



المعروف
Knowledge المعرفة



GEMS METROPOLE SCHOOL - DUBAI BRANCH

UK CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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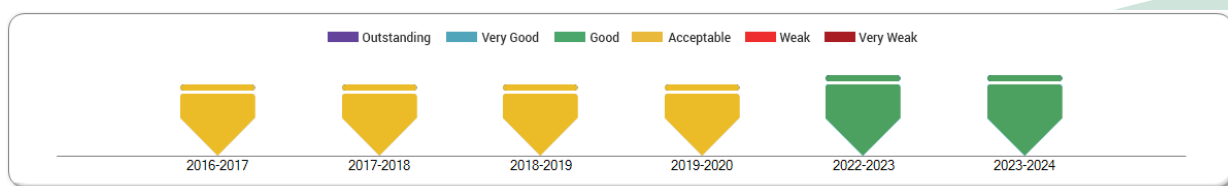
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Motor City
	 Opening year of school	2014
	 Website	www.gemsmetropoleschool-dubai.com
	 Telephone	97145507200
	 Principal	Naveed Iqbal
	 Principal - date appointed	1/5/2020
	 Language of instruction	English
	 Inspection dates	27 to 30 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	3874
	 Number of Emirati students	39
	 Number of students of determination	480
	 Largest nationality group of students	Arabic
 <p>TEACHERS</p>	 Number of teachers	257
	 Largest nationality group of teachers	British
	 Number of teaching assistants	93
	 Number of guidance counsellors	3
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	GCSE, IGCSE, AS, A Level, BTEC
	 Accreditation	BSO, BSME

School Journey for GEMS METROPOLE SCHOOL - DUBAI BRANCH



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students' attainment in Primary has increased in all core subjects and their progress has improved in English, Mathematics and Science. Progress in Islamic Education and Arabic has improved in Secondary and Post-16. Children in the Foundation Stage (FS) have improved their knowledge and understanding of the world. Students' learning skills are at least of a good quality across the school.
- Students have very good attitudes to school and demonstrate high levels of self-discipline. Relationships within the school community, are very positive. Students know how to maintain an active lifestyle. They have a clear understanding of Islamic values, and the heritage and culture of the UAE. Environmental awareness of children in FS has improved and older students contribute actively to the life of the school and wider communities.

Provision For learners

- The development of students' learning skills is strongest in Primary, where teachers use strategies which engage and challenge learners well. Across the school, lesson planning is consistent and identifies students' abilities. Assessment strategies are consistently applied in lessons, with regular progress checks conducted to assess ongoing learning. Most teachers use a range of questioning strategies effectively to develop critical thinking and students' independent learning skills. This a strength in Primary.
- In FS, the curriculum is enriched to promote imaginative learning. Enquiry-based approaches are established and influence learning in Secondary and Post-16. A variety of learning pathways ensure that all students are well prepared to transfer to the next stage of their education or employment. An increasing number of curricular activities and events in all phases, are helping to develop students' enterprise skills and their creativity.
- The school has a strong focus on wellbeing provision and support for all students. Respectful relationships contribute to a sense of community pride and shared values. The identification of students of determination and those who are gifted and talented is accurate. Students learning English, as an additional language, have the support needed to meet their needs. The counselling services and careers advice are strong features of the school.

Leadership and management

- Appropriately qualified and experienced leaders have clear roles and responsibilities for school improvement. Ongoing training continues to extend their capabilities. Leaders know the school well and monitor their improvement plans effectively. They successfully engage parents in the education of their children. Governors act as a well-informed critical friend and support the planned developments. As a consequence, the school is continuing its improvement journey at a pace.

Highlights of the school:

- The high standards of care and the attention to the welfare, wellbeing of students
- The strong partnerships with parents
- The well-informed governing board and the provision of high-quality staffing, facilities and resources
- The alternative curriculum pathways that widen opportunities for all students
- The continuing development of leadership skills, at all levels, and their impact on the school's performance

Key recommendations:








- Increase students' achievements in Islamic Education and Arabic by:
 - improving the consistency of teaching,
 - raising teachers' expectations, and
 - enhancing students' engagement in their learning.
- Improve FS teachers' understanding of the Early Learning Goals and their ability to plan, deliver and measure children's progress accordingly.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Acceptable
 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	Very good ↑	Good	Good
	Progress	Good	Very good ↑	Good	Good
 Mathematics	Attainment	Good	Very good ↑	Good	Good
	Progress	Good	Very good ↑	Good	Good
 Science	Attainment	Good	Very good ↑	Good	Good
	Progress	↑ Very good	Very good ↑	Good	Good

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good ↑	Good	Good	Good
Curriculum adaptation	Good	Good	Good	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	Good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very good
Management, staffing, facilities and resources	Outstanding ↑

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
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Good

- The school exceeded its target and scored significantly higher in the Progress in International Reading Literacy Study (PIRLS). The school is performing at the high international benchmark. Improvements, in two cycles of PIRLS, indicate that students are making very good progress. Girls are performing better than boys. There is no data for Emirati students. The overall progression in the National Agenda Parameter (NAP) assessments is very good for the whole cohort and good for Emirati students.

C. Leadership: International and Emirati Achievement	Very good
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- Senior and middle leaders are well informed about external assessments. Leaders use the information presented in these reports effectively to identify gaps in learning in both content and skills. Reading literacy has been a particular focus for the school. The National Agenda action plan highlights the next steps in international assessments and to improve reading literacy across the school.

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

- The most recent reading literacy skills profile reveals that the majority of students’ scores are at, or above, age-related expectations. Students are developing higher order thinking skills such as, making inferences, and predictions about texts, particularly in Primary and Post-16. The quality of critical thinking and inquiry-led learning is developing well, especially in science and mathematics. Most teachers make effective use of assessment information from benchmark reports and plan purposeful interventions.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Increase the extent to which all teachers, particularly those of mathematics and science, promote reading literacy.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level

- The wellbeing philosophy has been embraced and purposefully embedded throughout the school. The policies, action plans, curriculum adaptations and a wide range of specific initiatives are threaded through every classroom and into support for staff. Regular reviews and analyses of surveys are used to inform the school's next steps and address any concerns, that may arise. Wellbeing is supported by extensive documentation including detailed plans, initiatives, events, leadership roles, support services and lines of accountability.
- The dedicated wellbeing, pastoral and counselling teams work together to provide a balanced and very effective support service to students and staff. There is a sense of belonging and students feel able to talk to a wide range of adults. Equally, staff are well supported by a named lead and school counsellors. All feel that their voice is heard. For example, students who requested more sports activities, staff who asked for more professional training and parents who are now more involved in open mornings and inter-house events.
- The wellbeing programme is integrated into the curriculum. Each element is explored at different depths, depending on age. This is an integral part of teaching in FS and Primary. Secondary wellbeing is developed through assemblies, social and moral education, extra-curricular initiatives and specific events. There are purposeful links with external agencies. Students' attitudes and low staff turnover reflect a happy and appreciative school. Initiatives include a variety of student led projects and activities.

For Development:

- Ensure students' learning skills and independence are as well established in classrooms as the overall wellbeing ethos across the school.

UAE social studies and Moral Education

- The school implements the UAE social studies courses from Years 1 to 13, aligning with the Ministry of Education (MoE) guidance. Teachers use the MoE resources, supplementing them with projects, visits and independent research to enrich the learning experiences. The curriculum is well-mapped to other areas of learning and effectively taught.
- Teachers are knowledgeable, provide well-structured and interesting lessons, and use a variety of strategies to engage students. Students have opportunities to utilise information technology to support their learning and fostering the development of independent learning skills. Assessment practices include both formative and summative methods. Teachers maintain records of assessments, ensuring the systematic tracking of students' progress and enabling adjustments to teaching to be made, as needed.

Arabic in Early Years

- The school allocates two 40-minute lessons, twice a week for Arabic language to all children in FS2 and Year 1. The emphasis in FS is on phonemic awareness and the recognition of initial sounds in nouns. It also emphasises the acquisition of basic vocabulary, such as, colours and numbers. While teachers assess learning in lessons, there is currently no systematic record-keeping to monitor individual children's progress. In Year 1, students demonstrate the ability to identify initial sounds, trace letters and words and are able to name some colours, and count up to 10, through songs.



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 ↑	Acceptable

- A majority of students in Primary make gains in knowledge and understanding that are above the curriculum standards. They have a clear understanding of Islamic Faith, manners, and the biography of the Prophet Mohammed (PBUH). Most can memorise short Surahs of the Holy Qur'an and apply the skills of recitation.
- Students in older year groups, discuss Islamic concepts, such as, creativity in Islam, and relate them to everyday life. However, the opportunities for research, to expand their learning through deeper discussions and debates, is limited.
- The opportunities provided for independent learning, reflection and discussion, contribute to students' progress especially in Primary and Secondary. Recitation and memorisation skills, across the phases, are improving.

For Development:

- Further improve students' recitation and memorisation skills, and the application of the rules of recitation.
- Provide students with even more opportunities to develop their research and independent learning skills.
- Improve progress in Post-16 by raising teachers' expectations and increasing students' engagement in lessons.

ARABIC AS A FIRST LANGUAGE

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

- Internal and external assessment data align well and indicate that students' attainment is strong in Primary and broadly in line with expectations in the other phases. Students in Primary speak with growing confidence when engaging with age-appropriate texts.
- Listening and reading skills are well-developed across all phases. Students consistently demonstrate the ability to comprehend spoken information, engage in reading of different types and respond to literal and inferential understanding. Students' creative writing is evident although they often write with spelling errors and incorrect grammar.
- The school places an emphasis on students' reading and independent writing skills, which is leading to positive outcomes in their levels of progress. However, their critical analysis skills and, their ability to provide more in-depth responses when responding to a text, are less evident.

For Development:

- Improve students spelling and use of grammar in their independent writing.
- Improve students' critical analysis skills and encourage them to provide more in-depth responses, orally and in writing.

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

- The school's internal and external data accurately reflect students' levels of attainment. Students, in both phases, make strong progress in lessons and in their recent work. Most students demonstrate the ability to engage with a variety of audio texts and instructions, especially in Primary.
- Students' speaking and reading skills are improving. They express themselves confidently, particularly when engaged in discussions about a text. Their speaking skills, in unfamiliar

contexts, is less secure. Although students' writing skills are developing well, they are often too reliant on writing frames and the vocabulary provided.

- The school's implementation of a practical approach to literacy is supporting students' language acquisition and their reading and comprehension skills. However, the development of speaking skills in everyday contexts is more limited

For Development:

- Enhance students' speaking skills by providing more opportunities for them to apply newly acquired language in everyday contexts.
- Improve students writing by providing a balance between structured guidance and more independent expression.

ENGLISH

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

- In FS, children find patterns in words and build their oral language skills well. Students in Primary make rapid progress in their speaking and listening skills and improve their comprehension and fluency in reading. Older students delve deeply and with confidence into the meanings of more complex texts.
- Writing across year groups, is an improving skill. Students are not always clear about what is expected of them. They are not always provided with models of what is required when writing for different purposes and with a wide range of vocabulary.
- Since the previous inspection, initiatives aimed at fostering students' reading and higher order thinking skills, together with more rigorous tracking of their reading abilities, have accelerated progress in Primary.

For Development:

- Improve students' writing skills and acquisition of vocabulary in all phases.

MATHEMATICS

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

- External examination results reveal strong levels of attainment levels in Primary and Secondary. The IGCSE examination results reflect very good attainment in Year 11 but show a decline in performance at A Level in Year 13.
- In FS2, children have a good understanding of numbers up to 10, recognise common two-dimensional shapes, make repeated patterns and compare measures. In Primary, students exhibit well-developed, written computation skills. Students in Secondary and Post-16, show a strong grasp of mathematical skills.
- Teachers design learning activities which challenge and stimulate all groups of students enabling them to gain a deeper understanding of the subject. However, cross-curricular links are underdeveloped.

For Development:

- Extend students' mental mathematical skills in Primary and enhance cross-curricular links in the upper years.
- Improve students' A Level examination results.

SCIENCE

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

- In FS, children's natural curiosity enables them to understand the seasons and changing states of matter. The enquiry approach also enables Primary students to understand new scientific concepts through open-ended investigations.
- The use and application of key scientific vocabulary in all phases, is supporting students research, critical thinking and conceptual understanding of scientific theories. Progress is variable across the school, as students are not always provided with appropriately challenging activities to extend their scientific knowledge.

- Across the school students are deepening their understanding of the scientific method by applying their learning more to everyday life. Students in Secondary and Post-16 make informed predictions and test them experimentally with confidence.

For Development:

- Improve students' achievement by the sharing of best practice, from within and across phases, to support the implementation of the science curriculum.

LEARNING SKILLS

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

- Most students are enthusiastic learners and are fully involved in their studies. Students' engagement and ability to assume responsibility for their learning is most evident in Primary. In other phases, students work effectively on set tasks, but a few are more reliant on direction from their teachers.
- Students work well in groups and are keen to collaborate and share ideas. They make meaningful connections with everyday examples but, less frequently, with other subjects. In the better lessons, they reflect on and evaluate their own work. Post-16 students know their strengths and weaknesses and are trying hard to improve.
- Higher-order thinking skills are regularly developed, particularly in mathematics and science, where they are used effectively in enquiry-led tasks. Since the previous inspection report, students' use of technology to support their learning has improved.

For Development:

- Increase opportunities for students to build on well-developed, independent, learning skills in Secondary and Post-16.
- Improve students' ability to link their learning to other subject areas.

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

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

- Students, in all phases, have positive and responsible attitudes towards their school and learning. They are self-disciplined and respond well to feedback. Students' behaviour is very positive. They are respectful, friendly, and supportive of the needs of their peers and their teachers.
- Students have respectful and considerate relationships with each other and adults. They feel safe, valued and well-supported. Bullying is very rare, and students demonstrate responsibility for their classmates.
- Students have a secure understanding of the importance of healthy eating and maintaining active lifestyles. They adopt healthy practices, following the advice of a nutritionist and a strength and conditioning coach. They are punctual in arriving at school and to lessons. Their attendance levels are very good.

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

- A majority of students have a clear awareness and understanding of Islamic values and how they impact life in the UAE. They can explain how tolerance, generosity, kindness, and respect influence people's lives. They know how these values are applied in practice within their own daily lives.
- Students are knowledgeable of the heritage and culture of the UAE. They have the opportunity to develop a wider understanding of UAE culture through visits, events and celebrations such as, Faithful Friday, the UAE National Day and Flag Day.
- Most students demonstrate a clear awareness and understanding of their own cultures. Their knowledge of other cultures is increasing through their participation in a range of events, including International Day and international visits.

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

- Students have a strong sense of active citizenship. They feel heard, and their opinions are valued by the school, often influencing its development. Students have a positive work ethic. They are creative and demonstrate strong innovation skills.

- Students show an insightful understanding of sustainability, and they actively seek ways to care for, and improve, the school's environment. They initiate and take part in schemes to support conservation beyond the school community
- Students are responsible and contribute actively to the life of the school and wider communities, including engaging in volunteering activities, both locally and internationally. They raise funds and resources for several charities including, the Red Crescent. Many of these initiatives are led by the student body.

For Development:

- Deepen student's knowledge and awareness of Emirati culture, traditions, and heritage as well as their awareness of other world cultures.
- Increase opportunities for students to undertake entrepreneurial actions that have significant social impact.

03 TEACHING AND ASSESSMENT

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

- Most teachers have secure subject knowledge and produce well planned, purposeful lessons, using high quality resources. The quality of teaching is most effective in Primary, where teachers use strategies which engage and challenge learners very well indeed.
- Although teachers use assessment information to plan activities for students' different abilities, these plans are not always seen in practice. Most teachers use questioning effectively to improve students' critical thinking skills. They are also skilled in using digital technologies and other resources to support learning.
- Consistency in the quality teaching is improving through monitoring, coaching and a range of ongoing professional training opportunities. However, differences are still apparent across phases and within and between subjects.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Good	Good	Good	Good

- The school has developed a strong and purposeful tracking system based on internal and external assessment information. It provides detailed information on all groups of students and informs teachers and leaders of students who are not making the expected levels of progress.
- Teachers use assessment to monitor students' achievement against the curriculum standards. Learning objectives are well assessed and tracked against both content and skills, to ensure that objectives are covered. In FS, children are assessed against the Early Years Learning Goals.
- Assessment for learning (AFL) strategies are consistently applied in lessons, with regular progress checks conducted to assess ongoing learning. However, information gathered from these checks is not always acted upon. The consistency of written feedback in workbooks still varies. Peer-and-self-assessment procedures are well established.

For Development:

- Ensure the consistency of high-quality teaching across all phases.
- Ensure that all teachers provide oral and written feedback that is constructive and guides students to their next steps in learning.

04 CURRICULUM

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

- The curriculum is aligned to the National Curriculum for England (NCFE) and meets the requirements of the MoE. In FS, the curriculum is enriched to promote imaginative learning. The curriculum enables students to develop strong subject knowledge and a deep understanding, as they progress throughout the school.
- The design of the curriculum supports all students' personal and social development. Curricular choices encourage students to engage in academic, creative and cultural activities. Effective cross-curricular links, through thematic teaching, are helping students to link their learning across subjects, especially in FS and Primary.
- Students' opinions are integral to the regular review of the curriculum, and this has led to an increase in the examination courses on offer. A variety of learning pathways ensure that all students are now well prepared to transfer to the next stage of their education or to employment.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Good

- Curriculum themes in FS are adjusted to meet the needs, interests and experiences of children. In other phases, teachers routinely plan for three levels of outcome, but their implementation is variable especially for the more able students. Adaptations provide support for students of determination in most subjects.
- An increasing number of curricular activities and events are helping to develop students' enterprise and creativity skills. The leadership curriculum provides students with the opportunity to lead local and national events, such as the Model United Nations simulation.
- Across many areas of the curriculum, teachers make effective links with the culture, values and society of the UAE. Global Committee student leaders are developing events and activities to celebrate minority groups within the school community.

For Development:

- Ensure that teachers, particularly in Secondary, implement planned curriculum adaptations more effectively so that students are challenged to apply and deepen their understanding.
- Implement planned cross curricular links more effectively, to support students in Secondary and Post-16 to consolidate their learning across subjects.

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

- The school has rigorous procedures and policies in place to ensure students' safety and security. The school meets all statutory requirements, including evacuation and lockdown procedures.
- Staff know how to safeguard students, themselves, and other members of staff and the procedures to follow if an issue of child protection arises. All are fully trained. Students feel safe and are confident to report any concerns to an adult in the school. They have a strong sense of how to keep themselves safe online.
- The school's promotion of safe and healthy living is very successful and is supported by an extensive extra-curricular programme and a school nutritionist. The school clinic is highly effective, supporting staff and students' medical needs.

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

- The school has a strong focus on ensuring the wellbeing and support for students and staff. The caring ethos, embedded values and respectful relationships permeate the building. Within the school there is a sense of belonging, pride and security.
- Attendance procedures and behaviour management programmes are well-established. Accurate identification of students of determination, the gifted and talented and English language learners, allows for appropriate intervention planning. However, there is still inconsistency in applying differentiation in the classroom.
- The counselling services are well established, and careers advice is a strong feature of the school. The wide range of activities, competitions and master classes provide additional challenge for gifted and talented students, beyond the classroom.

For Development:

- Ensure that all students are appropriately supported and challenged in, and outside of the classroom setting.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The inclusion leader and governor are committed to securing a strong and efficient department, providing the best support and opportunities for students of determination. They are fully dedicated to promoting an inclusive school with relevant working documents, policies, training and specialist resources.
- There are robust identification procedures based on a wide range of internal and external assessments, and referrals. Specialist staff identify specific needs and ensure appropriate intervention planning. Students with more complex needs are swiftly identified and their needs supported.
- Parents feel welcomed, cared for, and supported. They believe that the school is all-inclusive where everyone belongs. They feel a part of their children’s educational process and are active contributors to the involvement in constructing their child’s IEPs.
- Detailed individual education plans (IEPs) provide relevant strategies and specific goals to suit their student’s needs. However, teachers use of the IEPs to enhance learning outcomes through specific differentiation is inconsistent. The range of alternative pathways for students of determination is now well-developed.
- Thorough and comprehensive assessment systems, using a range of monitoring tools have been established. Students’ IEP targets are reviewed and modified on a termly basis. Most students are reaching and often exceeding their personalised targets.

For Development:

- Ensure greater consistency in teachers’ and use of students’ IEPs to match learning activities more closely to their needs.

06 LEADERSHIP AND MANAGEMENT

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

- The school's mission and vision statements include UAE priorities, and influence leaders' direction and practices. There is a strong commitment to inclusion. Most leaders have a good understanding of the best educational practice. Leadership is effectively distributed, and lines of responsibility and accountability are clear. A strong commitment to leadership ensures that capacity for further improvement is strong. Key recommendations are being addressed, although it is still too early to see their full impact.
- Processes for school self-evaluation are strong. They include accurate analysis of all available data as well as input from all stakeholders. The quality of teaching, with due regard for the progress students are making in lessons, is effectively monitored. A strategic three-year plan is customised for phases and subjects. Plans are frequently, and regularly monitored, and are impacting positively on students' performance. The school is continuing the pace of its journey of improvement.
- Parents, through the Parent Ambassadors and their representation on the Local Advisory Board, are well-engaged in the school. Parents' voice is strong. They are well-informed about their children's education and the direction of the school. Reporting has been adapted, in line with parental request, and gives a clearer picture of their children's academic progress, personal development and targets for improvement. The school is fully involved in the local and national communities. This has an extremely positive effect on students' development and achievement.
- The Local Advisory Board (LAB) includes all stakeholders. All members receive training and visit the school regularly. Their knowledge of the school is enhanced by surveys of parents and comprehensive reports from the principal. Board agendas are appropriately focused on student achievement and improvements to school performance, with minutes clearly showing challenge to leaders. Consequently, board members provide a high level of well-targeted support to school improvement.
- The arrangement of the school day maximises students' learning opportunities. The school is very effective in its recruitment, induction and training of appropriately qualified and experienced teachers and leaders. The accommodation has been improved further this year. There are now new inclusion spaces, providing support and facilities for students of determination. The emphasis on activity, with a gymnasium, a conditioning coach and a nutritionist, gives additional facets to learning. New relaxation spaces support students' wellbeing. Rich resources abound in all areas.

For Development:

- Thoroughly evaluate the impact that middle leaders are having on the achievements of students.
- Through the annual review cycle ensure that all job descriptions reflect the current roles and responsibilities of leaders and teachers.



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