DUBAI
Knowledge المعرفة

GEMS FOUNDERS SCHOOL - DUBAI BRANCH

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION

OUTSTANDING

WELLBEING

VERY GOOD

NATIONAL AGENDA PARAMETER

VERY GOOD

INSPECTION REPORT 2023-2024

CONTENTS

SCHOOL INFORMATION	*3*
SUMMARY OF INSPECTION FINDINGS 2023-2024	*4*
OVERALL SCHOOL PERFORMANCE	*6*
FOCUS AREAS	*8*
MAIN INSPECTION REPORT	*12*
WHAT HAPPENS NEXT?	*25*

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Barsha 2
Opening year of school	2016
Website	www.gemsfoundersschool-dubai.com
Telephone	97145195222
Principal	Matthew Burfield
Principal - date appointed	2/18/2016
Language of instruction	English
Inspection dates	04 to 08 December 2023

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	6147
Number of Emirati students	101
Number of students of determination	860
Largest nationality group of students	Indian

TEACHERS

Number of teachers	343
Largest nationality group of teachers	British
Number of teaching assistants	93
Number of guidance counsellors	5

CURRICULUM

Curriculum	UK
External Curriculum Examinations	IGCSE, GCSE AS Level, A Level, GL
Accreditation	BSO

School Journey for GEMS FOUNDERS SCHOOL - DUBAI BRANCH

SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Children make very good progress in their learning in the Foundation Stage (FS). They continue to achieve very well in Primary in English, mathematics and science. In Secondary, students' progress continues to be very good in mathematics and science but slows a little in English. Progress in Islamic Education and Arabic is good in all phases. Throughout the school, students have very good learning skills which enable them to take responsibility for improving their own learning.
- In FS and Primary, students have outstanding attitudes to learning and readily take responsibility for their own actions and behaviour. They have an excellent appreciation of social responsibility and sustainability. Their ability to manage their own behaviour is not consistently strong in Secondary, especially in Year 9. Students' understanding of Islamic values and of how they can be included in their daily lives is also stronger in FS and Primary, relative to their age.

Provision For learners

- Teaching for effective learning is very good in all phases. However, inconsistencies in teaching remain in Islamic Education. Most teachers know their students very well. They use this knowledge to plan and implement learning activities that successfully engage students to become confident learners. Assessment procedures are used very effectively throughout the school
- In all phases, the curriculum is designed and implemented very well to ensure that students' learning develops progressively from one year to the next. Leaders are effective in modifying the curriculum to meet the needs of all groups of students, and particularly for students of determination.
- The arrangements for health and safety, including practices for child protection, are outstanding. Students receive very good care and support, which contribute significantly to their wellbeing. Older students are well prepared for life beyond school through opportunities to explore higher education and the world of work.

Leadership and management

- All leaders share the central vision to enable every student to grow, flourish and succeed. Self-evaluation processes are extensive. Leaders plan very well to bring about improvement, but do not always systematically measure the impact of the actions that are taken. They have developed outstanding partnerships with parents. The governing body makes a strong contribution to the overall effectiveness of the school. School facilities and resources are very good and contribute to the positive learning environment.

Highlights of the school:

- Very effective leadership which ensures consistent improvement
- The commitment to inclusive education
- The partnership with parents
- The systems to ensure the health, safety and protection of students
- The personal and social development of students in FS and the primary phase

Key recommendations:

- Increase the effectiveness of action plans by the inclusion of specific measurable targets linked to improved students' outcomes.
- Improve the quality of teaching in Islamic Education.
- Improve students' attainment in Islamic Education and Arabic in the secondary and post-16 phases.

OVERALL SCHOOL PERFORMANCE

Very good ↑

01 Students' Achievement

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

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

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Very good	Very good ↑	Very good
Assessment	Very good	Very 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	Very good	Very good	Very good	Very 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	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

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

- The school exceeded its target in the Progress in International Reading Literacy Study (PIRLS). Students scored significantly higher than the PIRLS centre point. The school is performing at the high international benchmark. Girls' reading scores significantly exceeded those of boys. In international benchmark assessments, students' attainment has shown an improvement over the previous two years in English, mathematics and science. Overall, progression is good for the whole cohort, and acceptable for Emirati students.

C. Leadership: International and Emirati Achievement	**Very good**

- All leaders have a clear understanding of the proficiency levels required by all the international and external benchmark assessments. They ensure that gaps in English, mathematics and science are addressed. Similarly, they ensure that the curriculum is adapted appropriately to meet the needs of all students, including Emiratis.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	**Good**	**Good**

- The school's most recent outcome in the New Group Reading Test (NGRT) indicates that students' reading skills are at the acceptable level. Leaders have introduced several strategies that target students who are experiencing difficulties, including Emirati students. The school's strategy of incorporating critical thinking is very effective, especially in English in the secondary and post-16 phases.

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

For Development:

- Improve the reading literacy levels of all students, including Emirati students.

Wellbeing

KHDA has placed wellbeing at the centre of our school communities. Through focusing on 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 very good level.

- Leaders at all levels show a strong commitment to pursuing and developing the strategic priority and vision of the wellbeing of the school community. The rich variety of curricular innovations is enriching the wellbeing experiences of all students. The principal and the wellbeing leaders are committed to a shared vision and have carefully devised strategic priorities for the school. The wellbeing team has grown significantly, demonstrating leaders' commitment to the wellbeing of members of staff and students.

- Many members of staff are involved in pursuing the wellbeing vision, including the development of increased parental engagement. Effective systems ensure that students can access help and support to keep them safe. Students seek out skilled and trusted adults should they have any wellbeing concerns. Enrichment opportunities, extra-curricular and student-led workshops are purposeful and successfully promote a sense of wellbeing and achievement.

- The wellbeing improvement plan is developing well, but currently lacks measurable targets. Students are encouraged to take on leadership roles in mental health and to be role models in caring for and influencing others. Students enjoy coming to school. They have a strong sense of community. Engaging classroom environments help all students to flourish and to achieve their best.

For Development:

- Ensure that improvement plans have appropriate time scales and impact statements to allow formal monitoring of wellbeing provision.

UAE social studies and Moral Education

- The curriculum follows the Ministry of Education (MoE) moral, social and cultural studies (MSCS) framework in all grades and throughout all school phases. Lessons are taught in English. From Years 1 to 6, one lesson of 50 minutes is timetabled. Another 50 minutes are integrated into other subjects. In Years 7 to 9, students receive two lessons of 50 minutes per week, and in Years 10 to 13, 50 minutes of MSCS per week with 50 more minutes integrated across the curriculum.
- Teaching is usually supported by digital and audio-visual resources. In Primary, students' work is mainly assessed by projects. In Secondary and Post-16, students complete written assessments. The results are reported to parents. Most students enjoy their MSCS lessons. Many participate in projects which focus on exploring environmental and global issues.

Arabic in Early Years

- In FS, Arabic is taught separately to Arab and non-Arab children. The programme is adapted from MoE standards. It prioritises interactive and culturally relevant learning. Qualified teachers focus on language skills and engagement. Assessments align with the whole-school framework, emphasising early language proficiency. The dynamic teaching approach incorporates games, songs and rhymes. MoE phonics standards are integrated. Purposeful activities ensure a strong foundation in Arabic, balance enjoyment and educational objectives and foster a love for language learning.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In Primary, students demonstrate a stronger appreciation of Islamic principles than in the other phases. In Secondary and Post-16, students have an acceptable understanding of Tajweed rules. However, they struggle to provide detailed explanations, such as in the case of joining vowels with non-vowels.
- The majority of students show well-developed memorisation and recitation skills, more so in the primary phase. Students make good progress in their understanding of the Holy Qur'an and Hadeeth. However, their knowledge of Seerah and faith is less well developed.
- The focus on recitation, memorisation and knowledge of Tajweed rules is improving students' knowledge. Critical thinking skills and the ability to provide evidence from divine revelations to support their own views are slowly improving.

For Development:

- Improve students' knowledge and understanding of Seerah and faith in all phases.
- Increase students' ability to justify their views with evidence from the Holy Qur'an and Hadeeth.

ARABIC AS A FIRST LANGUAGE

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

- In Primary, students' vocabulary, their ability to apply grammar rules and to expand their writing, and their use of standard Arabic in oral communications are stronger, relative to their age, than in the other two phases.
- Students in Primary analyse Arabic stories and demonstrate understanding. In Secondary, they use appropriate terminology, such as narrative technique, when reflecting on stories. In Post-16, students can explain the impact of metaphor in the text. However, in the two upper phases, gaps continue to exist in students' basic skills.
- Students demonstrate depth in listening and reading comprehension skills. In writing, they progress from drafts to final, well-structured forms. In Primary, notebooks testify to a rich vocabulary.

For Development:

- Improve students' basic language skills in Secondary and Post-16.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In Primary, students' listening and reading comprehension demonstrate clear understanding, rich vocabulary and well-structed answers. In speaking and writing, they can generally apply appropriate grammar and rules. This is more variable in Secondary.
- Students in both phases make good progress. They extend their language skills through a variety of topics. They can make effective use of what they have learned previously.
- Students with fewer years of study in the secondary phase are beginning to make faster progress as a result of appropriate teaching. A lack of alignment between learning objectives and assessments is apparent in some lessons.

For Development:

- Increase students' use of a wider range of vocabulary and of correct grammar in speaking and writing, particularly in the secondary phase.

ENGLISH

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

- Students generally make very good progress in developing their listening, reading and writing skills as they move through the phases. Confidence and progress in speaking and writing are less developed in upper secondary classes, where a significant minority of students have come from other schools.
- In FS, the majority of children can read books that are consistent with their phonic knowledge. Knowledge and understanding of key vocabulary and terminology, and how to use them in extended writing, are strong features in the primary, lower secondary and post-16 phases.
- A focus on reading fluency and spelling is the core element in most lessons in Primary. Many students in the post-16 phase demonstrate a very strong ability to analyse literary texts, critically interpreting their meaning. They show well-developed contextual understanding.

For Development:

- Extend the speaking and writing skills of students in upper secondary classes.

MATHEMATICS

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

- In FS, children make very good progress from a low base in developing the basic skills of number, shape and pattern. In Primary and Secondary, students are skilled in using prior knowledge and understanding to solve increasingly complex mathematical problems as they move through the phases.

- In FS, children understand numbers up to ten, can count beyond ten and can recognise common two-dimensional shapes. In Primary, students have a sound understanding of place value and number operations. In Secondary, students are adept at using mathematical formulae in everyday situations.
- In Primary and Secondary, students have improved their standards of attainment as a result of consistently high expectations and appropriate levels of challenge and support. In Post-16, students are guided by teachers towards external examination and do not have enough time to deduce and reason.

For Development:

- In Post-16, increase students' ability to work independently and to use their reasoning skills to solve complex mathematical problems.

SCIENCE

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

- Scientific skills develop progressively in FS and Primary. By the end of Primary, students display a solid understanding of the scientific method. They can devise simple experiments to test their own hypotheses. Attainment in biology at A Level is weaker than that in chemistry and physics.
- Investigative work enables students in Primary to develop critical thinking and problem-solving. These skills are not as evident in other phases. In Post-16, students do not consistently design more complex investigations to test their own hypotheses.
- Very well-planned cross-curricular links support students in Primary to extend their ability to apply their knowledge and understanding in experiments which are linked to everyday applications. This is less evident in the upper phases.

For Development:

- Increase attainment in A Level biology to match that in chemistry and physics.
- Enable older students to apply their knowledge and understanding to everyday applications.

LEARNING SKILLS

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

- Students are generally enthusiastic and engaged in their learning. They are confident users of digital technologies. Their use for research is a common feature in most English and science lessons. However, it is less evident in Islamic Education, Arabic and mathematics.
- Students are highly engaged in cooperative and collaborative learning activities. For example, in FS, children interact and collaborate purposefully while learning Arabic. Students regularly take responsibility for their own learning and independently move on to more challenging tasks.
- The use of critical thinking skills is a regular feature of most lessons. In Arabic, research, critical thinking, and independent learning skills are developing well.

For Development:

- Increase students' use of digital technologies in Islamic Education, Arabic and mathematics.

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

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

- Most students enjoy coming to school and feel safe and well supported. They are generally self-disciplined and committed to following the school rules. However, the behaviour of a minority of boys in Secondary is not always appropriate. Students' attendance overall is good but not as regular in Secondary and Post-16.
- Students consistently display mature and responsible attitudes. They are courteous towards fellow students and adults in the school. Students are committed to supporting their classmates in a safe and respectful environment. Leaders effectively support students' safety and wellbeing.
- Students show a confident understanding of the importance of healthy living. They generally make healthy food choices. They participate in regular physical education lessons and in extra-curricular clubs and competitions.

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

- A range of activities fosters the development of Islamic values in FS and Primary. As a result, children and students have a very good understanding of them. Students' understanding is less secure in the secondary and post-16 phases.
- Students' knowledge of UAE culture and heritage is a strength. They participate in celebrations that promote the Emirati heritage. The newly established Emirati council and Emirati leaders are very active in initiating projects to raise awareness across the school.
- Most students demonstrate a strong appreciation of their own cultures. In Post-16, students extend their awareness and appreciation of other world cultures.

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

- Students show consideration for others and demonstrate active citizenship, particularly in FS and Primary. Their opinions are valued and often used to influence school development.
- Students have an excellent work ethic. They are creative and demonstrate developing innovation skills. They are responsible and contribute actively to the life of the school and wider communities. They support local and international projects.

- Students show an insightful understanding of environmental sustainability. They seek ways to care for and improve their school environment. They participate in schemes to support conservation within the school community, particularly in the lower two phases.

For Development:

- Improve the behaviour of boys in Secondary.
- Develop students' awareness of Islamic values, particularly in the secondary and post-16 phases.
- Encourage students in Secondary and Post-16 to initiate and lead activities within the wider community.

03 TEACHING AND ASSESSMENT

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

- Teachers have secure subject knowledge and understand how young people learn. In FS, most effectively apply their knowledge to enable all groups of children to be successful learners. Positive relationships between teachers and students are a feature of almost all lessons.
- Most teachers use a range of questioning strategies and encourage students to develop critical thinking and independent learning skills. In FS, effective questioning is beginning to promote higher-level thinking among children. Opportunities for self-assessment regularly feature in lessons.
- Teachers often provide appropriate levels of challenge in lessons. In Islamic Education, learning challenges are incorporated into most lessons but teachers' expectations are not always high enough. In some lessons, students are not given enough time to reflect on their learning experience.

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

- The wealth of assessment data in the school is well analysed and interpreted. Leaders closely monitor the school's cycle of data analysis to ensure validity of the data. This scrutiny has resulted in a better alignment between internal and external data.
- Teachers undertake regular reviews and moderation sessions and are involved in meetings to discuss students' progress. These activities significantly influence teaching strategies and lead to adaptable curriculum planning, personalised challenge and support.
- Success criteria have been developed for all learning outcomes across all subjects and phases. Students learn self-reflection and self-assessment strategies. The use of a variety of assessment practices in lessons occasionally interrupts the flow of learning and slows students' progress.

For Development:

- Increase teachers' expectations and improve their use of time in Islamic Education.
- Ensure that assessment practices in lessons are appropriately used and do not slow students' progress.

04 CURRICULUM

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

- The curriculum has a clear rationale. It is aligned to the National Curriculum for England and to the MoE requirements. More than the recommended time is allocated to Arabic. The curriculum is effectively planned to ensure that learning builds on students' previous experiences.
- Students have a wide range of curricular choices at GCSE and A Level. These choices have been enhanced by the addition of vocational pathways in Secondary and Post-16. Cross-curricular links are stronger in FS and Primary.
- The curriculum is reviewed systematically and developed as required. For example, the English programme has had a deeper focus on boys' reading comprehension in Primary.

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

- Leaders ensure that the curriculum is modified to meet the needs of different groups of students. Students of determination and those with gifts and talents are provided with learning pathways that are generally appropriate.
- The curricula in Primary and Secondary are enhanced through enrichment time, where students choose from a range of programmes that interest and challenge them. These are in addition to a wide range of extra-curricular activities. Enterprise and innovation pursuits are embedded in most subjects and through the extra-curricular provision.
- Links with Emirati culture and UAE society are strong. Appropriate learning experiences are integrated in most aspects of the curriculum and enable students to develop a clear understanding of Emirati culture.

For Development:

- Ensure that cross-curricular links are established and implemented more consistently, particularly in the secondary phase.
- Evaluate the modifications to the curriculum to ensure that the learning needs of all students are consistently met.

05 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

- Rigorous procedures and policies ensure students' safety and security. All statutory requirements are met, including those for evacuation procedures. Safety checks are frequent and thorough.
- Members of staff know the procedures to follow should an issue of child protection arise. All are fully trained. Students feel safe. They are confident that they can report any concerns to an adult in school. They know how to keep themselves safe online.
- Teachers' promotion of safe and healthy living is very successful, and is supported by the extra-curricular programme. Medical personnel are highly effective and supportive.

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

- Teachers know their students well. Very positive relationships are based on mutual trust and respect. Behaviour generally reflects the school's values. Students are respectful and polite, in the main. Attendance and punctuality are monitored effectively. However, the attendance of some older students is unacceptably low.
- Highly committed teachers offer personalised advice and guidance. The wellbeing of all students is effectively monitored. A well-structured careers programme is in place for older students.
- The identification of the needs of students of determination and those with gifts and talents is highly effective. Academic and social targets for improvement are accurate. Regular modifications and reviews are designed to have the greatest impact.

For Development:

- Improve the attendance of older students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding

- Governors and school leaders promote and show full commitment to an inclusive ethos. Policies are well considered and highly inclusive. Investments in new buildings, staffing and resources demonstrate leaders' determination to create a highly Inclusive school.
- The well-qualified inclusion team assesses students using a comprehensive range of specialist assessments to plan support. Teachers have a well-developed understanding of their students and their personalised learning needs. They make sure that barriers to learning are minimised in order to facilitate progress.
- Parents are well informed of their children's progress. They are regularly involved in all aspects of their children's learning. They value the high levels of support and guidance that they receive and are very positive. They are an integral part of the review process.
- Collaboration and effective engagement in classrooms ensure effective learning. Class teachers' learning plans and individual education programmes (IEPs) align closely with the specific learning objectives created by the inclusion team. Highly specialised learning support assistants (LSAs) offer personalised support.
- The 'flourish' and 'alternative pathway' classes, created to support students with more complex needs, are highly effective. The wide range of provision allows most students to make outstanding progress, either alongside their peers or on an individual basis from their own starting points.

For Development:

- Endeavour to increase the number of students of determination who make outstanding progress.

06 LEADERSHIP AND MANAGEMENT

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

- The dedicated principal successfully leads a school where every student can develop, flourish and succeed. Most leaders have a strong understanding of the best practices in teaching and assessment. Highly effective systems of communication are based on professional caring relationships. The strong capacity of leaders to improve the school has resulted in very good teaching and positive students' outcomes in all phases.
- A collaborative approach is highly effective in supporting the self-evaluation process. The wellbeing, personal and academic needs of all students are considered when setting whole school priorities. Improvement plans are generally coherent and appropriate. However, they do not contain measurable success criteria linked to the impact that actions should have on students' learning outcomes. Not all leaders are aware of the full requirements of the DSIB school inspection framework in their monitoring of learning and teaching.
- Leaders have developed an outstanding partnership with parents. Systems of communication are regular and of a high quality. Formal reports help parents to understand how well their children are performing and what they need to do next to continue to be successful. Parents are encouraged to share their expertise in school. Community partnerships are used very well to provide extended curriculum opportunities.
- The views of all stakeholders are represented on the governing board. Governors make regular visits to the school to extend their knowledge beyond that shared by school leaders. Governors effectively influence the work of the school, particularly in relation to the outstanding ethos of inclusion and the actions taken to support wellbeing. Not all governors have the same depth of knowledge of students' academic outcomes.
- The school continues to operate very smoothly on a daily basis. Staff training is carefully considered and targeted to the school's priorities. Facilities and resources, including staffing levels, have improved since the previous inspection, bringing greater stability and expertise. As a result, the rate of students' progress in some subjects, but not all, is beginning to increase.

For Development:

- Ensure that all action plans for improvement include clear measurable success criteria linked to the impact on students' learning outcomes.
- Ensure that all leaders are fully aware of the inspection framework when monitoring teaching and learning.
- Increase governors' understanding of data related to academic outcomes.

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