanged. Learning technologies are infrequently used.
- In Primary, students show a broad knowledge of the life of the Prophet (PBUH). Students in Secondary demonstrate understanding of approaches to marital issues. In Post-16, students discuss contemporary world issues. However, a minority find difficulty in reading the Holy Qur'an and Hadith fluently.
- Effective modification of the curriculum, particularly for lower achievers, and the regular starter activities help students in Primary to improve their recitation and memorisation skills. Competitions and thematic assemblies provide more opportunities for students to improve their learning of the Holy Qur'an.

For Development:

- Encourage students to use learning technologies to extend their knowledge.
- Improve students' recitation skills, pronunciation and the ability to extract evidence from the Holy Qur'an and Hadith.

Click here to enter text.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in the upper primary and secondary phases can engage in simple conversations in familiar contexts. Younger students are familiar with the sounds of the alphabet. They can answer questions with short answers. There are few differences between the attainment of boys and girls.
- Students' listening skills are adequately developed. They can read with understanding and interpret what they read. They answer basic familiar questions about travel and Dubai. Speaking at length is hindered by limited vocabulary. Accuracy in writing and knowledge of grammar are underdeveloped in both phases.
- Access to digital library materials has improved students' reading skills. Professional training for teachers has not yet had a measurable impact on students' attainment. Students' speaking skills and their ability to produce accurate written work are limited.

For Development:

- Increase the time that students have for speaking in Arabic.
- Provide more opportunities for students to write for a range of purposes in a variety of topics.

ENGLISH

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

- In FS, most children make good progress in developing their early literacy skills. These skills are developed incrementally through the school. By Year 13, most students can articulate their views clearly and debate with confidence.
- The school's ongoing attention to literacy has resulted in students' enhanced language fluency and reading skills.
- The school's enhanced focus on writing skills has notably enriched vocabulary and improved the quality of writing. Descriptive writing receives careful attention in Primary and Secondary, but the range of writing types is limited in Post-16.

For Development:

- Extend writing skills in Post-16 by incorporating a wider range of writing styles for different purposes.

MATHEMATICS

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

- IGCSE results indicate very strong levels of attainment. In Post-16, students' attainment in external examinations is very good. Progress in lessons varies, depending on the level of challenge provided. The use of technology is well developed across all phases.
- In Primary, the move to adopt a more practical and investigative approach to learning is impacting positively on students' achievement. Students' ability in mental mathematics is insufficiently developed. In Secondary and Post-16, students' critical thinking skills are extended by more complex mathematical problem-solving.
- In FS, children make good progress with number work. They are beginning to develop a secure understanding of early mathematical concepts. Teachers engage children well through discussions, but opportunities for children to explain their mathematical reasoning are inconsistent.

For Development:

- Improve opportunities for students to use mental mathematics in Primary.
- Encourage children's reasoning skills in FS.

SCIENCE

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

- Internal and external assessment data reveal high attainment in Primary and Secondary. There is a noticeable decline in Post-16. Children in FS and students demonstrate strong progress in lessons across all phases.
- Scientific skills are refined from FS. Students effectively employ the scientific method, culminating in robust investigative and laboratory activities by Post-16. However, the lengthy nature of investigations sometimes restricts sufficient analysis and conclusion.
- Communication skills in science are systematically nurtured from an early age. Older students adeptly use scientific terminology. Efforts to enhance scientific literacy are not yet uniformly integrated across all phases.

For Development:

- Ensure that there is time in lessons for all steps of the scientific method to be deployed, especially analysing investigation outcomes and drawing conclusions.
- Ensure that the scientific literacy programme is fully established across all phases.

LEARNING SKILLS

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

- Almost all students demonstrate positive attitudes to lessons. They increasingly take responsibility for their own learning and frequently work independently when opportunities arise. They have positive interactions with teachers, co-operate willingly and collaborate effectively in many lessons.
- In general, many students engage in critical thinking and innovation. However, in lessons and across all phases, there remain insufficient regular opportunities for students to develop their critical thinking, innovatory and enterprise skills.
- The use of digital technologies is a positive feature in some students' learning. In some lessons, technology is used to stimulate higher-order thinking skills and to undertake research. In other lessons, however, students' use of technology is infrequent or not sufficiently embedded in their learning.

For Development:

- Develop critical thinking and enterprise skills as an integrated feature of all lessons.
- Provide all students with increased opportunities to use digital technologies to enhance their research and innovation skills.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Children and students across all phases, in lessons and during break times, are generally well behaved and self-reliant. They observe class routines and respond very respectfully to members of staff and to one another. They are responsible in caring for the school environment.
- Students have good relationships with one another and with members of staff. They are well aware of how to lead healthy lifestyles and participate in a variety of physical activities.
- Effective strategies and procedures maintain high standards of behaviour, attitudes and relationships. All members of staff contribute. However, the school's policies and regulations do not ensure high levels of attendance, particularly in FS.

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

- In FS, children have a solid knowledge of the UAE national emblems and can name the seven emirates and major cities. However, they are less knowledgeable about other world cultures.
- In lessons and thematic assemblies, students across all phases demonstrate an excellent appreciation and understanding of Islamic values. They discuss a variety of world issues. They participate in donation drives during Ramadan. Students are very appreciative of the heritage and culture of the UAE.
- The curriculum places much importance on the promotion of Islamic values and Emirati heritage. This focus is clearly supported by all teachers and students. Students are keen to increase their knowledge of Islamic principles and values, and of world cultures.

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

- Students display positive attitudes towards learning. Some take on leadership roles. They are kind and considerate towards others, creating a welcoming and inclusive school community. They value and make a significant contribution to local and international communities through events such as charity fundraising.
- Students use their innovative and entrepreneurial skills to find solutions to issues. They participate in a range of challenges, and in the Model United Nations. In FS, children develop their early financial literacy skills through activities, including visits to a supermarket.
- Older students have an excellent understanding of sustainability and global issues. They initiate a variety of environmentally friendly projects and encourage others to reflect on their impact on the world. In Primary, students care for the school environment.

For Development:

- Provide more opportunities for the youngest students to use their creative and innovative skills in positions of leadership.

03 TEACHING AND ASSESSMENT

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

- Teachers consistently apply their subject knowledge, use varied teaching approaches and plan purposeful lessons to promote students' engagement. In general, learning environments are attractive. Teachers make effective use of a range of resources.
- Teachers' interactions with children and students are positive. In most lessons, teachers frequently use questioning effectively to check students' understanding. However, some teachers, particularly in Primary and Secondary, do not use questioning sufficiently to promote increased dialogue or individual reflection.
- All planning documents contain details of differentiated tasks for students of varying abilities. However, in some lessons, this planned personalisation of challenge is not always realised in classroom activities and the learning needs of all students are, therefore, not always met.

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

- Assessment data is analysed in some depth. For example, pupil progress tracker systems and subsequent analysis provide valuable information to teachers and middle leaders. Nonetheless, in data analysis and when evaluating attainment and progress, some errors and discrepancies occur.
- Assessment information is used effectively to inform lesson planning, teaching and curriculum modifications. However, ongoing assessment practices vary. Written feedback is inconsistent, and advice on how to improve lacks uniformity. In workbooks, feedback in mathematics and science lacks detail.
- In FS, teachers employ observations and assessments to monitor children's learning, and show a comprehensive understanding of their capabilities. Nevertheless, there are occasional missed opportunities to challenge and extend children.

For Development:

- Improve the quality of teachers' questioning to promote higher level thinking and critical responses.
- Ensure that differentiation is well implemented in lessons and provides appropriate levels of challenge for all students.
- Ensure that feedback in workbooks is robust and gives clear direction to students on how to improve.

04 CURRICULUM

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

- The NCFE is established in all phases. In Secondary and Post-16, the curriculum has been extended to give older students ample choices in academic subjects. Students are very well prepared for the next phase in their education.
- Careful mapping of the curriculum and meetings between phase leaders ensure that continuity and progression are positive. Any learning gaps between phases are monitored and addressed promptly.
- Meaningful cross-curricular links are implemented but are not consistently made in lessons, apart from FS. The review of the curriculum is regular.

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

- In general, leaders make appropriate modifications to the curriculum to meet the needs of various groups of students. Modifications to promote communication and language development in FS, and the planning for differentiated activities across the school, are positive.
- The curriculum offers a wide range of opportunities to motivate and engage most students through project-based learning. A range of extensive extra-curricular activities enhances students' experiences. The science curriculum has been imaginatively adapted. Older students participate in the science fair and research projects.
- The school offers appropriate learning experiences to help students to develop a broad appreciation of the culture and society of the UAE. The recent appointment of an Emirati Ambassador is a positive action.

For Development:

- Ensure that cross-curricular links are used more consistently in lessons to connect students' learning more effectively.
- Ensure that the curriculum modifications more closely match students' needs.

05 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

- Procedures to keep students safe and secure are effective. Leaders provide an appropriate range of safeguarding policies and procedures, including child protection and cyberbullying. Members of staff receive regular training. Together with medical personnel, they work closely with families to keep students safe.
- The site, resources and facilities are of a good standard. Risk assessment monitoring is now more centralised in order to prioritise and maintain a safe school environment. Detailed records are kept of the actions taken to rectify any identified issues.
- Members of staff successfully encourage students to develop a strong awareness of, and commitment to, safe and healthy lifestyles. Students make informed decisions concerning healthy eating. They have access to a range of extra-curricular activities which help to promote their health and wellbeing.

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

- Members of staff are well aware of the needs of students in their care, especially in FS and Post-16. Relationships are secure and behaviour effectively managed.
- The school is inclusive and enrolls a diverse range of students of determination. In the main, their needs are accurately identified. Plans are put in place to ensure that they receive targeted support. Students with gifts and talents are generally not challenged rigorously enough.
- Reliable systems assist the monitoring of wellbeing and personal development. In addition, students have access to individual advice and guidance. Members of staff advise about career choices and higher educational pathways, aligned to personal aspirations.

For Development:

- Ensure that students with gifts and talents are provided with more challenging and creative work that matches their abilities.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- School leaders and governors promote an inclusive ethos which is reflected in many features of school life. Premises, facilities and resources are sufficient, and staff appropriately deployed. A recently appointed head of inclusion is responsible for the implementation of policy.
- A range of formal and informal assessment strategies is used to identify the needs of students of determination. Students who experience the most significant needs benefit from individual educational plans (IEPs).
- Teachers involve and engage with parents sensitively and productively in managing barriers to their children's learning. Parents are welcome to visit at any time. Members of staff respond promptly to their concerns. Parents support the IEPs developed by the inclusion team.
- A range of targeted support ensures that students of determination are involved in all learning activities. Key personal and social skills are developed, notably in art lessons and in a range of extra-curricular activities.
- Teachers are developing more robust systems to measure academic, social and emotional progress. Progress in lessons is mostly positive.

For Development:

- Expedite the development of systems to measure progress.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and other leaders aim for continuous improvement and better performance. Leaders are committed to mentoring, coaching and external training. They acknowledge the need for improvements in teaching, learning and students' progress. The recent changes in the curriculum in FS indicate a positive approach to improvement. Commendably, leaders have attempted to align external and internal assessment results. They have not yet ensured consistently high attainment. Leaders' focus on improvement in Arabic has not yet been successful.
- Leaders have a comprehensive and structured approach to self-evaluation. However, the alignment of data analysis with judgements is insecure. The school's evaluation of its own performance shows a commitment to continual improvement and understanding of development requirements. The monitoring of teaching and learning lacks rigour. The improvement plan is well aligned to needs. It is not implemented with sufficient thoroughness or consistency.
- The Parents' Council effectively addresses parents' concerns. However, communications on key aspects, such as external reviews and policies, are infrequent. Parental involvement in learning and decision-making is strong. School reports effectively cover academic and personal development. Parents express satisfaction with the counseling services for older students. Engagement in community initiatives and student-led projects shows leaders' commitment to social responsibility.
- The governing board meets regularly to focus on school performance and priorities. Members seek to deepen their understanding of data analysis and school challenges. The Parents' Council contributes indirectly to decision-making. While there are financial constraints, and specific operational issues, the board is dedicated to enhancing the school's infrastructure and refining its approach to evaluating effectiveness. Members do not yet have a clear vision for increasing the school's standards or for measuring the impact of their strategies.
- Well-established systems enable efficient day-to-day operations. Science laboratories and art rooms are well used and suitably equipped. Innovative use is made of sports facilities. The library is adequately stocked. Regular maintenance and upgrades to facilities develop a supportive learning environment. Overall, effective resource utilisation and management support students' performance.

For Development:

- Improve the accuracy of data analysis.
- Increase the governing board's involvement in performance reviews.
- Improve the impact of the Parents' Council in decision-making.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae