

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



**Inspection Report
2018-2019**

GEMS Metropole School

11 YEARS OF INSPECTIONS

Acceptable



























Curriculum
UK



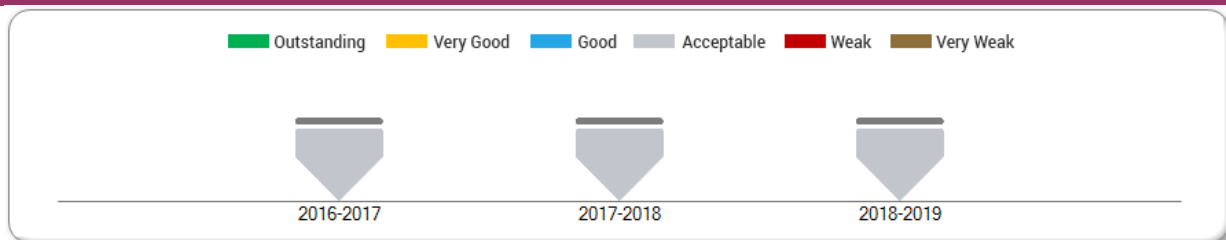
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	9
Main Inspection Report.....	10
The Views of Parents and Senior Students.....	20

School Information

General Information	 Location	Motor City
	 Opening year of School	2014
	 Website	www.gemsmetropoleschool-dubai.com
	 Telephone	0097145507200
	 Principal	John Hughes
	 Principal - Date appointed	3/10/2018
	 Language of Instruction	English
	 Inspection Dates:	21 to 24 January 2019
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	2971
	 Number of Emirati students	34
	 Number of students of determination	266
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	188
	 Largest nationality group of teachers	British
	 Number of teaching assistants	68
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	2
	 Teacher turnover	33%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	GL, IGCSE, GCSE
	 Accreditation	BSO
	 National Agenda Benchmark Tests	CAT4, GL

School Journey for GEMS Metropole School-



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **acceptable**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' outcomes

- Students' achievements have improved in most subjects since the last inspection. They make acceptable progress in all subjects, in all phases, except in Arabic where it is weak. Students' attainment is in line with expectations in most subjects. They have acceptable learning skills in each phase but do not consistently demonstrate age-appropriate research or critical thinking skills.
- Students across the school have positive and responsible attitudes towards learning. They behave well in lessons and during breaks. They know what is expected of them and work diligently to succeed. Students demonstrate a clear understanding of Islamic values and how they shape life in the UAE. They display initiative and have successfully organised charitable fund-raising events and eco-projects.

Provision for learners

- The quality of teaching is inconsistent across the school. Teachers use a good range of assessment instruments to track students' progress and benchmark attainment against the National Curriculum of England expectations and international standards. The use of assessment information to plan lessons that match work to students' learning needs and the use of thought-provoking questioning to develop learning skills vary considerably.
- The curriculum is fully aligned to the Early Years Foundation Stage (EYFS) learning goals and curriculum standards. It is broad, balanced and compliant with UAE priorities. The programmes and activities promote students' interest and enjoyment. Many teachers adapt the curriculum well to meet students' learning needs. Creativity, entrepreneurship and innovation are features of some lessons and are prominent in the co-curriculum.
- Policies and procedures for ensuring health and safety are rigorous and fully implemented. Systems for managing and promoting good behaviour, attendance and punctuality are appropriate and effective. In the best lessons, across all phases, staff respond skilfully to students' additional learning needs. Students who speak English as an additional language are taught very well in specialist lessons.

Leadership and management

- Improved leadership has brought about improvement in many areas of the school. Parents are fully involved with their children's education and are consulted well when changes are introduced. Following the previous inspection, swift and effective action was taken by governors to improve leadership. There are sufficient, appropriately-qualified staff. They have a strong commitment to their own professional development.

What the school does best:

- The effective strategic leadership that is improving student outcomes and promoting a strong culture of improvement
- Welcoming a wide range of students of determination and providing good education for those with significant learning needs
- The very safe, secure and caring environment
- The positive ethos and the opportunities for students to develop good personal and social skills
- The effective communication with parents and involving them in the education of their children.







Key recommendations:

- Improve the quality and consistency of teaching and assessment by:
 - making better use of assessment information to match tasks more effectively to students' learning needs
 - enabling students to evaluate their learning more effectively during and at the end of lessons
 - placing a greater emphasis upon the development of a broad range of learning skills, including research and critical thinking skills.
- Improve students' achievement in Arabic as a first language by:
 - making better use of assessment data to plan lessons that match tasks to students' current skills and their next steps in learning
 - adjusting the curriculum for the lower-attaining students to provide them with an appropriate level of challenge
 - ensuring that group work is more effective and not dominated by the higher-attaining students to the detriment of others.
- Improve students' achievement in Arabic as an additional language by:
 - making sure that programmes of study are aligned to the new Ministry of Education (MoE) framework
 - taking more account of students' years of studying the language
 - making better use of assessment information to provide tasks that are more suited to the needs of students and engage them more effectively in lessons.
- Provide the necessary structures and support in the Foundation Stage (FS) to encourage children to explore their immediate environment, carry out investigations and draw conclusions.

Overall School Performance

Acceptable

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's progression in international assessments

meets expectations

- Since the school opened in 2014, it has only participated in one round of international testing. The Year 5 students' results in the 2015 Trends in International Mathematics and Science Study (TIMSS) were above the TIMSS centre point in both mathematics and science. National Agenda Parameter (N.A.P.) assessment information shows weak attainment in students' overall scores in English, science and primary mathematics. Results improved in secondary mathematics and science in Year 9. Students' attainment in English in relation to measures of their cognitive potential (CAT4) is above expectations.

Impact of leadership

is approaching expectations

- The leadership team is committed to the goals of the National Agenda (N.A). The school NA action plan is monitored regularly to review progress. Middle leaders are starting to modify the curriculum by placing more emphasis on topics relevant to TIMSS requirements. Leaders make good use of the N.A.P. and CAT4 assessment information.

Impact of learning

is below expectations

- The development of students' critical thinking skills is better than their inquiry and research skills. In the better lessons, there are more open-ended questions that encourage higher-order thinking, but this is not a common feature across all subjects. In English, students are routinely required to read and analyse texts to extract information.

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

For development:

- Improve students' progress in N.A.P assessment in all subjects and in all grades
- Monitor modifications to the curriculum and teaching to assess their impact on students' attainment and progress
- Develop teaching approaches that enhance students' critical thinking and research skills.

Reading Across the Curriculum

- From FS upwards, the notable improvements in reading skills have supported an increased achievement in other subjects. In each phase, students read a wide range of materials and books.
- A focus on understanding vocabulary and types of questions has helped students perform better in secondary school subjects.
- There is no school librarian to systematically plan book-related activities to motivate students to read. FS teachers effectively promote the enjoyment of reading in story time.
- Leaders are strongly committed to improving reading skills. Through workshops, parents are informed of the importance of their support and the effect reading proficiency can have on their children's examination results.

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

For development:

- Make full use of the school libraries to promote a love of reading and support students' research and investigations
- Plan a range of book-based activities to encourage students to read a greater variety of fiction and non-fiction texts and to develop their specific reading skills across all subjects.

UAE social studies

- The curriculum is implemented effectively and blends UAE social studies with school-based resources to provide a broad and engaging range of units of study.
- Students show enjoyment and interest in most lessons, especially when they have the opportunity to develop their ideas in discussions and collaborative work.
- Attainment is in line with curriculum expectations, and assessment information is beginning to be used effectively to identify areas of underachievement and to guide lesson planning.
- Opportunities for students to improve their research, critical thinking and problem-solving skills are developing but remain variable across the subjects. Progress is acceptable for almost all students.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- Students' innovation, higher-order thinking and learning technology skills are still developing.
- The school encourages students to make beneficial contributions to the school community by providing them with opportunities to express their views and demonstrate their leadership skills.
- In most subjects, lesson plans identify a 'Big Question', but this is not always followed up well by teachers to promote higher-order thinking.
- Teachers are beginning to incorporate innovation in lessons. For example, the partnership they have built with the well-resourced autism centre is innovative and highly effective.
- Senior leaders have a good understanding of the importance of innovation and are taking a judicious approach to promoting it in both the main curriculum and the co-curriculum.

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

Main Inspection Report

1. Students' achievement

Islamic education

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

- The majority of students in the primary phase are able to competently recite memorised Surahs and Hadith. They demonstrate a strong knowledge of Islamic principles. Secondary and post-16 students have thorough knowledge of Seerah, biographies and Islamic laws. They successfully relate Islamic principles to contemporary issues.
- In the primary phase, most students demonstrate good knowledge and understanding of the pillars of Islam and Islamic values. They have memorised prescribed Surahs adequately. In the secondary and post-16 phases, students' understanding of Seerah and Islamic principles is strong.
- Primary students make limited progress in linking Islamic beliefs and rules to their own lives and in developing thinking skills. Secondary and post-16 students make better progress in developing their understanding of Islamic concepts and etiquettes than in developing their recitation and understanding of verses from the Holy Qur'an.

For development:

- Develop students' higher-order thinking skills and relate the main concepts to their everyday life.
- Improve students' Holy Qur'an recitation and memorisation skills in the secondary and post-16 phases.

Arabic as a first language

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

- In the primary phase, most students' attainment is in line with curriculum standards. In the secondary and post-16 phases, only a large minority attain in line with curriculum expectations. Students in the primary phase make better progress than students in the upper phases, both in lessons and against their starting points.
- In all phases, the main strength is listening comprehension. Primary students can read and understand familiar text and respond in simple sentences. Reading and speaking skills in the upper phases are inconsistent. Writing skills remain underdeveloped in all phases.
- Reading skills in the primary phase have improved. Attainment in the upper phases remains the same because the majority of students are not challenged enough to incrementally develop their skills.

For development:

- Make full use of assessment information to group students according to their attainment levels and adapt teaching and the curriculum accordingly.
- Adopt a consistent approach to the development of writing skills across all phases.

Arabic as an additional language

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

- Attainment and progress in the primary phase are better than in the secondary phase. In the primary phase, the progress of most students is in line with curriculum expectations. In the secondary phase, only a large minority make the progress necessary to meet the curriculum standards.
- In the primary phase, students' reading skills are adequate. They develop a satisfactory range of vocabulary related to personal topics. In the secondary phase, students' reading and speaking skills are underdeveloped.
- Writing skills remain underdeveloped in both phases. Students' overreliance on online translators hinders their development of these skills.

For development:

- Improve students' creative writing using acquired vocabulary and structures without using an online translator.
- Improve students' speaking skills, especially in the secondary phase, through discussions and presentations.

English

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

- Students' attainment across all years is improving. While historical assessment information shows that attainment levels for students in Years 1 to 9 are weak, current assessments and students' work in lessons show that their attainment is acceptable.
- Most students' speaking, listening and comprehension skills are significantly better than their writing skills. Children in FS and the primary phase listen attentively and can identify the main characters and events in a story. Because reading is a feature of almost all lessons, it has a positive impact on developing students' vocabulary.
- Students in all lessons are keen to communicate their learning and discuss their thoughts with their peers and teachers. Older students increasingly take responsibility for their own learning, conduct research to produce good quality work and can evaluate their own progress.

For development:

- Improve all aspects of students' writing skills.
- Improve individual target setting and the feedback given to students on their work to enable them to take responsibility for their next steps in learning.
- Ensure that all students are provided with appropriate levels of challenge.

Mathematics

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

- Most children in FS2 can count accurately to 20 and match numbers to objects. They recognise numbers and are beginning to use non-standard units for measurement. Progress against age-related standards is on track at this stage of the school year to achieve a good level of development in the Early Learning Goals.
- An improving feature in the primary phase is students' ability to apply their understanding of mathematical concepts in solving problems. This is helping develop students' critical thinking skills. In the secondary phase, students' ability to apply mathematical procedures is stronger than their reasoning skills.
- In the primary phase, students' skills in manipulating numbers are stronger than those in geometry or data handling. Primary students' attainment is generally acceptable in internal assessments but is weaker in external assessments. Higher-attaining students in all phases generally achieve in line with predictions of their performance.

For development:

- Increase opportunities for students to solve mathematical problems and improve their reasoning skills in the secondary phase.

Science

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

- External assessment information shows weak attainment levels in the primary phase, but internal assessment data and students' work in lessons reveal much higher levels. There is variability in attainment and progress across the years and topics in the secondary phase. In FS, attainment is weak because children get few opportunities to investigate.
- Working scientifically has improved considerably in the primary years, but there is still inconsistency in expectations, particularly in recording data. In Years 1 to 9, students have too few opportunities to plan their own investigations, other than through science, technology, engineering, and mathematics (STEM) lessons.
- Positive curricular changes, effective planning and analyses of assessment information to address gaps in understanding have not impacted positively on external test results. However, these are beginning to improve students' progress in lessons.

For development:

- Provide more opportunities for children to investigate in the FS.
- Improve the consistency of the expectations for working scientifically, particularly in the primary phase.
- Provide more opportunities for students to plan their own investigations.

Learning skills

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

- In almost all lessons, students show positive enjoyment and apply themselves well to learning, especially when the topics are interesting and challenging. Most students assess their own learning and are clear about what they need to do to make better progress.
- When given the opportunity to engage in discussions and to work collaboratively, students interact well, show respect for the contributions of others and share their ideas efficiently. In a few lessons, teachers direct learning too closely, limiting students' independence.
- Students' critical thinking and their ability to solve problems and carry out research to support their work is developing but is still inconsistent. Similarly, their use of technology as a tool for learning is still developing across the subjects and phases.

For development:

- Ensure that the development of students' independent learning skills is integrated in all lessons.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Good	Good	Good	Good

- Students across the school have positive and responsible attitudes towards learning and their school. They are sensitive to the needs of others, including those of students of determination.
- In all phases, students behave well in lessons and during breaks. They know what is expected of them and work diligently to succeed and improve academically to meet their targets.
- Attendance rates in the primary, secondary and post-16 phases are good. Most students are punctual.

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

- Students demonstrate a clear understanding of Islamic values and how they influence life in the UAE. These values are evident in the school as students show tolerance of differences and respect for others.
- Most students understand how Emirati heritage and culture influence contemporary life in the UAE. They can discuss different aspects of UAE culture, such as its history, sports, traditions and achievements.
- The school's multicultural, multinational community helps students improve their knowledge of other cultures and their global citizenship. Students can describe the similarities and differences between their own and other cultures.

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

- Students in all phases have a positive work ethic and enjoy being involved in community projects. FS children take part in activities such as providing food for workers in Ramadan.
- Most students have good knowledge of recycling and sustainability. They generate ideas and are involved in activities inside and outside the school that are mostly linked to their immediate environment.
- Students successfully organise many events and raise money for charities. New school initiatives, such as the Duke of Edinburgh's Award Scheme, promote further commitment to community service and the development of responsible citizenship.

For development:

- Increase students' awareness of Arabic culture through the curriculum and the use of Arabic in displays in the classrooms and corridors.
- Plan more opportunities for FS children to encourage them to take responsibility in the classroom.
- Provide students with more opportunities to develop their understanding of worldwide conservation issues and their responsibility as global citizens.

3. Teaching and assessment

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

- Lesson planning has improved substantially. In some subjects, teachers are making more effective use of assessment information to personalise student learning. Planned activities that are matched to students' needs are not always implemented to challenge individual students.
- The quality of teaching is inconsistent across the school. In the more effective lessons, teachers employ thought-provoking questioning to engage students and deepen their knowledge and understanding. Regular planned opportunities for collaboration, reflection and independent research are not embedded in all lessons.
- Time is not always effectively managed to enable students to evaluate their learning during or at the end of lessons. In the FS, during continuous provision and outdoor learning sessions, adults do not routinely adjust the guidance they provide to promote children's progress.

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

- The effective use of a range of assessment systems facilitates the tracking of students' progress. In the primary phase, students' progress is checked by using standardised external measures and in the secondary phase, by using target setting based on students' CAT4 indicators.
- Assessment information is used accurately to identify strengths and gaps in students' learning. The school effectively uses CAT4 information to set targets and establish baseline measures for progress. Teachers' use of this information to provide support and challenge for students of differing abilities is inconsistent, particularly in Arabic and Islamic education.
- The use of online platforms to provide feedback and the use of red and green symbols for self-assessment are developing well. In English, age-related curriculum standards are used effectively to enable students to self-assess. This is not consistently evident in all lessons.

For development:

- Share the best practice evident in some subjects to improve the consistency of teaching in all subjects and phases.
- Ensure that, in all lessons, full use is made of assessment information to provide students with appropriate levels of challenge and support.

4. Curriculum

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

- The curriculum is fully aligned to the EYFS learning goals and the standards of the National Curriculum of England. It is compliant with the UAE national priorities. It provides activities that promote students' interest and enjoyment. In the FS, learning activities are mainly led by adults.
- Primary and secondary students benefit from a broader range of curriculum choices than those in Post-16. Across all phases, the curriculum is planned to provide opportunities for cross-curricular learning. Curricular arrangements for transition between phases is not always effective.
- Effective use is made of assessment information to inform curriculum reviews and to meet the needs of most students. The strong focus on reading within the curriculum is having a positive impact in most subjects.
- Moral education is taught in all phases from Years 1 to 12 as a timetabled subject and is embedded in FS lessons and in assemblies.

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

- The curriculum is not always adapted well enough to meet students' learning needs in lessons. In the most effective lessons, the level of challenge is carefully planned, and teachers' language and questioning are continually modified to ensure that all students are challenged appropriately.
- Opportunities for creativity, entrepreneurship and innovation have improved, particularly in the co-curriculum. Students experience community focused activities and volunteering, some of which they organise themselves.
- Students are involved in supporting their community and gain appreciation of the UAE culture and heritage through assemblies, displays, celebrations and some lessons.
- Arabic is taught for two 50-minute lessons each week in FS 2.

For development:

- Ensure the transition arrangements between phases promote smooth progression and continuity of learning.
- Provide a wider range of curricular options for students in the post-16 phase.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Very good ↑	Very good ↑	Very good ↑	Very good

- Procedures for safeguarding are rigorous and well implemented. The school provides clear guidance and effective support to keep students safe at school and while using the internet. All staff understand and adhere to the child protection procedures.
- The consistently high standards of maintenance and the rigorous follow-up of incidents result in a very safe environment. Risk assessments are regular, and the school keeps comprehensive records of routine and emergency procedures. New initiatives for promoting healthy food choices are beginning to develop healthy living habits.
- School transport procedures are efficient. Procedures for ensuring students' safety at the start and end of each day have been strengthened. Support staff, trained by the Roads and Transport Authority, and senior staff ensure the safe passage of students during this time.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good	Good	Good	Good

- Systems for managing behaviour, attendance and punctuality are effective. Formal and informal behaviour management procedures ensure respectful and amicable relationships. Counsellors have a considerable caseload, and the support of middle leaders is pivotal in ensuring students' well-being.
- Students of determination and those who have gifts and talents are identified well, using a range of information. In the most effective lessons, staff respond appropriately to students' additional learning needs, but not all are adept in providing the support that promotes the best learning.
- Students in the early stages of learning English as an additional language are taught well in specialist lessons. Recent changes in the organisation of their education have not improved their outcomes across the subjects. Careers education is developing well and being extended in the secondary phase.

For development:

- Ensure that counsellors have sufficient time to meet the well-being needs of the school community.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The school is fully committed to inclusive education, both in policy and practice. Leaders are supported by governors in the aim of providing a school for the whole community. The inclusion team supports the child and the family and provides effective guidance.
- Students of determination are identified well, and their needs are accurately assessed. Individual education plans (IEPs) provide useful information for teachers, parents and the students themselves. Assessment information is used to update students' learning targets and to check their progress.
- Parents are valued partners in their children's education. This is especially true in the additionally-resourced autism provision, which partners with the school in providing a high quality, wrap-around educational experience for the children and their families.
- In the most effective lessons, teachers fully utilise all the advice and information they have to drive students' learning and to ensure they make maximum progress. Provision across all phases is inconsistent. Support staff are insufficiently trained or experienced to fully and consistently support learning.
- Although students' outcomes are positive overall, their progress slows as the curriculum becomes more challenging. In addition, not all teachers' expectations are high enough. Where expectations are high, students generally meet the challenges and demand more of themselves.

For development:

- Ensure that teachers consistently maintain high expectations of students' progress and intervene quickly if there is any underperformance.
- Train and retain the high-quality support staff.

6. Leadership and management

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

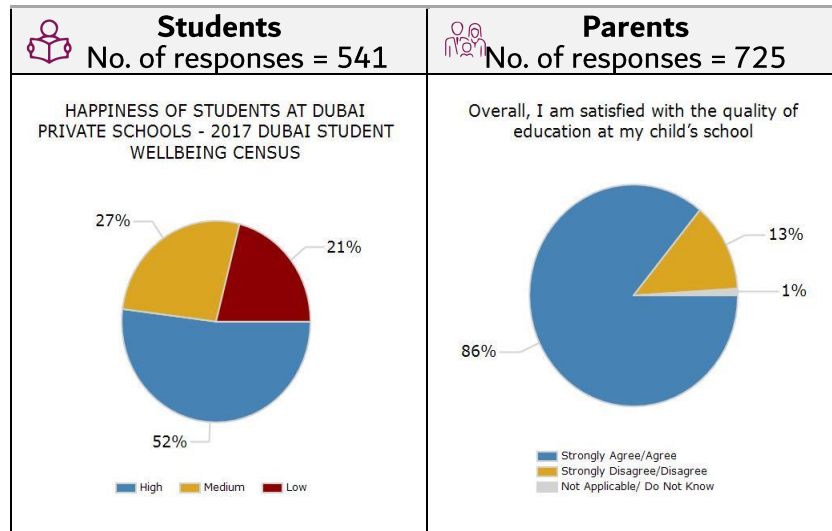
- The principal provides effective strategic leadership for the school community. Senior leaders and most middle leaders have a good knowledge of best educational practice and the capacity to take the school forward. They have established a positive learning culture across the school. Leadership is shared well amongst senior leaders, middle leaders and teachers. Relationships between senior leaders and teachers are positive and supportive. The school is inclusive, and its vision embraces the UAE's priorities.
- The self-evaluation and review procedures are suitably focused on student outcomes, but they provide an overly positive picture of the school's performance. The detailed and well-structured improvement plans take good account of the recommendations made in the previous inspection report and the priorities of the UAE. Since the last inspection, improvements have been made in the curriculum and students' attainment in most of the core subjects. The improvements in Arabic are not impacting sufficiently on students' outcomes.
- Leaders very successfully engage and empower parents to contribute to their children's academic, personal and social development as well as to school improvement. The school uses a wide range of methods to ensure that parents are kept well-informed of their children's learning and development. Since the last inspection, the school has continued to build upon the links that exist with the local community. It is also continuing to forge links with higher education institutions.
- The school has benefitted from the steps taken by the governors following the last inspection. The effective measures taken include the appointment of a new principal. The local advisory board is informed by the views of parent representatives, surveys and informal contacts with parents, teachers and students. The board members have recently been given specific areas of responsibility, including inclusion.
- The school runs smoothly on a day-to-day basis. Teachers are appropriately qualified for their areas of responsibility and are deployed effectively. All teaching and support staff benefit from regular professional training and support that is beginning to lead to improvements in the quality of teaching. There is a lack of accountability for the performance of teaching assistants.



For development:

- Enhance the effectiveness of the leadership of the Arabic department.
- Governors should play a more effective role in holding the senior leadership team accountable for the improvement of academic standards.
- Improve the quality of self-evaluation so that it accurately captures the school's strengths and areas for improvement and supports robust, effective school improvement planning.

The Views of Parents and Senior Students

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



 <p>Students</p>	<ul style="list-style-type: none"> The boys who responded are more positive than the girls, especially about their participation in sports. On measures of social and emotional well-being and relationships and learning at school and home, the results are generally slightly less positive than the Dubai average. On measures of victimisation and bullying, the figures show that this school is similar to other schools in Dubai. The inspection found that students' behaviour is good.
 <p>Parents</p>	<ul style="list-style-type: none"> Most parents who responded to the survey are satisfied with the quality of education. They feel that teachers help their children develop effective learning skills. Most think staff listen to them and take account of their views. A large majority consider their children are happy at school. A few parents praised the school's inclusion policy. The inspection found that inclusion is a strength of the school.

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