

GOOD



2019-2020

CBSE CURRICULUM

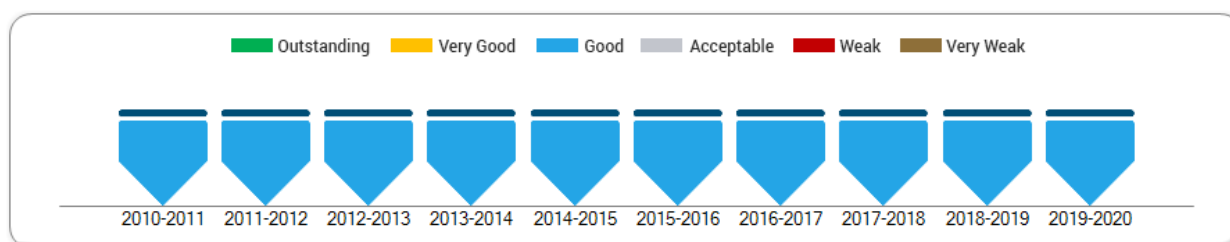
Contents

Contents.....	2
School Information	3
Summary of Inspection Findings 2019-2020	4
Overall School Performance.....	6
National Priorities	8
National Agenda Parameter	8
Moral Education.....	9
Reading Across the Curriculum	9
Innovation.....	10
Main Inspection Report	11
Views of Parents.....	21

School Information

General Information	 Location	Al Warqaa
	 Opening year of School	1968
	 Website	www.gemsoo-alwarqa.com
	 Telephone	971042800077
	 Principal	Sanjeev Kumar Jolly
	 Principal - Date appointed	4/2/2012
	 Language of Instruction	English
	 Inspection Dates	21 to 24 October 2019
Students	 Gender of students	Boys
	 Age range	6 to 17
	 Grades or year groups	Grade 1 to Grade 12
	 Number of students on roll	4,639
	 Number of Emirati students	0
	 Number of students of determination	180
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	223
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	1
	 Teacher-student ratio	1:21
	 Number of guidance counsellors	4
	 Teacher turnover	12
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board of Secondary Education (CBSE)
	 External Tests and Examinations	CBSE
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET, CAT4

School Journey for OUR OWN HIGH SCHOOL



Summary of Inspection Findings 2019-2020

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

- Achievement is very good in all phases in English, and in the primary and middle phases in mathematics. Achievement in Islamic education is good in Primary and Middle and very good in Secondary. In Arabic, however, achievement is good in Primary, but only acceptable in the other phases. Students' learning skills are improving across the school and, most notably in the middle phase, where students become adept in reasoning in a number of areas. .
- Students are self-disciplined and motivated with a strong sense of personal responsibility. Relationships are excellent. Students have very positive attitudes to the school and their studies involve them actively in a range of community and global development projects. They have a strong appreciation and understanding of Islamic values. Students are proud of their own cultures and they are strongly aware of diversity and broader cultural differences.

Provision for learners

- Teaching is most effective in the secondary phase. Across the school, it is strongest overall in English, mathematics and science and in the secondary phase also in Islamic education. In the best lessons, teachers ask questions that develop students' thinking, and tasks suitably challenge students and promote their higher order skills. The use of CAT4 data and the triangulation of assessment data have improved and are very effective. However, a minority of teachers remain less effective in using data to plan lessons that meet the needs of all students.
- The curriculum is broad and balanced and meets statutory requirements. There are suitable cross-curricular links, although arts opportunities are limited in some grade levels. Long-term class projects provide opportunities for participation, research and interpretation of data. Connections to UAE culture and Islamic values are embedded across the subjects. Curricular options now include the Award Scheme Development and Accreditation Network (ASDAN) and RAHHAL programmes to support the needs of students of determination and those with exceptional gifts or talents.
- Arrangements to ensure the safety and well-being of students are rigorous and highly effective. The premises are secure, clean, accessible and maintained to a high standard. The excellent relationships throughout the school, and the systems for managing behaviour and attendance, contribute to the strong sense of collegiality. Support for students' personal development is very effective. Although students' learning needs are clearly identified, sometimes the support is limited and variable in quality.

Leadership and management

- The principal and senior leaders embrace the priorities of the UAE. They have been successful in promoting steady improvements in students' learning. They know their school well and are knowledgeable about the areas for improvement. The school engages parents effectively in the life of the school. Governance has supported most school improvements well, including improving physical access to the building, but there are insufficient learning support assistants. The daily activities of the school are managed well and run smoothly.

The Best Features of the School:

- Students' confidence, ambition and articulate speech, and their well-developed work ethic
- The school's strong sense of ethics and community, and its appreciation of the UAE and its values
- Students' very good progress in Islamic education in the secondary phase, and in English, mathematics and science across the school
- The thorough approach to organisation that provides a healthy, safe and nurturing environment for learners.

Key Recommendations:

- Ensure that teaching in all subjects and phases reaches the best levels more consistently by:
 - developing students' higher order skills through more careful questioning, challenging tasks, and a balance of independent and teacher-directed learning,
 - using assessment data in all subjects so that all students are challenged and supported to achieve their best, and
 - carefully monitoring and targeting students' individual needs in Arabic across the four areas of language acquisition.
- Extend the provision for students of determination so that:
 - the inclusion team is fully represented within senior leadership,
 - there are sufficient learning support assistants to maximise the progress of all students of determination, and
 - class teachers are fully informed about exceptional learning needs and develop the expertise necessary to provide a consistently high quality of modification and support.

Overall School Performance

Good

1. Students' Achievement

		Primary	Middle	Secondary
 Islamic Education	Attainment	Good	Good	Very good
	Progress	Good	Good	Very good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Good	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good ↑	Very good
	Progress	Very good	Very good ↑	Very good
 Mathematics	Attainment	Very good	Very good ↑	Good
	Progress	Very good	Very good ↑	Very good
 Science	Attainment	Very good	Very good	Very good
	Progress	Very good	Very good	Very good
 UAE Social Studies	Attainment		Good	

	Primary	Middle	Secondary
Learning skills	Good	Very good ↑	Very good

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

	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Very good
Assessment	Very good 	Very good 	Very good 

4. Curriculum

	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Very good	Very good
Curriculum adaptation	Good	Good	Very good

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

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very 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](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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 :

The school meets the registration requirements for the National Agenda Parameter (N.A.P.)

The school's progression in international assessments

is above expectations.

- The school exceeded its 'Programme for International Student Assessment (PISA) 2015 targets in mathematics. In writing and science, it improved performance but missed identified targets. In the 'Trends in Mathematics and Science Studies' (TIMSS) test, 2015 targets were exceeded in maths and science in Grades 4 and 8. In the Progress in International Reading Literacy Survey (PIRLS) test, 2016 targets for English were met. In 2018, ASSET benchmark tests indicate outstanding performance in English and very good performance in mathematics and science. In 2019, very good performance is sustained but English has declined to very good. Performance in all subjects against potential, as identified by CAT4, is very good in the primary and middle phases and outstanding in lower secondary. Performance in the 2017 PISA-Based Test for Schools (PBTS) shows good progress towards the PISA targets in mathematics, science and writing. In mathematics 25% of students are performing at the high levels of achievement.

Impact of leadership

is above expectations.

- School leaders are committed to National Agenda targets, in particular developing students' 21st century skills. The school's action plan is effective in identifying and addressing key priorities. The curriculum is aligned to meet the requirements of N.A.P. tests. The effective use of CAT4 to identify learning needs and academic potential is evident across the school.

Impact on learning

meets expectations.

- The school effectively promotes critical thinking and reading comprehension in English, mathematics and science. Technological devices are used well for simple research and completion of worksheets in a large majority of lessons. The promotion of independent learning is variable, and in a minority of lessons, students remain overly dependent upon the teacher.

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

For Development:

- Ensure that all curriculum areas use data effectively to enhance the skills needed by students for achievement of N.A.P. priorities.
- Improve students' levels of self-reliance in lessons.

Moral Education

- Moral education is taught to all students for one period each week. The textbooks are supplemented by materials suitable for the age and needs of all students, and often to stimulate debate.
- Students' learning is measured by both day-to-day assessments and through set tests. These results are shared with parents as part of the school's regular reporting cycle.
- The moral education programme is delivered in Grades 1 - 12 but is also threaded through many other subject disciplines, assemblies and students' personal development programmes.
- The whole-school implementation of moral education as a discrete subject meets requirements. There are particular strengths in the quality of class debates of worldwide affairs.

The school's implementation of Moral Education is above expectations.

For Development:

- Build on the 'Jewels of Kindness' recognition awards to provide students with opportunities to initiate social, ethical and moral projects that enhance their interests

Reading Across the Curriculum

- Reading assessment information shows strong development of student's comprehension skills, wide knowledge of vocabulary and their ability to use and apply these across the curriculum.
- Most of the curriculum extends students' literacy skills through, for example, opportunities provided for debate, challenge and to allow students to consider a range of opinions. This is stronger in Islamic education than in Arabic.
- A dedicated reading period in the primary and middle phases supplements subject-specific texts. This is supplemented further by the new initiative of a structured reading literacy programme.
- Specialist reading coaches work alongside teachers and librarians to ensure that students are competent readers by Grade 2. Phonic instruction provides students with strategies to support independent reading.

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

For Development:

- Implement the successful strategies that support students' reading skills in English across all curriculum subjects.
- Provide more opportunities during library periods for paired reading and coaching of advanced skills for more able readers.

Innovation

- School leadership has insured that innovation is a key feature of the school's vision. There is a clear commitment to the promotion of a culture of innovation.
- An increasing number of students is involved in activities where they can demonstrate their innovative skills. There are many examples of student-led initiatives.
- Students have opportunities to become involved in an increasing number of projects and innovative activities, such as livestock trading, TED talks and robotics.
- In lessons, some teachers place an increasing emphasis on innovation and on solving problems. However, the quality of this is not consistent across subjects and phases.
- In order to spread best practice, senior leaders have introduced a system of pairing teachers with different levels of confidence in teaching skills of innovation.

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

For Development:

- Ensure that the concept of innovation is systemically incorporated into planning and development in all subject areas in order to enhance the promotion of a culture of innovation within the school community.
- Provide increased opportunities for students across all phases, including students of determination, to be involved in projects which develop their ability to innovate.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Primary	Middle	Secondary
Attainment	Good	Good	Very good
Progress	Good	Good	Very good

- The large majority of students demonstrates knowledge and understanding that are above Ministry of Education (MoE) curriculum standards in lessons and recent work, although the school's assessment data show higher attainment. Students in the higher phases generally show stronger achievement than those in the lower phases.
- Students' understanding of Islamic values and the principles of worship is better than their knowledge of Islamic law. Their understanding of the Holy Qur'an and Hadith is secure and they quote these for evidence of values or rulings. However, references to the life of the Prophet (PBUH) and his companions are very limited.
- The school has improved students' Qur'an recitation skills this year. Students in all phases understand Tajweed rules and apply these in their recitation. Memorisation skills are less consistent across the phases.

For Development:

- Ensure that the Holy Quran, Hadith and Sirah are closely linked to all areas of learning of the subject.

Arabic as an Additional Language

	Primary	Middle	Secondary
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- The majority of students in the primary phase can read and extract the general idea of an appropriate text and create pieces of extended writing that exceed the expected outcomes. Internal assessment data do not give an accurate picture of the development of students' language skills.
- Most students recognise simple instructions but face difficulty understanding extended speech. They usually express themselves in single words or short phrases. In the middle and secondary phases, students can extract information from a text, but sometimes have difficulty comprehending the general idea of what they read.
- Since the last inspection, students have become more engaged in Arabic through an electronic reading programme and various activities, such as Arabic singing, morning assembly and competitions, that particularly engage the higher achievers. However, these have not had a significant impact on students' learning outcomes.

For Development:

- Develop the use of on-going assessment across the four areas of language to ensure that all students make rapid progress from their individual starting points in speaking, listening, reading comprehension and writing.

English

	Primary	Middle	Secondary
Attainment	Very good	Very good ↑	Very good
Progress	Very good	Very good ↑	Very good

- Most students' achievement exceeds expectations. External and internal assessment information show improved outcomes in the middle phase. Students' skills in comprehension are developing well. External assessment data confirm that most students' reading skills are above average.
- Almost all students read and analyse a wide variety of fiction and non-fiction texts to identify linguistic techniques and structures which they can incorporate into their own writing. Secondary students are articulate speakers who express their ideas and understanding with confidence.
- Almost all students write creatively and imaginatively. The focus on students' planning for writing provides an effective understanding of structure which they transfer to their independent work. As a result, most students' ability to produce high-quality written work has improved significantly.

For Development:

- Raise the profile of reading for pleasure across the school and improve students' reading skills by planning a variety of activities in library periods, particularly for more able readers.

Mathematics

	Primary	Middle	Secondary
Attainment	Very good	Very good ↑	Good
Progress	Very good	Very good ↑	Very good

- Students' attainment and progress have improved in the middle phase. Internal assessment information and results from CBSE and ASSET tests show that the attainment of the majority of secondary students is above curriculum expectations. Across the school, a large majority of students makes better than expected progress.
- Most students use appropriate vocabulary and formulae accurately. A large majority of primary students possesses secure skills in number, data-handling and geometry. These skills continue to develop in middle and secondary phases where students apply these to solve increasingly complex problems. In the primary and middle phases, students' mental calculation skills are less secure.
- Students' use of reasoning, critical thinking and independent learning skills are improving and most students have secure strategies to solve problems that are related to meaningful situations. Teachers are making better use of data and gap analysis to plan tasks and interventions that match students' different needs.

For Development:

- Enhance the depth of students' understanding of mathematical concepts through developing greater independence in solving problems.
- Improve students' mental calculations in the primary and middle phases.

Science

	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- The large majority of students in all phases makes strong progress and attains results that are above expectations in internal assessments, CBSE examinations and international benchmark tests. Attainment and progress in classwork are also above expectations.
- Students develop increasingly sophisticated practical skills as they progress through the school. Most understand and can explain the steps in scientific methodology. However, in a majority of lessons in the primary and middle phases, teachers' guidance is too prescriptive. This reduces the opportunities for students to plan their own investigations.
- Secondary students have very strong conceptual understanding. Those in the lower phases know and describe scientific concepts at a general level and apply these well to real-life situations but cannot always explain the scientific models that underpin specific phenomena.

For Development:

- Ensure that students, particularly in the lower phases, are challenged to explain the scientific models and principles that underpin what they are learning.

UAE Social Studies

	All phases
Attainment	Good

- Internal assessment and classroom observations indicate that across all phases, a majority of students has a knowledge of UAE social studies that exceeds expectations. Attainment levels are highest in older classes, where there is more consistent application of social studies concepts to practical situations.
- Students in all phases have a greater than expected knowledge of the UAE. Older students especially have a particular strength in communication and presentation skills. They are able to use specific information to debate each other's ideas and relate social studies themes to practical examples.
- Careful planning between the UAE and CBSE social studies programmes from Grade 5 supports a depth of understanding of social studies concepts. Each programme, however, is assessed separately, with priority given to the knowledge components of the curriculum. The development of open student discussion supports the improvement in critical thinking skills.

For Development:

- Ensure that assessment evaluates all domains of the UAE social studies curriculum accurately, including literacy in social studies, and communication and presentation skills.

Learning Skills

	Primary	Middle	Secondary
Learning skills	Good	Very good ↑	Very good

- Students' learning skills have improved in the middle phase. They develop strong critical thinking and independent learning skills across all phases. However, students do not always have the opportunity to apply their learning skills consistently, especially in the primary phase and in Arabic, because lesson planning does not have sufficient flexibility built in.
- Students have very positive and ambitious attitudes to learning. They take responsibility for their learning and complete most tasks eagerly. When working with their peers, students collaborate very effectively. They are very articulate, share their ideas and synthesise opinions with confidence.
- At times, senior students work with younger ones to enhance their understanding and skills. They are effective in helping them to know how they can improve. This, alongside a more consistent focus on learning in lessons, is having a positive impact, especially in the middle phase.

For Development:

- Ensure that all lessons enable students to display their higher order skills and play an active part in tasks, especially in the primary phase and in Arabic.

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

	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students are highly self-disciplined with a very strong sense of personal responsibility. They show a high degree of sensitivity and understand the impact of their attitudes and actions on others. There is a very strong sense of collegiality across the school.
- Relationships among students and staff are excellent. Students have very positive attitudes to the school and their studies which enable them to thrive in their academic work and in their personal growth. They are actively involved in a range of community and global development projects.
- Students have a well-established understanding of safe and healthy living. They make informed decisions regarding what they eat and participate enthusiastically in physical fitness and additional activities that support well-being. Attendance is good.

	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding

- Across the school, students have a strong appreciation and understanding of Islamic values. They can give examples of many of these values, such as care, modesty, and tolerance, and explain their relevance to the life of all people in modern UAE.
- Students are proud of their own cultures and have a clear understanding and awareness of diversity and cultural differences. They speak knowledgeably about their own cultures and can describe details of other cultures, including their history, art and languages.
- Students' awareness of the UAE's heritage and culture has improved across the school this year and is now embedded as an integral part of the curriculum. This awareness is greatly enhanced by a wide range of school activities and assemblies.

	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- Students across the school are highly motivated. They understand their roles as students in the school and as members of a wider community. Most of them participate actively in voluntary work, such as cleanliness campaigns and charity work.
- Students work hard and appreciate the value of their efforts as a means for success. They have a strong environmental awareness, which they demonstrate through their involvement in recycling activities and taking care of their school and its environment.
- The students' council contributes more positively to the school's life this year by being the voice of students. They have suggested, organised and led many of the school's events and activities, most notably TED X, EXPO club and the learning skills development programme.

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Very good

- Teaching is more consistently effective in secondary than in the primary and middle phases and enables students to make better progress consistently across most subjects including Islamic education. In Arabic, teachers' do not focus sufficiently on the impact of their teaching strategies on students' learning.
- In the best lessons, teachers ask questions that develop students' thinking. In such lessons tasks offer sufficient challenge to develop students' higher order skills, and teachers provide a balance between structuring learning and giving students independence. However, these aspects are not consistently applied across the school.
- Lesson planning is thorough, with clear objectives and progressive tasks. Teachers have a secure command of their subjects. Strategies, such as the triad system, introduced to share best practice to improve teachers' skills, is having a positive impact in most parts of the school.

	Primary	Middle	Secondary
Assessment	Very good ↑	Very good ↑	Very good ↑

- Assessment processes are valid and consistently match CBSE board requirements. These are appropriately modified to ensure success in ASSET benchmark tests. Islamic education is assessed effectively but assessment of other non-CBSE subjects across the school is less consistent.
- Students are involved in their own target setting using CAT4 and other assessment data, and their subsequent progress, measured against potential is tracked carefully. They receive and respond appropriately to effective feedback and routinely self-assess in most subjects. They are less involved in planning how to improve their own learning.
- The focus on the use of CAT4 data and the triangulation of assessment data have led to improvements in the assessment process. Analysis of test data is effective in informing curriculum modification. However, the minority of teachers remains less effective in using data to inform lesson planning to meet students' needs.

For Development:

- Improve the quality and consistency of teaching by sharing existing best practice in all subjects and phases.
- Ensure that assessment of non-CBSE subjects is more consistent and fully meets official requirements.

4. Curriculum

	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Very good	Very good

- The curriculum is broad and balanced and meets statutory requirements. It systematically develops knowledge, skills and understanding against set standards. The taught curriculum promotes enjoyment, challenge and coherence and provides some personalised choices, particularly in the secondary phase.
- Across all phases, the curriculum across is mapped to identify learning outcomes clearly. It embeds cross-curricular links that help students to make meaningful real-life connections and transfer knowledge between areas of learning. Opportunities for arts subjects are limited in some grade levels.
- A rigorous review of the curriculum in relation to students' achievements and national priorities has improved progression and transition across phases, whilst accommodating recent CBSE and MoE updates. Long-term class projects provide opportunities for participation, research and interpretation of data.

	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Very good

- The curriculum is interesting and offers a range of opportunities to engage students in activities such as TED talks and robotics. These promote innovation and enterprise successfully and have the most impact in the secondary phase.
- Connections to UAE culture and Islamic values are embedded across the subjects. These are extended through thematic assemblies, field trips, charity drives, and celebrations of special days. These activities contribute significantly to the students' high level of appreciation of the UAE culture and Islamic values.
- Curricular options have been extended and include ASDAN and RAHHAL programmes to support the needs of students of determination and those with exceptional gifts or talents. Teachers increasingly use individual education plans to prepare lessons that are suitable for the different needs of all students. However, these are not consistently effective in practice.

For Development:

- Investigate ways of extending access to a range of curricular and extra-curricular activities.

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

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The school has rigorous procedures and a highly effective child protection policy that ensure the safety of students across all phases. Security guards, CCTV systems, supervisors and the scanning of student badges ensure that the premises are secure and that all students are kept safe. Exemplary bus transport procedures are the result of thorough risk management.
- Maintenance and emergency evacuation documentation are comprehensive and the building is kept clean and hygienic. The school promotes healthy living through the medical care it provides, healthy food choices served and a variety of awareness-raising sessions, events and activities.
- Since the last inspection, the school has installed new ramps, a chair lift and specialist facilities in the washrooms to make the building more accessible to all students.

	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good

- Staff-student relationships are very positive, setting a tone of mutual respect throughout the school. Expectations for students' behaviour are well-established and clearly understood. Effective systems are in place to manage attendance and punctuality.
- The school has procedures in place for identifying students of determination and related intervention strategies. The identification of and provision for students with gifts and talents are developing. However, there are insufficient learning support assistants for the number of students with additional support needs.
- The school provides personal support to students in all phases. Qualified staff monitor the well-being and personal development of all students. For older students, advice and guidance about career choices is enhanced by support available through the GEMS network of schools.

For Development:

- Extend class teachers' awareness of the variety of learning difficulties in the school and of the most effective teaching strategies and curriculum modifications to support the full spectrum of learning needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Senior leaders and governors have demonstrated a commitment to inclusion through improvements to the building and through authorising specific programmes. However, the inclusion team is under-represented at school senior leadership level. This restricts their ability to provide consistently effective support for students of determination.
- Information obtained from assessment data is used to identify specific intervention strategies. The percentage of students identified with learning difficulties is unrealistically low.
- Parents indicate that they feel understood and supported in discussions with the inclusion team. However, some report that they frequently feel considerable frustration regarding the quality of support that their children receive in mainstream classes.
- In most cases, students of determination are engaged in relevant and meaningful activities which are appropriate to their identified learning difficulties. However, the level of staffing to support their needs is sometime insufficient to enable them to make the progress of which they are capable.
- The school has introduced some alternative curriculum opportunities to meet the additional learning needs of students of determination and those with gifts and talents.

For Development:

- Ensure that the inclusion team is appropriately represented at school senior leadership level and that there are sufficient learning support assistants throughout the school.

6. Leadership and management

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

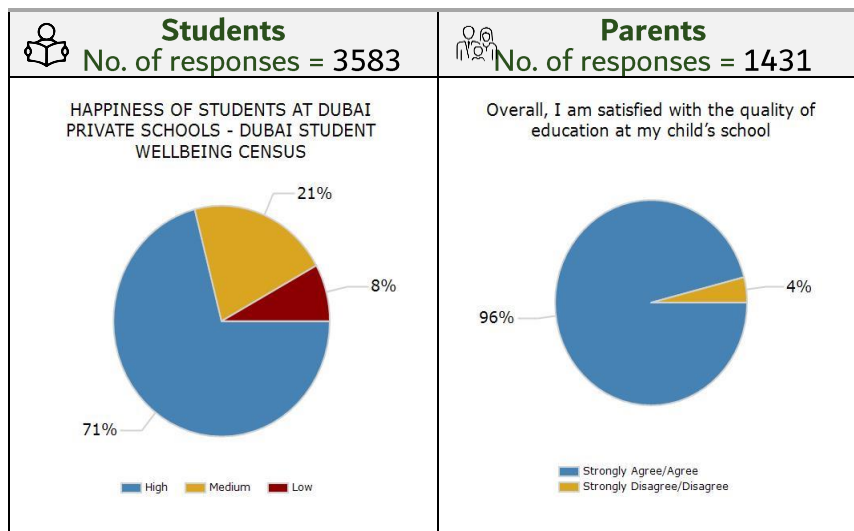
- The principal and senior leaders have a strong commitment to continual improvement that embraces the priorities of the UAE and thoroughly permeates the school. Senior leaders provide a clear educational vision for the school. Relationships and communication across the school are excellent. Leaders have introduced innovations and made steady improvements, for example by introducing the triad system for peer mentoring.
- Senior leaders know their school well and are honest and open about areas for improvement. They use data effectively to identify areas of strength and for improvement. Strategic plans for the next two years identify and address key issues appropriately, and incorporate the priorities of the UAE. Annual improvement plans are methodical and thorough and sustain a steady improvement in the quality of learning. Teaching is monitored systematically and accurately.
- The school is successful in engaging parents in the life of the school. They volunteer as guest lecturers and provide support with the choice of books for the library, food quality checks, observations of teachers and charity drives. Parents are well-informed about the school through a range of communication channels. The school's strong links with the local community provide a meaningful context for learning and collaboration. The reporting system clearly communicates the individual progress of each student.
- The local advisory board (LAB) comprises parent appointees, representatives of the community and two alumni to represent the student voice. GEMS corporate understands the improvement priorities faced by the school and provides clear accountability lines for senior leaders. Governance has supported most school improvements well, including improving physical access to the building. However, it has not ensured that there are adequate numbers of learning support assistants.
- The daily activities of the school are managed well and run smoothly. Staff are appropriately qualified and receive professional development that meets the school's improvement targets. There are insufficient numbers of specialist staff and resources to support students of determination. Science, technology and library resources are plentiful and promote more effective teaching and learning. However, limited classroom space restricts the learning environment.

For Development:

- Ensure that school leaders spread best practice across subjects.
- Increase staffing and resources for students of determination.

Views of Parents

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



 Students	Almost all students when surveyed report that they are happy with the quality of education that they receive and a large majority are very happy. They feel safe, well looked after and valued as individuals. The results of the inspection support the findings of the survey.
 Parents	Almost all parents are happy with the quality of education that their children receive. They consider that leaders and teachers listen and act on their views, and that they are well-informed about their children's learning. The large majority says that they are involved in activities in the school. Survey comments were predominantly positive. The results of the inspection support the survey findings.

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