

دبي
Knowledge المعرفة

**GEMS AL
BARSHA
NATIONAL
SCHOOL**






UK CURRICULUM






PARENTS REPORT




SUMMARY OF INSPECTION 2021-2022

ACCEPTABLE

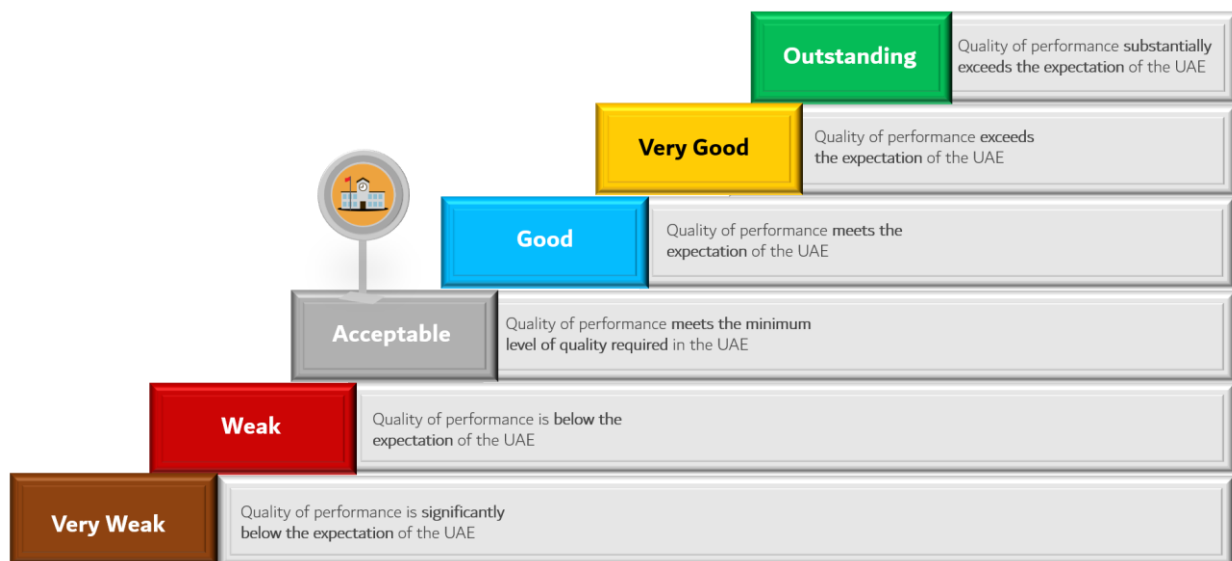
About GEMS AL BARSHA NATIONAL SCHOOL

General information	
 Location	Al Barsha 2
 Website	https://www.gemsnationalschool-barsha.com/
 Telephone	045069222
 Principal	Karim Murcia
 Inspection Dates	14 to 17 March 2022

Students	
 Gender of students	Boys and girls
 Grades or year groups	FS1-Year 13
 Number of students on roll	1191
 Number of Emirati students	905
 Number of students of determination	154

Teachers	
 Number of teachers	105
 Number of teaching assistants	21
 Number of guidance counsellors	2

Overall Performance for GEMS AL BARSHA NATIONAL SCHOOL



Summary of Inspection Findings 2021-2022



GEMS Al Barsha National School opened in 2020. The school formed following a merger of the separate boys' and girls' schools. The school is in Al Barsha 2 South, Dubai. Students follow the National Curriculum for England. Teaching is in mixed classes from the Foundation Stage to Year 3. From Year 4 to Year 13 teaching is in separate gender classes. At the time of the inspection in March 2022, the school had 1191 students on roll. 76% of the students are Emiratis. This was the school's first inspection.



The principal, Mr Karim Murcia, joined the school in 2020. He was previously the boys' school principal. The school expanded by 229 students and appointed 33 new teachers during the 2021 to 2022 academic year.



The school provides an acceptable quality of education. This means that it does not yet fully meet all of the expected UAE standards. Governors and leaders are in the early stages of fulfilling their mission to develop the next generation of future leaders. School leaders have a clear understanding of what strong teaching looks like. They have not fully identified the weaknesses which prevent students from making consistently good progress across all subjects of the National Curriculum for England.



Students make good progress in learning Arabic. Progress is not always as strong in other subjects. Generally, girls make more rapid progress than boys. Students of determination are well supported and generally make good progress. Students enjoy a curriculum that they find interesting and one which supports their personal development. The curriculum is not always appropriately adjusted to help students of differing abilities.



Students are safe in this school. They receive good levels of care and guidance. Students confirm they have good relationships with teachers and with each other. A few parents raised concern about how the school deals with bullying.

The next steps for the school are to:



- improve students' progress especially in English, mathematics and science;
- ensure that curriculum adjustments allow students to becoming independent learners and
- ensure leaders and teachers make accurate checks on the quality of student learning.







To read the full Inspection Report for GEMS Al Barsha National School

Visit: <https://web.khda.gov.ae/en/Education-Directory/Schools/School-Details?Id=5501&CenterID=152733>

Overall School Performance

Acceptable

1. How good are the students' attainment and progress?

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

2. How good is the students' personal and social development?

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

3. How good are the teaching and assessment?

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

4. How well does the curriculum meet the educational needs of all students?

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

5. How well does the school protect and support students?

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

6. How good are the leadership and management of the school?

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