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

DUBAI Knowledge المعرفة

Inspection Report
2018-2019

11 YEARS OF INSPECTIONS

Gems FirstPoint School

Good

Curriculum
UK

Contents

Contents 2

School Information 3

Summary of Inspection Findings 2018-2019 4

Overall School Performance 6

National Priorities 8

- *National Agenda Parameter* 8
- *Reading Across the Curriculum* 9
- *UAE Social Studies* 9
- *Innovation* 9

Main Inspection Report 10

The Views of Parents and Senior Students 19

School Information

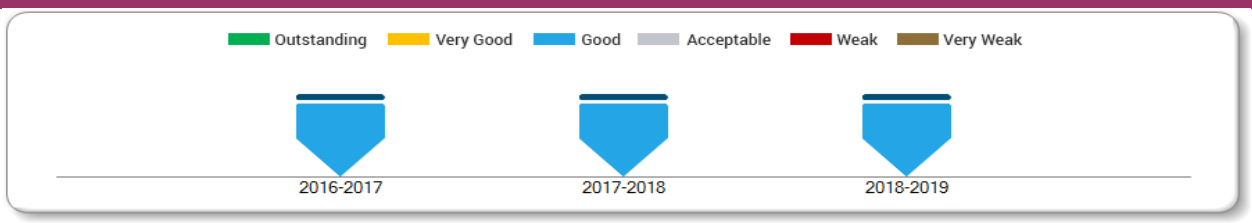
General Information	
Location	The Villa Project, Dubai
Opening year of School	2014
Website	www.gemsfirstpointschool-dubai.com
Telephone	042789700
Principal	Mr. Stephen Sharples
Principal - Date appointed	7/13/2015
Language of Instruction	English
Inspection Dates:	14 to 17 January 2019

Students	
Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	FS1 to Year 13
Number of students on roll	1627
Number of Emirati students	80
Number of students of determination	129
Largest nationality group of students	British

Teachers	
Number of teachers	130
Largest nationality group of teachers	British
Number of teaching assistants	49
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	0%

Curriculum	
Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	IGCSE, AS/A Level, ASDAN, B.Tech
Accreditation	N/A
National Agenda Benchmark Tests	GL, TIMSS

School Journey for Gems FirstPoint School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Most students achieve well in English, mathematics and science. English curriculum test and examination results are often very good but are not consistently high across all phases. Positive achievement is linked to subjects where teaching approaches promote the development of students' language skills. Underperformance in Arabic and Islamic education is linked to weaknesses in language development. Students of all abilities make better progress when challenged to use their higher-order thinking skills.
- Students' personal development is outstanding across all phases. They display exemplary behaviour and have respectful and supportive relationships with peers and adults. Students understand their responsibilities with regard to the daily life of the school and help with school events and charitable fundraising. They are creative and have initiated many student councils and projects.

Provision for learners

- Teaching is good overall but is often stronger when there is emphasis on students' English language acquisition. The most effective teaching promotes student-centred learning and critical thinking skills. More account is taken in lesson planning of the needs of different groups of students. This is less developed in Islamic education and Arabic, as is providing challenge for the more able students and those with special gifts and talents.
- The curriculum provides many opportunities for students to develop skills in enterprise and innovation. An improving range of curricular options and extra-curricular activities is available for all students. Well-planned cross-curricular projects enable students to transfer their learning between subjects. The Islamic education and Arabic curricula are improving to ensure better continuity and progression in students' learning.
- The school has rigorous procedures in place to protect its students. The promotion of safe and healthy living has a high profile. Very good support is provided for students of determination. Systems are being developed to identify students with gifts and talents and to better involve parents in this process. Students' well-being is carefully monitored, and sensitive guidance is provided by the school counsellor.

Leadership and management

- The principal is effectively developing leadership expertise throughout the school, and all leaders are fully committed to the vision of inclusive education. The aim of promoting innovation and enterprise permeates all school activities. Effective school improvement action is carried out at all leadership levels. This is supported well by the expertise of the corporate board.

What the School does Best:

- The good progress in English, mathematics and science made by students, including students of determination and those with English as an additional language (EAL)
- The inspirational leadership of the principal who, along with other leaders, is effectively establishing inclusive and innovative approaches that are leading to better than expected progress in relation to National Agenda Parameter targets
- Students' very strong sense of personal responsibility, their positive attitudes to learning and their contributions to the life of the school
- The provision for students' general well-being and the premises and facilities that provide a safe, stimulating and pleasant environment
- The innovative curriculum design and adaptation and the use of high-quality resources to support learning.

Key Recommendations:

- Raise attainment and accelerate progress in Islamic education and Arabic by:
    - improving the quality of teaching by drawing on the best practices in other subjects and by raising teachers' expectations and the levels of challenge offered to students
    - ensuring that the curriculum provides stimulating learning opportunities that fully engage and challenge students and bridge gaps in their understanding.

- Increase the consistency of good and better teaching across the subjects and phases.

Overall School Performance

Good

1. Students' Achievement

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

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

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

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

3. Teaching and assessment

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

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good	Very good ↑	Very good ↑	Very good
Curriculum adaptation	Very good	Very good	Very good	Very 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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good

6. Leadership and management

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

For further information regarding the inspection process, please look at **UAE School Inspection Framework.**

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. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2018-2019.

School's Progression in International Assessments	**is above expectations.**

- Since the school opened in 2014, it has only participated in one round of international testing. The average scores for Year 5 students in mathematics and science in the 2015 Trends in International Mathematics and Science Study (TIMSS) were both at the Intermediate International Level, and significantly above the TIMSS overall average. The school's progression in N.A.P. tests between 2017 and 2018 is acceptable in English and very good in mathematics and science. Students' attainment, when compared to measures of their cognitive potential (CAT4), is well above expectations.

Impact of Leadership	**is above expectations.**

- Leaders are fully committed to achieving the school's National Agenda targets. Detailed action plans guide improvement in students' performance. Effective use is made of N.A.P. data to validate internal assessments. Analyses of both internal and external assessments are used to inform modifications to the curriculum and differentiated teaching approaches.

Impact of Learning	**meets expectations.**

- The impact of strategies to develop critical thinking is evident, particularly in English and science. In English, students analyse texts and critique each other's work. In science, students design their own investigations to test hypotheses. Although independent learning, research and investigative skills are developing well, the promotion of these aspects of learning is not fully embedded across all subjects and phases.

Overall, the school's progression to achieve its UAE National Agenda targets is above expectations.

For development:

- Raise students' results in English in N.A.P. tests to match those in mathematics and science.
- Share the best practices in the development of critical thinking, independent learning, research and investigations to ensure more consistency in students' acquisition of these skills.

Reading Across the Curriculum

- Students' achievement in reading is improving in all phases, particularly that of students with EAL, who benefit from the school's very effective provision.
- Students' confidence in reading is promoted in almost all subjects. Younger students acquire basic reading skills, and older students effectively use a range of reading strategies.
- The excellent library facilities are used extensively to foster a reading community. The librarians have central roles in the school's vision for the development of reading.
- Leaders are fully committed to the development and resourcing of reading across the curriculum. They are successfully highlighting the importance and enjoyment of reading.

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

For development:

- Firmly establish the use of the library and the roles of the librarians in promoting students' reading for purpose and pleasure.
- Ensure that students' confidence in applying appropriate reading strategies is fully supported in all subjects.

UAE Social Studies

- The UAE social studies curriculum is very well developed across all phases. The well-planned units of study are enhanced by contributions from Emirati parents.
- Teaching promotes purposeful collaborative learning. Students are encouraged to find information for themselves from a range of sources, often making use of learning technology.
- A large majority of students reach levels that are above curriculum standards. They confidently interpret information and relate these to their understanding of the world.
- Assessment data and evidence from a range of students' work indicate that they make very good progress in developing knowledge, skills and understanding.

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

Innovation

- The curriculum places a strong emphasis on the development of learning skills. Older students support younger students in many innovative curricular projects and lessons.
- A wide variety of extra-curricular activities, such as 'Model United Nations', 'World Scholars' and 'Young Enterprisers', gives students numerous opportunities to develop their sense of social responsibility.
- Students contribute to reviews of the curriculum. Their roles in research projects, such as the 'Harvard Education School' project and numerous student leadership councils, exemplify this very well.
- Most teachers create motivating learning environments using rich resources. The very good progress made by EAL students reflects the impact of effective teaching.
- Innovation and inspiration are at the centre of the school leadership. All improvement plans draw on recent research and technology to enhance students' learning experiences.

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

1. Students' Achievement

Islamic Education

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

- Most primary students demonstrate age-appropriate knowledge and understanding of Islamic concepts, such as ablution, performance of prayer and the pillars of Islam. Only few secondary students can justify facts and rules by supporting evidence from the Holy Qur'an and Hadeeth.
- Primary students demonstrate better skills in memorising verses from the Holy Qur'an and Hadeeth. Secondary and post-16 students demonstrate better understanding of Islamic rules and aims. However, non-Arabic speaking students' recitation skills and comprehension of verses are not strong.
- Students' ability to reflect on challenging questions and to respond to critical thinking situations around Islamic beliefs are improving, especially in the secondary and post-16 phases. Students are also improving their abilities to relate their learning to real-world contexts.

For development:

- Accelerate students' progress in the primary and secondary phases by improving the quality of teaching, particularly in relation to meeting the needs of individual students.
- Implement a systematic plan to improve non-Arabic speaking students' recitation skills and their comprehension of verses.

Arabic as a First Language

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

- Students' attainment in the upper primary years and Year 7 is stronger than it is in the other years of the secondary phase. Post-16 students are making greater gains in comprehension and are progressing more quickly than students in the other phases.
- In the primary and post-16 phases, students have acceptable listening, speaking and reading skills, but their creative writing skills are less developed. This is because expectations are too low and writing opportunities are limited. Students' basic literacy skills are the weakest in the secondary phase.
- New initiatives to promote reading across all phases and the accuracy of writing have started to improve students' language skills. These initiatives are not focused sharply enough on specific weaknesses in language learning, especially in the secondary phase.

For development:

- Improve students' creative writing and reading skills in modern standard Arabic to ensure they are in line with their achievements in other language-based subjects.
- Make full use of the available assessment data to modify work in lessons to meet students' individual learning needs.

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

- There is inconsistency in students' progress and attainment across the school. Lower-ability students are progressing at a slower rate than those of higher ability, and attainment is higher in the upper years of the primary and secondary phases.
- Listening skills are the strongest skills across both phases. Students can decode known texts adequately, especially in the secondary phase. Most students can repeat simple conversations about familiar topics. However, the independent writing skills, especially those of the more able students, are underdeveloped.
- Attainment in the secondary phase has improved to be in line with curriculum expectations. Teachers are making more use of learning technology to engage and motivate students, but this is inconsistent.

For development

- Improve students' writing and speaking skills by providing more challenging opportunities, especially for the more able students.
- Make full use of assessment information to plan language learning activities that meet students' individual needs.

English

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

- In the Foundation Stage (FS) and the primary phase, students' language skills are very well developed. In the other phases, students are secure in their speaking and listening skills, and most reach the expected levels in reading and writing.
- All students, including the high proportion of those with EAL, are developing good skills in speaking and listening. Reading and writing are well developed in the primary phase and continue to be a focus for improvement in the secondary and post-16 phases.
- The development of strategies to support early language learners has been a school focus. Recent initiatives have significantly improved attainment in reading and spelling. Improvements in teachers' expertise in providing for EAL students are having a positive impact on students' language development.

For development:

- Improve students' writing skills, particularly in the secondary and post 16 phases.
- Ensure that the more able students are challenged consistently in lessons.

Mathematics

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

- Students make rapid progress, and their mathematical understanding and skills are highly developed. IGCSE results are very positive. The attainment and progress of the post-16 students are above course expectations.
- By FS2, children have a good understanding of shapes and number. Primary students carry out mental and written calculations accurately. In Year 6, they make a very good start in algebra. Their skills in geometry, trigonometry and calculus develop well through the secondary and post-16 phases.
- Teachers are focused on improving students' abilities in numeracy and in applying their skills in unfamiliar mathematical situations. This focus has had a positive impact on attainment, although there is scope for further improvement in problem-solving and investigative skills.

For development:

- Provide students, at all levels, with more opportunities to carry out independent investigations to improve their skills in extended mathematical reasoning.

Science

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

- Scientific thinking and enquiry skills develop from an early age. An increased emphasis in the primary phase on working scientifically, alongside analyses to identify gaps in understanding, has resulted in internal and external assessment results that are well above curriculum expectations.
- The other positive changes are too recent to have a positive impact on external examination results at the end of the secondary and post-16 phases. In the majority of lessons, students are making good or better progress across all phases. This is especially evident where learning has a clear and relevant purpose, such as in investigating the causes of cancer and heart disease in biology.
- The curriculum is being developed imaginatively. However, the range of topics across the year groups from FS to Year 8 is not mapped clearly, and there are insufficient enrichment opportunities, particularly for the more able students.

For development:

- Map topics across phases from FS to Year 8 to ensure continuity in the development of students' scientific understanding and skills.
- Provide all students, especially the more able ones, with more enrichment opportunities.

Learning Skills

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

- Overall, learning skills are well developed across the school, and almost all students are keen and enthusiastic to learn. In FS, more opportunities are provided for independent learning. Student-centred learning is a developing feature across all phases.
- Collaborative group learning is strong in most subjects. Opportunities for critical thinking are developing positively because teachers have higher expectations for the use of these skills. Students make meaningful connections to real life and the UAE in most lessons.
- The development of 'Golden Threads' and the increased profile of enterprise and innovation have had a positive impact on students' learning skills. The use of technology is a regular feature in many classes, but its use for investigation, effective research and exploration is underdeveloped.

For development:

- Provide students with more opportunities to use technology for research and investigation.

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

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

- Across the school, students display exemplary behaviour, responsible attitudes and self-reliance. They are sensitive and caring of each other's needs. Relationships with peers and adults are mature, respectful and supportive.
- Students demonstrate an excellent understanding of safe and healthy living and make wise choices about their own health and safety. They willingly take responsibility on student councils, lead school events and participate in the extra-curricular sports programme.
- The personal development of secondary students has improved this year because of the confidence that stems from their increased contributions to the life of the school. Students are in regular attendance, and most are punctual at the start of the day and to lessons.

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

- Students have a secure understanding of the influence of Islamic values on UAE society. Students of all backgrounds increase their understanding of charitable Islamic traditions through their involvement in councils and their leadership of a variety of initiatives.
- Students' knowledge and understanding of UAE traditions are improving. Key events such as National Day, Flag Day and Commemoration Day are initiated and led by students. Many students can offer examples of the relevance of these initiatives.
- The diverse nature of the student population is celebrated on many occasions, leading to a deeper understanding of all cultures. This understanding is reinforced by school assemblies and placed in the context of cultural diversity in the UAE.

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

- Students have a growing awareness of their responsibility to the life of the school. Many have a well-developed civic responsibility and contribute to the wider community through voluntary work. The student community council is very active in initiating charitable fundraising.
- When given the opportunity, students are very creative and display enterprise skills in a variety of contexts. Through the student councils, they contribute to the school's life by suggesting constructive ideas and organising many school events.
- Students are well aware of environmental issues and participate in projects to improve the school environment. They have initiated the student sustainability council with the aim of improving recycling and the use of green spaces around the school.

For development:

- Improve primary and secondary students' awareness and appreciation of Emirati culture.
- Ensure that all students take responsibility for litter in the school, especially in the dining areas.

3. Teaching and assessment

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

- Teaching in FS is successful in ensuring that children make very good progress. Teaching in the other phases is inconsistent, especially in Arabic and Islamic education, where teachers' knowledge of how literacy skills are best taught is insecure.
- The most effective teaching is marked by thoughtful lesson planning that includes a clear focus on student-centred learning and the development of critical thinking. Opportunities for students to engage in independent research are limited.
- Although teaching generally meets the needs of different groups of students successfully, the work set for higher-ability students is not always challenging enough. The improvements in teaching in the secondary and post-16 phases are inconsistent but have had a clear impact in mathematics.

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

- The school's well-designed assessment procedures are fully embedded and implemented very effectively in FS and the primary phase. As a result, progress is tracked very effectively. Assessment procedures are not implemented as consistently in the secondary and post-16 phases but are improving rapidly.
- In all phases, leaders successfully analyse assessment data to identify and implement necessary improvements to the curriculum. Teachers use assessment information effectively to modify lessons to meet the needs of most groups of students. Feedback to students is helpful and supportive.
- Internal assessments are now more closely aligned with external tests and examinations, particularly in mathematics and science. The school's system for tracking students' progress is being introduced in Arabic. This tracking system is less developed in Islamic education.

For development:

- Raise teachers' expectations and levels of challenge for the more able students.
- Ensure consistency in the design and implementation of assessment procedures in the secondary and post-16 phases, particularly in Arabic and Islamic education.

4. Curriculum

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

- The increased lesson time is enabling teachers to provide more opportunities for the development of students' critical thinking skills, allowing them to complete and evaluate their work. Carefully-organised projects prepare students very well for their next phase of education.
- Rigorous systems for curriculum review ensure that it continues to meet students' needs and interests. A wide range of curricular options is available for all students. In Islamic education and Arabic, the curriculum is being developed to ensure continuity and progression in students' learning.
- Provision for early language learners has improved markedly. The effective use of digital learning programmes and the well-organised interventions are having a significant impact on reading and spelling. The innovative specialist provision in the primary phase and the wider range of curricular choices for post-16 students are also significant improvements.
- Moral education is taught as a discrete subject in all the years.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Very good

- The curriculum is modified well in most subjects to meet students' needs. Well-planned cross-curricular links enable students to transfer their learning between subjects. There are very good opportunities for them to develop their understanding of UAE culture and society.
- The school's creative curriculum provides many opportunities for students to develop skills in enterprise and innovation within and beyond lessons. Imaginative projects, such as 'Desert School', enthuse students about their learning.
- The school continues to develop its wide range of extra-curricular activities in response to students' needs and interests. These motivate students, allow them to develop their own talents and skills and contribute to their personal development.
- Arabic is taught in FS2 for 60 minutes a week.

For development:

- Ensure that the curriculum in Islamic education and Arabic provides students with motivating and engaging learning activities.

5. The protection, care, guidance and support of students

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has rigorous procedures for safeguarding students. Child protection and safeguarding policies are clear and understood by all. Safety is of the highest priority, and security is ensured by recorded CCTV and identification lanyards for access to the premises.
- The learning environment is inclusive and provides high quality resources for students of determination, including a dedicated teaching room. The medical staff ensure that health records are stored safely. A very effective operations team maintains high standards of cleanliness and maintenance.
- The recently-appointed leads for 'Healthy Schools' ensure that the promotion of safe and healthy living is successful and has a high profile. All students are taught about sun safety, which is supported by the 'no hat, no play' policy.

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

- Behaviour is managed discreetly but effectively, and students live up to the school's high expectations. Relationships between all members of the school community are excellent. Strategies for promoting regular attendance and punctuality are very successful.
- Systems for identifying students' learning needs, including those of students of determination, are very successful. Students' well-being is carefully monitored, and sensitive guidance is provided by the school counsellor. Older students receive very helpful support as they consider their continuing education and future careers.
- Procedures for identifying students with gifts and talents have been extended to involve parents more fully in the process. A range of challenging activities and support is provided for these students, including increasingly differentiated provision in lessons.

For development:

- Ensure that provision for students with gifts and talents and for the more able students, both inside and outside the classroom, enables them to reach their full potential.

Inclusion of students of determination

Provision and outcomes for students of determination	Very good

- The inclusion team, fully supported by senior leaders, strives to provide the best possible care and provision for students of determination. The considerable investment in support staff enables students with complex needs to be included in lessons and to access the curriculum successfully.
- A range of assessment procedures is used to identify accurately a student's particular educational need. Well-constructed individual education plans (IEPs) carefully specify students' academic and personal learning targets and the support required to facilitate good progress.
- Parents are fully involved in the processes of identification and provision planning. They regularly review their children's progress with key staff. Parents value the excellent communication that ensures a strong and supportive partnership and that is based on detailed knowledge about their children's work and achievements.
- The inclusion team successfully modifies the curriculum for students of determination to ensure that it meets their learning needs. Teachers and skilled support staff assist those with more complex needs to ensure their good progress. However, this is not consistently evident in all lessons.
- Students' progress is regularly assessed against age-related expectations and the learning targets in their IEPs. A large majority of students makes better than expected progress. Assessment systems that accurately measure the smallest steps of progress are being developed.

For development:

- Ensure that the learning needs of students of determination are consistently met in all lessons.

6. Leadership and management

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

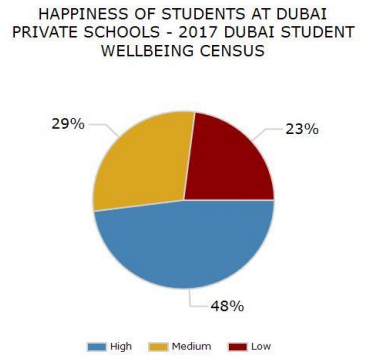
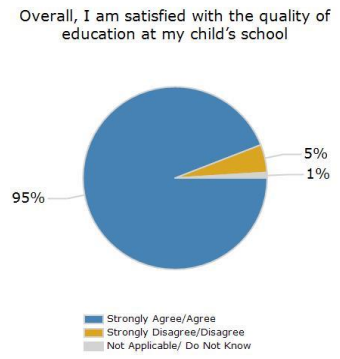
- Under the guidance of the principal, leaders at all levels are committed to the vision of a fully inclusive school. There is a strong commitment to all UAE priorities. Senior leaders have effectively established a distinctive ethos of innovation and enterprise in all the school's activities. Leadership actions are creative and inspiring and are successfully improving students' achievements and aspirations.
- School action plans include appropriate targets and measurable success criteria to determine if a target has been achieved. The plans include nominated leaders who are responsible for the oversight of their implementation. Notable successes include the improved progress of EAL students and assessment procedures. The extensive lesson observation programme lacks external validation to confirm the evaluations of teaching and their impact on students' progress.
- Social media is a key feature in the school's means of communicating with parents. This ensures that they are informed of key events well in advance. Reports to parents provide a full picture of their children's personal development and academic progress, together with their targets for improvement. Developing partnerships include links to outstanding schools in the UK and student internships with local businesses.
- Corporate, stakeholder and parent boards increasingly understand the need to hold leaders accountable for the school's performance. The corporate review is presently leading the way in evaluating the school's action plans. The corporate board provides high levels of resources, including staffing, to support senior leaders in the drive to improve student outcomes.
- The school is managed efficiently on a day-to-day basis. Routines and procedures are well-embedded. All staff benefit from extensive professional training that is closely linked to school improvement priorities. The wide range of specialist facilities is accessible to all students. The school is extremely well equipped with relevant, up-to-date resources, textbooks, materials and equipment.

For development:

- In relation to students' performance, collate and analyse the targets of all school action plans to ensure consistency across all phases and subjects.

The Views of Parents and senior students

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

Students No. of responses = 254	Parents No. of responses = 153
	

Students	• The survey shows that students are generally positive and enthusiastic. This enthusiasm is consistent across all groups of students. Students feel optimistic about the future and believe that they show very good perseverance to achieve their goals. The survey indicates that students have a lower ability to engage in activities for long periods of time. This is not consistent with inspection findings.
Parents	• Parents are extremely satisfied with the school's overall provision. They are positive about the quality of education and say that their children love coming to school. They appreciate the wide breadth of extra-curricular activities. Almost all parents are satisfied with the stringent safety measures at school, and this is confirmed by inspection findings. Their concerns about inconsistent communication with the school are being addressed.

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