

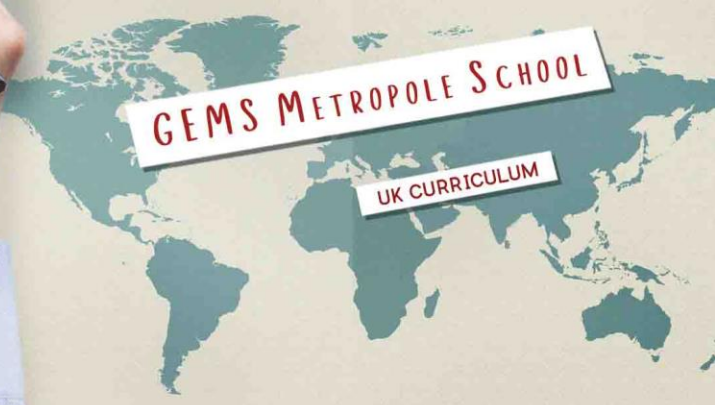
THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



# INSPECTION REPORT

2017-2018

GEMS  
Metropole  
School  
  
Celebrating  
10 years of  
inspections



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## School information

General information		Students	
Location	Motor City	Gender of students	Boys and girls
Type of school	Private	Age range	3-16
Opening year of school	2014	Grades or year groups	FS1-Year 11
Website	www.gemsmetropoleschool-dubai.com	Number of students on roll	3074
Telephone	04-550-7200	Number of children in pre-kindergarten	0
Address	P.O. Box 392980 Motor City	Number of Emirati students	33
Principal	Anthony Cashin	Number of students with SEND	393
Principal - Date appointed	8/6/2016	Largest nationality group of students	Arab
Language of instruction	English		
Inspection dates	15 to 18 January 2018		
Teachers / Support staff		Curriculum	
Number of teachers	197	Educational permit / Licence	UK
Largest nationality group of teachers	British	Main curriculum	UK
Number of teaching assistants	68	External tests and examinations	IGCSE, GCSE
Teacher-student ratio	1:16	Accreditation	BSO, BSME
Number of guidance counsellors	2	National Agenda benchmark tests	GL
Teacher turnover	17%		

### School Journey for GEMS Metropole School-

■ Outstanding
 ■ Very Good
 ■ Good
 ■ Acceptable
 ■ Weak
 ■ Very Weak



## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities. Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

**GEMS Metropole School** was inspected by the DSIB from 15 to 18 January 2018. The overall quality of education provided by the school is **acceptable**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

Although there are strengths, particularly in senior leadership, the overall quality of leadership and management is acceptable. The school's self-evaluation processes have improved, as have the improvement plans. The engagement of the school with parents and the community are very effective. The quality of governance remains weak; the growth of the school has not been well managed. The facilities and resources at the school are good.

### Students' achievement

Although students' progress in learning in the five key subjects is mostly acceptable, current levels of attainment are primarily weak. Exceptions to this includes Islamic education, where overall achievement is acceptable as it is in Arabic as an additional language in the primary phase.

### Students' personal and social development, and their innovation skills

The students' personal and social development is mostly good across all three phases. The social responsibility and innovation skills of the children in the Foundation Stage (FS) are acceptable.

### Teaching and assessment

The quality of teaching remains acceptable overall. It is good or better in about one third of lessons, but weak in more than a few lessons. The weak teaching is most common in Arabic and science. The quality of assessment also remains acceptable overall. In some subjects, assessment for learning is carried out effectively and leads to appropriate adaptations to improve the curriculum.

### Curriculum

The curriculum remains of an acceptable quality across all three phases. It meets the learning needs of most students. The curriculum includes a range of interesting activities for students across all year groups. The highest achieving students are not always sufficiently challenged.

### The protection, care, guidance and support of students

The school makes effective provision for the protection, care, guidance and support of students. Students are safe at school and on the buses. Some minor safety risks are being tackled by the school. The movement of private vehicles outside of the school grounds creates safety risks for pedestrians. The quality of support for students with special educational needs and disabilities (SEND) is good and the school is highly inclusive.

### What the school does best

- The students' good personal and social development.
- The effective provision for the health, safety, care and support of the students.
- The strong partnerships with parents.
- The good provision for students with special educational needs and disabilities.
- The mostly high quality of the facilities.







### Key recommendations

- Improve governance by more effectively managing the growth of the school, so that best practices can be consolidated in a period of stability.
- Improve the quality of teaching and the subsequent progress and attainment of students by
  - ensuring teachers make the best use of assessment data to personalise learning
  - disseminating the very best in planning and pedagogical practice from within the school
- Improve the quality of the curriculum so it meets the needs of all students, across all key subjects.

Overall School Performance

Acceptable

1. Students' Achievement

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Weak
English 	Attainment	Weak	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable
Mathematics 	Attainment	Weak	Weak	Weak ↓
	Progress	Acceptable	Acceptable	Acceptable
Science 	Attainment	Weak	Weak ↓	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable ↓
		Foundation Stage	Primary	Secondary
Learning skills		Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Acceptable	Good ↑	Good

## 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable
Assessment	Acceptable	Acceptable	Acceptable

## 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Acceptable	Acceptable	Acceptable
Curriculum adaptation	Acceptable	Acceptable	Acceptable

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good
Care and support	Good	Good	Good

## 6. Leadership and management

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

## National Priorities

### 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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test. In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the school's success in meeting the National Agenda Parameter (N.A.P.) targets:

- The school meets the registration requirements for the National Agenda Parameter. (N.A.P)
- Student attainment, as measured by the N.A.P. benchmark tests is below expectations in English, mathematics and science.
- Following the publication of the previous inspection report, leaders appointed a National Agenda coordinator, audited provision and produced an action plan. This is now fully integrated into the whole-school development plan.
- Assessment data are analysed by the senior leadership team. The resulting information is shared with the staff, senior students and parents. However, leaders recognise further development of this process is necessary.
- Data-informed modifications to curricula does take place. For example, the introduction of discrete mental mathematics and a focus on digital comprehension across other subjects.
- Using CAT4 data, teachers give students greater control over their learning environments. Teachers increasingly build problem-solving activities into their lesson planning.
- Students are aware of the N.A.P. through their exposure to problem solving opportunities and open-ended tasks that help develop critical thinking skills.

**Overall, the school's provision for achieving the National Agenda targets meets expectations.**

## Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students. The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

- School leaders and a recently appointed coordinator are committed to raising the achievements of Emirati students. The performance of students is monitored and tracked. Subject leaders analyse the data and are aware of where the need to raise attainment levels lies.
- Emirati students mostly exhibit positive attitudes towards their learning. They behave responsibly and co-operate well, in both group and paired activities. Most communicate effectively and contribute to class discussions. Older students are proud to have played significant roles in whole school events, including those that celebrate Emirati heritage and culture.
- Curriculum adaptations support most students appropriately. The few Emirati students who have special educational needs and disabilities (SEND) receive good support and their progress is regularly reviewed. As with non-Emirati peers, however, there is insufficient modification of the curriculum in some lessons to fully meet students' individual learning needs.

**The school's provision for raising the achievement of Emirati students, needs improvement.**

### Moral Education

- The moral education curriculum is coherently planned and delivered primarily during early morning sessions. It addresses the content of the UAE moral education programme.
- Teachers are informed about what is required to deliver this aspect of the school's work effectively. Professional development sessions are planned to cover the curriculum content.
- Students are interested in moral education and say that they enjoy what they are learning. They can empathise and consider reasons for the inappropriate or immoral behaviour of others.
- Assessments of learning currently consist of checking on the students' reflections and written work. There are plans being put in place to improve the assessment of this subject.

**The school's implementation of the moral education programme is developing.**

### Social Studies

- The social studies curriculum is co-ordinated mostly across the subjects of history, geography, economics and business studies. The social studies timetable meets the required, time allocation requirements.
- Discussions and debates are a common feature in lessons. Technology is used to provide independent and collective research opportunities for students.
- Students are interested and pay attention, but they are not always highly-motivated in lessons. However, many students are keen to learn more about the key historical figures of the UAE.
- Assessment processes are developing, with plans in place for the formal monitoring and recording of what students achieve, including specific checking of students' knowledge and understanding.

**The school's implementation of the UAE social studies programme is developing.**


### Innovation in Education

- Students' work ethic is positive and they are beginning to develop entrepreneurial ideas and projects. Participation in 'STEAM' innovation projects is limited to secondary students.
- A minority of teachers provide opportunities for innovation in their lessons.
- Several students engage in the GEMS Innovation Challenge.
- Outdoor and socially-engaged programmes contribute effectively to the development of students' skills in creativity and innovation.
- Most leaders demonstrate an understanding of innovation and enable it across different subjects and year groups.

**The school's promotion of a culture of innovation is emerging.**

## Main inspection report


### 1. Students' achievements

		Foundation Stage	Primary	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable

- Students in the upper primary and lower secondary years make better progress in most areas of Islamic education. Girls outperform boys in both phases. Students with SEND make only limited progress.
- Students in the upper primary years make steady progress in Holy Qur'an recitation and Islamic morals. In the secondary years, students make better progress in Fiqh and Sharia. This is more evident among the Arab students. Students' knowledge of the rules of Tajweed and their application is underdeveloped.
- Students in the primary years have improved their Holy Qur'an memorisation skills. Students in the lower secondary years are beginning to develop deeper knowledge about Fiqh, and how to analyse verses from the Holy Qur'an to extract main rulings.

#### For development

- Raise students' expectations of achievement in the primary and secondary phases.
- Improve students' knowledge and application of the rules of Tajweed


		Foundation Stage	Primary	Secondary
Arabic as a first language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Weak

- Students across both phases attain levels that are below the Ministry of Education (MoE) expectations in listening, speaking, reading and writing. However, the progress of students in the primary phase, in lessons and over time, is in line with curriculum expectations. Progress is below this for students in the secondary phase.
- The main strengths in the primary years are students' listening skills and their developing comprehension. Across both phases, their reading and creative writing skills are underdeveloped. In the secondary phase, students' skills of analysis, inference, application and conclusion remain underdeveloped.

- The effects of curriculum review are not yet evident in students' work and overall achievements. There are no substantive changes in the rates of progress and levels of attainment of students from the previous year.

**For development**


- Increase teachers' expectations and the planned levels of challenge, across all language skills, to increase the rate of progress students make learning Arabic.

		Foundation Stage	Primary	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Weak

- Most students in the primary phase attain levels in line with the curriculum expectations, while not enough students in the secondary phase achieve this. Moreover, the students' progress is relatively stronger in the primary years, because of better comprehension.
- Students' aspirations of what they might be able to do are not high enough. The listening and understanding skills are stronger when students are involved in conversations using standard Arabic, and in their reading and writing. Primary students demonstrate a stronger ability to follow Arabic instructions and use context clues to figure out meanings of unfamiliar words.
- Students' achievements overall are at similar levels to the previous year.

**For development**


- Through positive reinforcement and personalised planning of interesting lessons, ensure students raise their aspirations of what they can achieve when learning Arabic.

		Foundation Stage	Primary	Secondary
English 	Attainment	Weak	Weak	Weak
	Progress	Acceptable	Acceptable	Acceptable

- Children in the FS, listen attentively to stories. Although overall attainment is weak, they are making better progress and their speaking skills are acceptable. Not all FS2 children can confidently apply reading skills or form written letters accurately.
- Primary and secondary students are predominantly good listeners. Their oral communication skills vary. Some students in both phases are particularly skilled communicators. Although making better progress, others have not yet become accomplished speakers.
- Achievements in reading and writing vary across the primary and secondary years. This is partly due to gaps in students' prior learning of English skills including handwriting, spelling, punctuation and grammar.

**For development**


- Develop students' English skills including handwriting, spelling, punctuation and grammar and continue to develop their oral skills.

		Foundation Stage	Primary	Secondary
Mathematics 	Attainment	Weak	Weak	Weak ↓
	Progress	Acceptable	Acceptable	Acceptable

- Although rates of progress are acceptable, too many children and students, across all phases, demonstrate mathematical skills that are below age-related expectations.
- Children in the FS, begin to understand money and its uses. Students in the primary years know place values and are improving their mental mathematical skills through regular practise. However, work is too often poorly presented preventing students from identifying what they have learned.
- Students are beginning to work independently and use online tasks to effectively improve their knowledge and understanding of mathematical theory. Younger students are showing increasing fluency in their use of numbers and shapes.

#### For development

- Improve attainment by ensuring a consistency of approach in meeting the needs of all groups of students.
- Set high expectations for the presentation of work.

		Foundation Stage	Primary	Secondary
Science 	Attainment	Weak	Weak ↓	Acceptable ↓
	Progress	Acceptable	Acceptable	Acceptable ↓

- Children's overall attainment and progress in the FS remain unchanged. In the primary and secondary phases, students' attainment has fallen. Progress has remained the same in the primary years, but has fallen in the secondary. Compared with international standards, the attainment of students in primary and secondary is weak.
- In the FS, children's investigative skills vary, but are improving. Students in the primary years have weak investigative skills and only acceptable subject knowledge. In the secondary phase, students' investigative skills and subject knowledge are broadly acceptable. Those who join late, arriving from other schools with gaps in their learning, quickly catch up.
- Students' written work sometimes lacks sufficient detail. Some students use learning technology effectively for research and to support their learning, but this is infrequent. Work set for students is not always sufficiently challenging.

#### For development

- Ensure work for all students is sufficiently challenging and accurately assessed so that attainment gaps in knowledge, understanding and skills, particularly in the FS and primary phases are quickly closed.

	Foundation Stage	Primary	Secondary
<b>Learning Skills</b>	Acceptable	Acceptable	Acceptable

- Students enjoy learning. In the FS, most children learn to work and play together and to share resources. In the primary and secondary years, many students collaborate effectively in practical and discussion activities when they have the opportunity. However, on occasion they are passive learners.
- Most of the time, students communicate well with each other. They discuss their ideas clearly. Students' written work varies in quality and is often too brief to be of use when they revise for examinations; in this sense they are not taking full responsibility for their learning. References to everyday life are not regularly included in lessons.
- Problem solving and critical thinking skills are underdeveloped in the FS and primary phases. Learning technology is used well in some lessons, but in others there are missed opportunities for students to develop skills in research and independent learning.

#### For development

- Improve the quality and frequency of opportunities to develop critical thinking skills.
- Ensure students use learning technology more frequently to enhance their learning.

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

	Foundation Stage	Primary	Secondary
<b>Personal development</b>	Good	Good	Good

- Students' personal development across all phases is well established and students have positive and responsible attitudes with little variation between the phases. The FS children show limited improvements in most areas of personal development.
- Students across the school exhibit strong relationships with their peers and adults. They are highly considerate to the needs of students with SEND. Although there are some inconsistencies across year groups, students are usually well behaved.
- Students' attendance in the primary and secondary phases has improved significantly because of more rigorous monitoring systems and robust follow-up on absences.

	Foundation Stage	Primary	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good

- Students' understanding of Islamic values and their awareness of Emirati culture remains strong and still improving, across all phases. There is little variation between phases. Students are respectful of Islamic beliefs and practices.
- Students' appreciation of the Emirati heritage is celebrated appropriately. Students, themselves, actively and willingly contribute to various events that celebrate this heritage. However, students' own initiation of these celebrations is limited in scope.
- Primary and secondary students demonstrate a deep knowledge of UAE's history and current issues because of the strong link made across curriculum areas. Students' participation in and contributions to the International Day also help them raise their awareness of other world cultures.

	Foundation Stage	Primary	Secondary
<b>Social responsibility and innovation skills</b>	Acceptable	Good ↑	Good

- Students across all phases demonstrate a positive work ethic and are keen to improve. Students in the primary years are actively involved in improving their school environment by growing plants. Some students in the secondary years demonstrate well-developed innovation skills, but among the FS children these remain acceptable.
- Students in the primary and secondary phases are beginning to initiate projects and make decisions to improve their school. They organise and participate in various collection initiatives and contribute to recycling projects. Their community involvement outside the school is underdeveloped.
- Students' leadership has improved. In the primary phase, student ambassadors and house captains are now actively contributing to school life. Students in the secondary phase have taken peer tutoring roles to support younger learners.

#### For development

- Improve the FS children's involvement of looking after their immediate environment, and plan for age-appropriate ways for them to develop skills in innovation.

### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable

- The quality of teaching remains as it was at the last inspection. In the FS, teachers do not consistently make the best use of play activities to develop children’s curiosity or learning skills. In the primary years, some teachers do not have secure subject knowledge in science. They do not provide sufficient problem solving and investigative opportunities for their students.
- Across all three phases, lessons are generally well planned, although information about students’ progress is not always effectively used to provide sufficiently challenging work. Standards of questioning and its impact are highly variable. In the FS, the outdoor areas are not always used effectively.
- Although there is some effective practice, teachers do not consistently make effective use of technology to promote skills in independent learning.

	Foundation Stage	Primary	Secondary
Assessment	Acceptable	Acceptable	Acceptable

- Foundation Stage assessment portfolios are not sufficiently well-documented, although learning journals provide helpful information on children’s progress. In the primary and secondary phases, assessments are in line with the curriculum requirements.
- The development and use of CAT4 and GL tests, aligned to the outcomes from internal assessment, enables the school to reliably assess students' progress in most, but not all key subjects. The analyses of data identify trends and is helpful to many teachers when planning lessons.
- The recent introduction of external systems across almost all year groups, being not yet fully embedded or impact-evaluated, means that the assessment information is yet to have significant positive effects upon teaching and learning.

#### For development

- Improve teachers’ subject knowledge and understanding in primary science.
- Train and equip teachers so that full use can be made of available assessment data to support all groups of learners.

## 4. Curriculum

	Foundation Stage	Primary	Secondary
<b>Curriculum design and implementation</b>	Acceptable	Acceptable	Acceptable

- The curriculum follows the requirements of the EYFS and English National Curriculum and also meets the MoE requirements. It fosters continuity and progression in most key subjects. The school has introduced strategies to strengthen the provision in primary science.
- There are suitable choices for older students, supported by strategies to enable them to expand their capabilities. The FS curriculum and the outdoor area that supports it do not sufficiently enable children to make good choices from a wide enough range of stimulating opportunities.
- Curriculum reviews begin to make use of assessment data, but the school does not make effective or sufficient use of the results of national benchmark tests to appropriately modify the curriculum. Adequate provision in most subjects meets most students' needs. However, the Arabic curriculum is not sufficiently interesting, and fails to promote a love of reading.

	Foundation Stage	Primary	Secondary
<b>Curriculum adaptation</b>	Acceptable	Acceptable	Acceptable

- The curriculum is adequate in its planning but it is not modified sufficiently to take account of students of all abilities and learning styles, including students with SEND and those who are gifted and talented.
- The curriculum offers some opportunities for enterprise, innovation and creativity. A range of additional activities and clubs enhance students' academic and personal development. Students are involved in charitable and environmental activities that support the local and wider communities.
- Through assemblies, social studies classes and Islamic education lessons students' gain some knowledge and appreciation of the Emirati traditions and values which influence the society of Dubai.
- Arabic is taught in FS2 for two 50 minute sessions per week.

### For development

- Ensure the curriculum is consistently adapted in lessons to meet the needs of all groups of students, including students with SEND and those who are gifted and talented.  
Provide opportunities for all students to engage in activities that promote their innovative, creative and problem solving skills.

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

	Foundation Stage	Primary	Secondary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	Good	Good	Good

- The school has effective safeguarding policies and procedures which are clearly defined and communicated well to the staff, students and parents. All students are well-supervised in school, during break times and on the buses. Students using private transport are adequately supervised, but some risks are apparent after school.
- The premises and facilities are clean and kept in excellent condition. Some classrooms are too small for the number of students, impeding full access to the learning opportunities being provided.
- Child protection procedures have been improved further with online safeguarding training for all staff members. Higher level training has been completed by all members of the safeguarding committee and the pastoral heads of years.

	Foundation Stage	Primary	Secondary
<b>Care and support</b>	Good	Good	Good

- Teachers have positive relationships with all students. A friendly atmosphere of mutual respect and co-operation is evident across the school. Strategies for managing students' behaviour are effective. The school has rigorous systems to monitor rates of attendance, resulting in improved punctuality since the previous inspection. Online systems for reporting bullying are in place but need refining.
- The identification of students with SEND remains effective. Since the previous inspection, more students who are gifted and talented have been identified. Older students receive appropriate information and support regarding their course options. Career guidance is increasingly available to them.
- The quality of care and support has been maintained since the previous inspection, but in some lessons the support available for students with SEND is not sufficient. Lead teachers, the school counsellor and the clinic provide strong individual support for students' personal and physical well-being.

### For development

- Develop the online anti-bullying reporting system to identify risks and enforce the policy with appropriate sanctions.
- Improve the quality of support in some lessons for students with SEND by ensuring that individual education plans (IEPs) are consistently used when planning tasks.

## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good

- This highly inclusive school is welcoming to all students. Senior leaders, including governors, ensure resources are provided to meet the priorities of the inclusion improvement plan. The school provides an effective range of additional withdrawal and classroom support. The liaison between the school and the 'Small Steps' unit is very productive.
- Students with SEND are identified accurately upon entry to the school. A wide range of information is used, including reports from outside specialists. Students are accurately placed into the intervention groups most suited to their personal learning needs.
- Partnerships with parents are very positive. They are regularly consulted and welcomed at the school. Parents greatly value the support, training and advice they receive from the special needs coordinator, unit specialists and teaching staff.
- The inclusion department keeps detailed records of students' academic and personal development. The IEPs are shared with parents and relate to specific needs and personal goals. Regular reviews are made of progress, although some parents would like more measurable steps in order to see how well their children are progressing. The curriculum is not always sufficiently well-adapted to meet the needs of children with SEND.
- Students' progress overall is good. When students work in the special classes and support units, it is consistently high. In some individual classes, progress is reduced when students' prior learning, their IEPs and individual needs are not taken sufficiently into account by teachers.

#### For development

- Improve students' progress by ensuring teachers take full account of students' prior learning and individual needs when developing the curriculum and when planning lessons.
- Ensure the goals on students' IEPs have shorter, more measurable steps to evaluate their progress more frequently.

## 6. Leadership and management

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

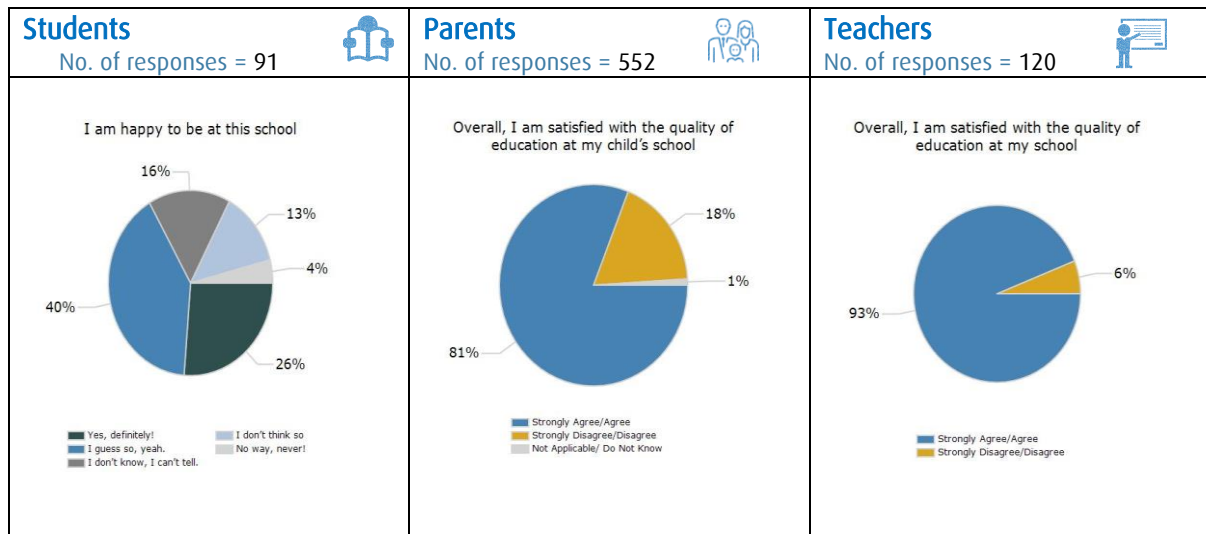
- Senior leaders are highly competent and committed to improving the school during a time of rapid growth. The quality of devolved leadership varies across the phases, subjects and services the school provides. Most, but not all leaders share a common vision for the school and work collaboratively towards achieving it. Most leaders understand the English and MoE curricula and what constitutes best practice in teaching, learning and assessment.
- The school's self-evaluation processes are mostly detailed and adequate. Some departments in the school undertake self-evaluation processes more effectively than others. The school's self-evaluation document is significantly improved since the previous inspection. The plans for improving the school are based upon the 2017 inspection recommendations. They are realistic, detailed and linked to the UAE National Agenda. There is evident capacity amongst senior leaders to improve the school.
- The school very successfully empowers parents to work as partners in their children's education. Staff members take full account of parents' views and respond in meaningful ways. The school ensures that parents are very well informed about their children's learning and development. Regular reports about students' academic and personal development include the next steps in learning. The school is further developing partnerships with community organisations and local businesses.
- The governance of the school includes a Local Advisory Board, senior leaders and members of the GEMS organisation. These parties have worked together to oversee a period of rapid growth in student enrolment and staffing. Although staffing and resources have been provided to respond to this growth, the school has grown too quickly to allow senior and middle leaders to sufficiently raise the quality of provision and outcomes.
- Daily management of this rapidly expanding school is well-organised. Students, teachers and leaders contribute to a purposeful culture. Teachers are generally well -qualified and suitably deployed. The facilities support the delivery of a broad curriculum. However, the number of students in some classrooms compromises their learning.




### For development

- Improve governance by effectively managing the growth of the school.

## The views of parents, teachers and senior students

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



 <b>Students</b>	<p>Almost all senior students responded to their survey. They are positive in their opinions about the school and indicate they feel happy, safe and well cared for. A majority indicate they read English well; conversely, a majority indicate they did not read Arabic well. Inspection evidence also indicates students feel safe and are well cared for.</p>
 <b>Parents</b>	<p>A significant number of parents responded to their survey. They are very positive in their opinions about the school, but a significant minority disagreed that the school promotes a love of reading in Arabic. More than a few parents disagreed that the school offers effective careers and academic guidance to their children. Inspection evidence indicates the school's engagement with parents to be a strong feature of provision.</p>
 <b>Teachers</b>	<p>Teachers are very positive in their opinions about the school's provision and outcomes, with the exception of students' progress in learning Arabic. Inspection evidence indicates students' achievements in learning Arabic, particularly in the secondary phase, are not strong.</p>

## 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](mailto:inspection@khda.gov.ae)