

INSPECTION REPORT

2022-2023



GEMS FOUNDERS SCHOOL MIZHAR

UK CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Mizhar 1
	Opening year of School	2018
	Website	www.gemsfoundersschool-mizhar.com
	Telephone	97142103555
	Principal	Akram Tarik
	Principal - Date appointed	9/1/2020
	Language of Instruction	English, Arabic
	Inspection Dates	06 to 09 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 17
	Grades or year groups	FS1 to Year 12
	Number of students on roll	3146
	Number of Emirati students	549
	Number of students of determination	317
	Largest nationality group of students	Arabic

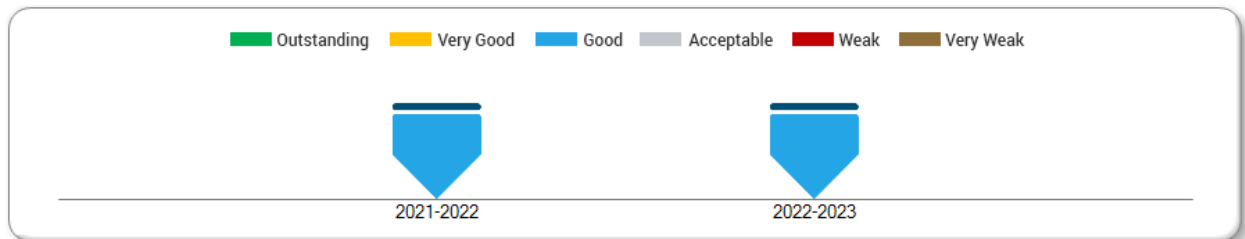
TEACHERS

	Number of teachers	178
	Largest nationality group of teachers	British
	Number of teaching assistants	48
	Teacher-student ratio	1:18
	Number of guidance counsellors	2
	Teacher turnover	23%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GL, IGCSE, AS level, BTEC
	Accreditation	BSME, BSO

School Journey for GEMS FOUNDERS SCHOOL MIZHAR



Summary of Inspection Findings 2022-2023

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

- Attainment and progress are generally good in English, mathematics and science in the primary, secondary and post-16 phases. Progress is improving in Islamic Education and Arabic as an additional language in the primary phase. Attainment is acceptable and progress is good across the Foundation Stage (FS).
- Students show responsibility, have positive attitudes and are well behaved. They have an exceptional understanding and appreciation of Islamic values. Their understanding of the culture and heritage of the UAE, as well as other world cultures, is very good. Students take on leadership roles and have a good work ethic. Their critical thinking, problem-solving and entrepreneurial skills are developing.

PROVISION FOR LEARNERS

- Teachers possess a strong command of their respective subject areas. While planning is thorough, it is not always consistently executed in lessons. Positive and supportive relationships are fostered between teachers and their students, with teachers demonstrating a good understanding of their students. The most effective lessons provide ample opportunities for students to develop their problem-solving and critical thinking skills. Assessment data are collected and analysed well, but the effective use of this data is still developing.
- The curriculum closely aligns with the National Curriculum for England. It is broad and balanced. It has a clear rationale. It does not sufficiently challenge the highest attainers or sufficiently encourage problem-solving, critical thinking, innovation and enterprise. Links with Emirati culture and UAE society are promoted very well through Islamic Education and Arabic, but not so well elsewhere.
- Comprehensive procedures and policies are in place and cover all aspects of safeguarding and child protection. Members of staff receive appropriate training. Administrative practices and procedures are well known. Relationships between staff and students are kind and caring. The school actively promotes personal development, encourages wellbeing and supports students' planning for future careers.

LEADERSHIP AND MANAGEMENT

- Leadership at the school is characterised by a clear and determined vision that is being actively pursued. The monitoring of progress towards this vision is systematic and rigorous. The school enjoys a high level of support from parents. However, the governing board needs to address the issue of overcrowding in classrooms. Although the school creates a welcoming and comfortable environment, the science laboratories are not being used to their full potential, and both the primary and secondary libraries need to be utilised further.

The Best Features of The School:

- Students' progress in English, mathematics and science across all phases, as well as in Islamic Education and Arabic as an additional language in the primary phase.
- Students' attitudes, behaviour and relationships, and their understanding of Islamic values, UAE society and world cultures.
- The health, care, guidance and security provided by the school to promote students' welfare and wellbeing and to encourage their academic success.
- Effective partnerships with parents and the community, and the management, staffing, facilities and resources provided by the school.
- Improved outcomes and personal development as a consequence of the recent high profile and focus on inclusion.





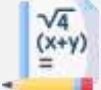

Key Recommendations:

- Improve standards of attainment and progress in Islamic Education and Arabic
- Raise children's levels of attainment in English, mathematics and science in the Foundation Stage (FS) and students' achievement in Post-16 science.
- Ensure that leaders in all areas make effective use of assessment data to appropriately adapt the curriculum and that teachers use the same to plan lessons more reliably to fully meet the needs of all students and groups of students.

Overall School Performance

Good

1. Students' Achievement

		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	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Acceptable	Not applicable
 English	Attainment	Acceptable	Good ↑	Good ↑	Good
	Progress	Good	Good	Good	Good
 Mathematics	Attainment	Acceptable	Good	Good ↑	Good
	Progress	Good	Good ↓	Good	Good
 Science	Attainment	Acceptable	Good	Good ↑	Acceptable
	Progress	Good	Good	Good	Acceptable
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Good	Good	Good	Good

2. 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	Very good ↑	Very good ↑	Very good ↑	Very good
Social responsibility and innovation skills	Good	Good	Good	Good

3. Teaching and assessment

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

4. Curriculum

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

5. 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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#).

Focus Areas

National Agenda Parameter



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 (NAP), 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.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations.	meets expectations.

- Students met or exceeded their targets in TIMSS, apart from Year 4 mathematics. Scores in mathematics and science in Years 5 and 9 place them at the upper end of the intermediate international benchmark. Over the past two years, students' scores in NAP show that a large majority is making better than expected progress.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	meets expectations.	

- Assessment data are used to identify gaps and to suggest adaptations. These adaptations are enacted and affect the learning experiences which students have. There is limited evidence to suggest that the adopted strategies are closing the gaps. The NA action plan does not sufficiently focus on skills or content gaps which arise from an examination of the data.

	Whole school	Emirati cohort	
Improving reading literacy and wider learning skills	meets expectations.	meets expectations.	

- All teachers have information regarding students' reading abilities. They are used in the more effective lessons, typically in English, to improve literacy in line with plans. Data suggest that most students can read at the expected level, with a majority reading at a level which is better than expected. In the more effective lessons, students embrace the opportunity to think creatively and critically, and to evaluate information from different sources to reach their own conclusions. This is still a developing feature.

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

For Development:

- Improve consistency among teachers in utilizing information to enhance literacy levels across all subjects and phases.
- Facilitate opportunities for students to gather information from a range of sources and develop the skills to form and defend their own views.

Wellbeing

The quality of wellbeing provision and outcome is at a **high level**.

- Governors and senior leaders promote the importance of wellbeing in all areas of school life through the theme of kindness. The school has a distributed leadership approach to wellbeing, involving teachers and students in implementing the wellbeing agenda. The school collects, analyses and uses wellbeing data to monitor and modify its whole school approach to wellbeing and engagement. Systems are in place to support the wellbeing of the whole school community.
- Teachers foster very positive relationships with their students who collaborate well in their learning. Staff wellbeing is effectively promoted and morale is high, supported by effective counselling for anyone in need. The school gathers extensive wellbeing information from surveys, assessments and feedback from all stakeholders.
- A dedicated whole school curriculum offers a range of activities to promote students' wellbeing and resilience. The school culture is focused on developing empathetic, self-aware and independent learners. The school encourages safe and healthy lifestyles, and sports have a high profile. Students report feeling happy, safe and connected to their school community.

UAE social studies and Moral Education

- The moral, social and cultural (MSC) framework structures the provision of UAE social studies and moral education from Years 1 to 12. Weekly MSC lessons meet the social studies standards and are integrated across the school. They are also aligned to relevant courses. The themes of moral and social education have a range of identified cross-curricular links.
- The MSC framework is delivered through classroom teaching and project-based activities. Students take certain themes and apply them in different everyday situations or, frequently, to elements of the culture and heritage of the UAE. This initiative mostly promotes students' learning skills well and engages students at their level of interest and ability.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In general, students in the primary phase demonstrate more rapid progress than those in secondary and post-16. They are developing cognitive skills related to Islamic Education and using these skills in a variety of contexts during lessons.
- Students' skills of referring to the Holy Qur'an, their explanation of the biography of the Prophet (PBUH) and their knowledge of Islamic law are in line with expectations. In Primary, memorisation and recitation of the Holy Qur'an are stronger. Non-Arab students are performing better than Arab students.
- In Primary, enhancing the learning environment and raising expectations have accelerated students' progress. Students in Secondary and Post-16 are only just meeting curriculum expectations due to inconsistent teaching strategies and the lack of curriculum modifications.

For Development:

- Adopt effective teaching strategies based on more specific and appropriately challenging learning objectives.

Arabic as a First Language

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

- Most students demonstrate attainment in line with expectations in all language skills. In Secondary, students' writing skills are the least improved. Most students make frequent errors in spelling and grammar. They regularly use colloquial structures and expressions when trying to write in standard Arabic.
- Students' listening and reading comprehension skills are stronger than their speaking and writing skills. Students in the primary and secondary phases are stronger in reading comprehension. They can read simple and short texts and respond to them briefly. They can identify main ideas.
- The school encourages students to participate in national competitions, such as the reading challenge, to create a reading community. Imaginative writing is not well developed.

For Development:

- Improve attainment by addressing gaps in students' knowledge of grammar and spelling to help them to improve their writing skills.
- Expect all students to provide extended answers and develop their creative writing skills.

Arabic as an Additional Language

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

- In listening and reading, students' attainment is in line with curriculum standards. Skills in speaking and writing are developing rapidly. The progress of the majority of students is above expectations in the primary phase, but progress remains at expected levels in the secondary phase.
- In the primary phase, students confidently use basic words to construct short paragraphs or simple sentences. They can analyse fictional texts and identify the setting and the main characters. In the secondary phase, students respond to prose and poetry using a restricted repertoire of familiar vocabulary.
- Students have a limited variety of reading resources and printed material to extend their knowledge of Arabic. As a result, they are not effectively developing their linguistic skills in reading comprehension, speaking or creative writing.

For Development:

- Maximise students' opportunities to use Arabic for communication and promote more independence in reading, writing and speaking.

English



	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Good ↑	Good ↑	Good
Progress	Good	Good	Good	Good

- Children in the FS rapidly develop their speaking and listening skills. In the other phases, students progressively improve their knowledge, understanding and application of English writing conventions and techniques. Older students generally use examination criteria effectively to plan and evaluate their work.
- Most students' reading skills develop progressively, impacting positively on the extension of their vocabulary and writing skills. Older students can analyse a range of texts to identify authors' techniques. They can support their views with relevant information derived from their analyses.
- The structured phonics scheme in the FS and lower primary phase provides a secure foundation for the development of students' literacy skills. Students regularly check their written work for accuracy in spelling, grammar and punctuation, although they do not do this with sufficient rigour.

For Development:

- Ensure that students rigorously check their work for accuracy and avoidance of basic errors, particularly in spelling, punctuation and grammar.
- Improve students' understanding of words such as explain, compare, contrast and evaluate in planning their writing.

Mathematics


	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Good	Good 	Good
Progress	Good	Good 	Good	Good

- Across the school, assessment information indicates strong attainment in both internal and external tests. This level of attainment is not always evident in lessons or in workbooks. Opportunities to use assessment data to plan lessons that challenge all students are often missed.
- In the FS, children have a developing knowledge of number. They understand concepts of more and less. In Primary, the majority of students can accurately carry out set calculations, but their ability to apply their knowledge to everyday and unfamiliar situations is underdeveloped.
- In the secondary phase, students are increasingly able to solve set questions and have a good understanding of algebraic expressions and data display. Students are generally adept at performing written and mental calculations, and in using mathematical techniques.

For Development:

- Ensure greater consistency in attainment in mathematics throughout the school.
- Make sure that students in all phases have opportunities to relate their knowledge of key mathematical concepts to their everyday lives.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Good	Good 	Acceptable
Progress	Good	Good	Good	Acceptable

- Most students in the FS and Post-16 attain in line with curriculum standards. In the primary and secondary phases, a majority exceeds the standards. The majority of students makes better than expected progress across the school, apart from those in the post-16 phase.
- Although practical and investigative skills are improving, they remain underdeveloped. Knowledge and understanding are relatively stronger features across the school.
- There has been a focus recently on investigative science and on the scientific method. This focus is having a positive impact, especially in the primary phase.

For Development:

- Ensure that the improvements in practical and investigative skills are sustained and fully embedded.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Good	Good

- Most students are keen to engage in their learning. They increasingly take responsibility for their own learning and can sustain their concentration levels for longer periods of time. Only a minority of students develops and uses the full extent of learning skills.
- Students interact very well with adults. They collaborate well to share their thinking and complete learning tasks. They sometimes make connections in their learning to the outside world and to other subjects, most evidently in English and in moral education.
- Students' problem-solving skills, critical thinking and use of technology are developing features of learning in most subjects. The high-performance learning initiative encourages students to reflect on their learning and to seek ways to improve their work.

For Development:

- Ensure that all students develop and use all their learning skills, including the use of technology and other resources, to find things out for themselves.

2. 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 across the school, including children in the FS, have very positive and responsible attitudes to learning and to school. They are sensitive to others and show concern for them. Strong relationships exist between students and adults in the school. However, sometimes students are overly dependent on teachers for their learning.
- Students in all phases have a very good understanding of the importance of leading a healthy lifestyle. Many participate in the school's sports programmes. They also make appropriately healthy eating choices and encourage others to do so.
- The school's behaviour management strategies impact very positively on students' behaviour in all phases. Students are consistently self-disciplined in classes and behave considerately during break times. The proportion of students arriving promptly at school has increased significantly. Overall attendance is good.

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

- In all phases, students have an excellent understanding and appreciation of Islamic values. They recognise the importance of these values in society, regardless of citizens' nationalities, religions and backgrounds.
- Students exhibit a strong knowledge of the culture and heritage of the UAE. Emirati students play a crucial role in promoting Emirati culture by organising extra-curricular events and activities.

- Students demonstrate impressive knowledge and understanding of their own and other cultures. They can describe their own traditions and how they differ from others.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Good	Good	Good	Good

- Students speak knowledgeably about sustainability. They have made and sold items including wreaths and paper boats to collect money for charitable causes. They also participate in charitable ventures such as fundraising for the Turkish earthquake victims.
- A cohort of senior students engages in innovative coding projects. One group designed an electronic application as part of an international humanitarian programme to reunite refugee children with their parents. This led to an internship development programme with an international company.
- Secondary students have also been involved in sustainability development goals. They are actively involved in the activities of the Model United Nations. Emirati students lead the National Day and Flag Day celebrations.

For Development:

- Review opportunities and encourage more students to contribute and take on leadership roles in projects across the school.

3. Teaching and assessment

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

- While overall teaching standards are consistent across all phases, considerable variations exist within and between subjects. Most teachers effectively use a range of strategies and high-quality resources to assist teaching and to engage students in productive and enjoyable learning activities.
- Teachers ensure that the classroom environment is conducive to learning. They interact very well with students and use questioning effectively to promote thinking and to check understanding. Teachers incorporate differentiated learning activities to meet the needs of most groups of students.
- Teachers routinely plan lessons with clear learning objectives and success criteria. They are not always suitably focused on the needs of individual students or tailored to the length of the lesson. Teaching standards are improving. The improvement is not fully reflected in students' outcomes.

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

- Across the school, systems for gathering assessment information internally and for comparing this with external data are robust and linked to curriculum standards. Assessment is closely moderated, especially in the primary phase, and is used to give reliable measures of progress.
- Students' progress is tracked over time and data are provided for all teachers, so that students' needs can be met. However, the use of this information is inconsistent across subjects and phases.

- The management of data analysis and its dissemination to teachers have improved. The monitoring of use of these analyses varies and is not coordinated or embedded. Students, particularly the older, are now more able to discuss their targets.

For Development:

- Ensure greater consistency in the provision of high-quality teaching across all subjects, particularly in Islamic Education and Arabic.
- Ensure that data are used effectively in all subjects and phases to meet the needs of all groups of students, especially higher attaining students.

4. Curriculum

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

- The curriculum is well-planned and has a clear rationale across all phases, closely aligned with the National Curriculum for England. Staff members in the FS demonstrate creativity and imagination in organising learning areas. Most subjects show effective progression due to strategic planning, though the post-16 phase could still improve in meeting students' needs.
- Cross-curricular links are not consistently embedded in lessons, except for Islamic Education and Arabic where a cross-curricular approach is used to reinforce learning transfer. The school regularly reviews the curriculum to ensure its effectiveness.
- The delivery of aspects of the Moral, Social and Cultural (MSC) framework across the curriculum needs more planning. Some classroom activities fail to engage or sustain students' enthusiasm and interests, and the curriculum sometimes lacks critical thinking or high levels of challenge.

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

- Curriculum modification meets the needs of the majority of students of determination, especially through the provision of the 'flourish' classes. In the FS, teachers and teaching assistants rephrase their explanations to help children to grasp the concepts being taught.
- The curriculum offers a few opportunities for the development of enterprise, creativity, social contribution and innovation skills. Developments and participation in extra-curricular activities such as sports, clubs, community participation and special events are evolving.
- Islamic Education and Arabic provide an appreciation of the values of the UAE society and Emirati culture. The provision is developing in other subjects.
- Arabic is taught in FS for 45 minutes each week.

For Development

- Share the existing good practice in Islamic Education and Arabic and enhance students' understanding of the heritage and culture that underpin contemporary life in the UAE.

5. 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 places a high priority on safeguarding and protecting children, with comprehensive policies and robust procedures in place. Regular, thorough training is provided to all staff to ensure they understand their child protection responsibilities. Security staff and traffic marshals are highly trained and effective in their roles.
- Excellent facilities and a well-maintained physical environment are top priorities for the school. All necessary safety provisions are in place, and rigorous safety measures, checks, and record-keeping are carried out to ensure the health and safety of all who use the premises.
- The school manages private vehicles and school transport with great efficiency, promoting safety for students and pedestrians. Programs covering e-safety, healthy eating, and sports and enrichment activities are in place to promote healthy lifestyles. However, the delivery of some aspects of these programs may require further improvement.

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

- All members of staff create and encourage a very caring culture, evident in the strong relationships between them and the students. Expectations of behaviour are clear and generally adhered to by all students. Systems to promote regular attendance are successful.
- Robust systems are in place to identify students of determination and those with gifts and talents. Effective strategies for curriculum adaptation and support have been established so that most of these students achieve their best academic and personal progress.
- Guidance from support staff is mostly successful in promoting students' independence. The care and wellbeing of all students is carefully monitored by skilled counsellors who provide effective personalised support for life choices, options and careers.

For Development:

- Enhance curriculum adaptation and support to ensure that all students, especially students of determination, make the best possible academic and personal progress.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- The governing body exerts a very positive influence on the school inclusion team. The well-qualified leaders have created an improvement plan that identifies appropriate priorities and actions with which to develop even more effective provision and maintain a very inclusive ethos.
- The school's rigorous procedures for identifying students' needs include data analysis and consultation with therapists, teachers and parents. The resulting information is then used well to inform individual plans and classroom practice, and to identify innovative interventions such as the 'flourish' classes.
- Parents appreciate the communication and reports which they receive. They feel well informed about their children's progress towards academic and personal targets. They are involved in planning. Their opinions on their children's development are valued.
- A large majority of teachers adapts lesson activities and expected outcomes effectively so that lessons are appropriate and engaging for students of determination. Learning support assistants are mostly successful in encouraging students to be independent learners, but sometimes they intervene too quickly.
- A large majority of students makes better than expected progress towards academic and personal targets. The highly effective provision, combined with the expertise of teachers and support staff, manifests itself in happy students who are keen learners, highly engaged in their studies.

For Development:

- Ensure greater consistency in the quality of provision in all lessons for students of determination so that they are challenged to have greater independence in their learning.

6. Leadership and management

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

- The principal and executive leadership team work cooperatively and confidently together. They have a clear vision for the school which they are pursuing with vigour and determination. Their focus on developing middle leaders has been partially successful. Relationships and communication are professional, considerate and courteous. Line management is clearly defined. Roles and responsibilities are well articulated. Potential barriers to further improvement are identified. Leaders do not always fully measure the impact of their actions.
- Leaders, including middle leaders, know the strengths and areas for improvement of the school. The school development plan identifies where improvement is required. Overarching objectives are supported by a series of action points and success criteria. Leaders monitor the quality of teaching and learning. Monitoring is systematic and rigorous. However, the personalisation of the strategic plan results in numerous similar plans and much repetition. Leaders have made significant progress in addressing the recommendations from the previous inspection report.
- Parents are highly supportive of the school. They are consulted, and their views are heard and valued. They receive regular communications on how well their children are progressing, as well as more general information supporting welfare and wellbeing. The school provides parents with summaries of school priorities and keeps them informed about progress. Parents of students of determination are very positive about the care and support provided by the school. The school has productive links with the local community and strong partnerships with other cluster schools and with universities.
- The governing board includes representation from a range of stakeholders, including parents. Governors have a growing understanding of their responsibilities through high-quality training. Their work has recently been enhanced by the setting up of sub-committees to hold the school accountable. The governing board ensures that the school is suitably staffed and resourced. Governors need to address the overcrowding in some classrooms, in order not to affect the quality of teaching and learning and the wellbeing of students and staff.
- The school is efficiently managed. Students and staff are aware of routines and procedures. Information boards and corridor displays are instructive and celebratory. Safeguarding and child protection procedures are well understood. All staff are very well supported through the professional training programme. The school offers a welcoming environment with a range of specialist facilities for art, music, drama, sports, textiles and food technology. The science laboratories are underused. The primary and secondary libraries are not well enough resourced.

For Development:

- Improve the effectiveness of middle leaders by developing their knowledge of the very best practice in teaching, learning, assessment and the curriculum.
 - Improve the usefulness of school development plans by removing repetition while maintaining personalisation and coherence.
 - Address overcrowding in certain classrooms.
-

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 QA.Schools@khda.gov.ae