

GOOD



2019-2020

# INSPECTION REPORT

UK CURRICULUM

## Contents

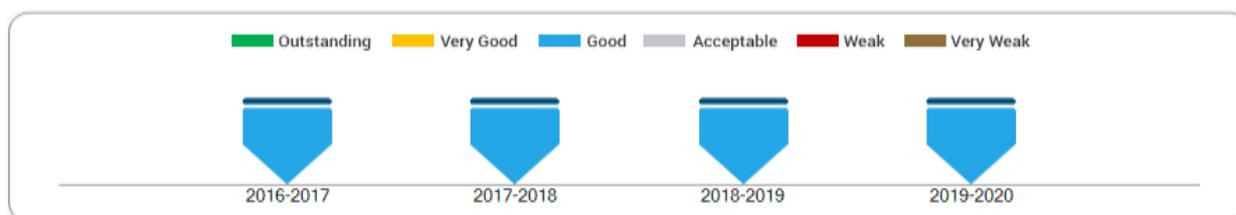
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## School Information

General Information	 Location	The Villa, Dubai
	 Opening year of School	2014
	 Website	www.gemsfirstpointschool-dubai.com
	 Telephone	+97142789700
	 Principal	Matthew Tompkins
	 Principal - Date appointed	1/23/2019
	 Language of Instruction	English
	 Inspection Dates	27 to 30 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS 1 to Year 13
	 Number of students on roll	1593
	 Number of Emirati students	101
	 Number of students of determination	142
	 Largest nationality group of students	British
Teachers	 Number of teachers	126
	 Largest nationality group of teachers	British
	 Number of teaching assistants	42
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	2
	 Teacher turnover	20%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	National Curriculum for England (NCfE)
	 External Tests and Examinations	GCSE, AS and A Levels, ASDAN, BTEC
	 Accreditation	NA
	 National Agenda Benchmark Tests	GL, CAT 4

### School Journey for GEMS FIRSTPOINT SCHOOL



## Summary of Inspection Findings 2019-2020

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

### Student outcomes

- Foundation Stage (FS) and primary phase students demonstrate very good levels of achievement in English, mathematics and science. In the higher phases, students' achievement in these subjects is at least good. Achievement in Islamic education and Arabic is generally acceptable. Attainment in UAE social studies is good. Students in the lower year groups demonstrate very good learning skills, while elsewhere these skills are good.
- Students' personal and social development is outstanding across all phases. Students exhibit independent and innovative thinking and show care towards their peers and teachers. Most students display strong communication skills and share a good understanding of global citizenship. They are engaged learners who strive hard to improve. Their understanding of Islamic values and awareness of Emirati culture are consistently high.

### Provision for learners

- The quality of teaching is very good in English, mathematics and science in the FS and Primary as teachers plan and facilitate lessons that allow students to explore and work independently. In the upper phases, teaching is less consistent. In the more effective lessons, students' critical thinking skills allow them to enquire and discover their strengths. The effective feedback and use of assessment information is key to successful learning in these lessons.
- The quality of the curriculum in FS and Primary is very good. In FS, the curriculum is personalised to meet children's needs and interests and ensures continuity and progression of learning. In the higher years, regular reviews of the English, mathematics and science curricula lead to revisions to improve students' learning. The Islamic education and Arabic curricula do not meet the needs of all students.
- Across all phases, the provision for the protection, care, guidance and support of students reaches the highest levels. The provision for child protection, safe guarding, security and building maintenance is very effective. The school justly prides itself on its level of personalised care for all students. Older students are provided with helpful advice and guidance on career choices and possible higher educational pathways.

### Leadership and management

- Leaders are rapidly developing key aspects of the school as they promote the school's mission and core values. Positive partnerships with parents are a feature of the school. Parents speak enthusiastically about the school improvements that enhance the quality of their children's education. The board of governors and the local advisory board (LAB) have not been successful in addressing last year's inspection recommendation to improve students' achievement in Islamic education and Arabic.

**The best features of the school:**

- FS and primary students' very good learning skills that support high levels of achievement in English, mathematics, science and a number of other subjects
- Students' outstanding personal and social development and their innovation skills, and the very good partnerships with parents
- The very good quality of teaching and effective assessment processes in the FS and the primary phase
- The school's outstanding quality of provision for health and safety, including the exceptional arrangements for child protection and safeguarding
- The strong leadership and the outstanding quality of management, staffing, facilities and resources.

**Key recommendations:**

- The governors and school leaders should urgently ensure that the quality of the curriculum, teaching and assessment in Islamic education and Arabic, at least match their quality in the other subjects, in order to enhance students' learning outcomes.
- Improve students' attainment and progress in English and science in the secondary and post-16 phases.

## Overall School Performance

**Good**

### 1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable 	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Very good	Very good 	Good 	Good 
	Progress	Outstanding	Very good	Good	Good
 Mathematics	Attainment	Very good	Very good	Very good	Very good 
	Progress	Very good	Very good	Very good	Very good 
 Science	Attainment	Very good	Very good	Good	Good 
	Progress	Very good	Very good	Good	Good
 UAE Social Studies	Attainment	Good			
		Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>		Very good	Very good 	Good	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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 the 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:](#)

The school meets the registration requirements for the National Agenda Parameter for the 2019-2020 academic year.

#### The school's progression in international assessments **is above expectations.**

- The measurement of the school's progression in international assessments is restricted. Students' performance in National Agenda Parameter (NAP) benchmark assessments is above expectations in English, mathematics and science, showing strengths in English in particular, where a significant improvement is evident. Progression in benchmark assessments, compared to students' measured cognitive potential (CAT4), is above expectations.

#### The impact of leadership **is above expectations.**

- The school's National Agenda action plan is well-integrated. It is progressively implemented, and the evaluation of its impact on outcomes is rigorous. Assessment information in English, mathematics and science is carefully analysed, and the analysis has an increasingly positive impact on students' learning outcomes.

#### The impact on learning **is above expectations.**

- Students' problem-solving skills are well-developed. Students consider alternative approaches when finding solutions. The use of information technology in lessons is a strong feature of the school. Consequently, students exhibit better than expected research skills and an ability to analyse their findings. Students' capacity to explain their findings is developing well.

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

#### For Development:

- Enhance students' achievement by analysing international benchmark test results, addressing gaps in learning and setting measurable targets for improvement.
- Ensure that opportunities for students to apply their knowledge and understanding in unfamiliar situations are an essential component of their learning.

## Moral education

- The moral education curriculum is fully aligned with the Ministry of Education (MoE) requirements. It is relevant to students' lives and is consistent in promoting the core values of the school. The curriculum is effective in developing progression in students' knowledge, skills and understanding.
- Moral education is taught in Years 1 to 12 for one lesson each week. Lessons are purposefully and skilfully planned to focus on developing students' critical thinking and confidence in expressing their opinions in discussions. Consequently, students are very engaged in their learning.
- The school has coherent and consistent arrangements for the assessment of moral education. Together with their teachers, students use personalised guidelines to identify their achievement against the learning objectives of lessons. Students' achievements are reported to parents on a regular basis.

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

### For Development:

- Ensure that the requirements for the moral education programme are consistently met across the school, so that all students develop their higher-order thinking skills, including critical thinking and reflection. [Click here to enter text.](#)

## Reading across the curriculum

- The school's reading assessment information shows that most students are at or above the age-expected levels of reading in English and Arabic. Tracking of performance in English is used to identify underperforming students.
- Students' reading skills in Arabic and English have improved in all phases. The school's emphasis on the importance of reading and the regular professional training for teachers are contributing to the effective teaching of literacy.
- The school's attractive, well-stocked libraries encourage students to be independent, confident and motivated readers. The application of reading skills and learning of new vocabulary are key features in all key subjects.
- The highly-committed school leaders promote a culture of reading throughout the school. Their actions have been successful in building students' reading literacy in all subjects.

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

### For Development:

- Promote stronger collaboration between the Arabic and English departments so that the good practice in developing reading literacy is shared more widely.

## Innovation

- In most lessons, students are developing their critical thinking and problem-solving skills. A majority are able to interpret information in depth and communicate their understanding succinctly.
- The school councils meet regularly and have initiated projects that make the school healthier and more sustainable.
- Digital technology is actively incorporated in almost all lessons. Quick response (QR) code readers are used by students to access worksheets, videos and online information boards.
- Rich and varied opportunities for innovation are many within the school as staff develop a range of innovative partnerships, particularly at Post-16. This is enabling students to access a high-quality approach to learning.
- The school embraces innovation, stating it as one of its values. A significant drive by leaders focuses on the development of students' inquisitiveness and creativity, as well as their independent enquiry.

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

### For Development:

- Provide more opportunities for critical thinking within the curriculum, especially in the secondary and post-16 phases.

## 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	Good

- Most students' achievement is broadly in line with curriculum standards. Post-16 students are improving their knowledge, skills and understanding, by using research and applying their learning to real life. This is enabling them to make more rapid progress in their understanding of the Pillars of Islam and worship.
- Younger primary students are making better than expected progress in relation to the MoE curriculum standards. Their progress is better than that of students in the upper primary phase. Secondary students, especially the non-Arab ones, show steady improvement when explaining the rationale behind Islamic laws.
- Across the school, students are slowly improving their recitation skills. At Post-16, boys of Arab heritage show an enhanced ability in the use of references to the Holy Qur'an and Hadeeth to support their learning. Students' knowledge of Seerah and major events in Islam are less evident.

#### For Development:

- Ensure that students, particularly the Arab ones in the secondary phase, improve their knowledge of core Islamic principles.
- Improve students' recitation skills by tracking their progress more carefully and introducing timely interventions where necessary.

#### Arabic as a First Language

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

- Most students exhibit language skills that are in line with the MoE curriculum standards. A few demonstrate skills that are above expectations, especially in reading and listening. Across each phase, students experience difficulty in their use of classical Arabic and in organising ideas in their writing.
- Post-16 students are making better than expected progress because of an appropriate level of challenge in lessons. However, the variability in their language skills is restricting improvements in attainment.
- Primary and secondary phase students are able to read texts with appropriate accuracy. Upper secondary students identify simple forms of figurative language. Post-16 students can analyse the effect of some rhetorical devices used in speaking and writing.

#### For Development:

- Identify gaps in students' learning more carefully by using assessment information to guide adjustments to teaching, learning and curriculum planning.
- Provide more consistent opportunities for students to improve their speaking and writing skills.

### Arabic as an Additional Language

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

- In lessons, most students across the primary and secondary phases demonstrate language skills that meet the expectations of the MoE curriculum in relation to their years of study.
- Students' listening and reading skills are in line with expectations across the phases. Their confidence in speaking extensively and their independent writing skills are less developed. They do not get enough opportunities to practice these skills.
- Most students make the expected progress in relation to the curriculum standards and learning objectives. Their progress is hindered in the lessons that lack challenge or provide them with too few opportunities to use their language skills.

#### For Development:

- Identify students' attainment levels accurately then modify the curriculum to meet their learning needs.
- Provide students with more engaging lessons and more opportunities to develop all four language skills, especially speaking and writing.

### English

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

- Students in the FS and Primary speak confidently about their learning. They quickly develop their skills in writing, using technology effectively to present their work. Older students continue to make good progress and can analyse and evaluate texts.
- Almost all students have a growing awareness of the literary techniques used by authors and enjoy discussing their favourite books or genres. Older students show good understanding of characters when studying Shakespeare.
- The majority of students demonstrate very good and improving attainment across the school. However, there are a few lower attaining students in the secondary phase who are not making sufficient progress and do not know what to do to improve their work.

#### For Development:

- Ensure that the lower attaining students in the secondary phase receive focused feedback on what they need to do to improve their work and make faster progress.

## Mathematics

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

- In all phases, the large majority of students achieve above the expected curriculum and international standards. Students' increased understanding of their strengths and areas for improvement is leading to stronger progress over time.
- In the FS, children show well-developed number fluency and addition. In the upper phases, students have a secure understanding of mathematical terminology, which they use well to solve word problems. The speed and accuracy of students' mental mathematics are strongest in the primary phase.
- Students' ability to solve difficult problems is improving. The more able students answer challenging questions with confidence. Their ability to do so in unfamiliar situations is developing.

### For Development:

- Improve the speed and accuracy of students' mental mathematical calculations in the upper phases and ensure that appropriate real-life applications are central to all lessons.

## Science

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

- A large majority of children in the FS are developing a strong understanding of the world and making better than expected progress in their learning. They can confidently explain which foods are good for them and how to take care of their teeth.
- Most students in the primary phase are effectively developing their independent learning skills by carrying out investigations. For example, Year 3 students investigate the different types of skeletal joints and their functions.
- Secondary and post-16 students are taking more responsibility for their progress. They work collaboratively and individually, which is helping develop their scientific and problem-solving skills. Year 12 students can confidently explain their conclusions when performing investigations in physics.

### For Development:

- Provide students with increased challenge and improve their critical thinking skills, particularly in the secondary and post-16 phases.

## UAE Social Studies

### All phases

#### Attainment

Good

- In lessons, the majority of students attain levels of knowledge and understanding of concepts that are above the MoE curriculum standards.
- Students in the primary phase identify key heritage elements of the UAE and conduct independent research to connect economic activities to geographical aspects. Students in the secondary phase are able to explain how Islam has changed some cities in the world.
- Students' strong literacy skills are supporting their independent research. The integrated curriculum approach, which includes team teaching and engagement with parents, is enabling students to acquire knowledge and to link their learning to real life.

#### For Development:

- Provide students with more opportunities to present their research findings to wider audiences.

## Learning Skills

### Foundation Stage

### Primary

### Secondary

### Post-16

#### Learning skills

Very good

Very good 

Good

Good

- Learning skills are generally well developed across the school. In the FS and the primary phase, there are more opportunities for students to develop their own ideas and learning, such as using their 'Bloom Bears' to identify the characteristics of good learning.
- Collaborative learning is not only developing students' generation of ideas but also enabling them to communicate their thoughts clearly. In many instances, students are excited to learn and respond readily to their teachers' questions.
- In the best lessons, students are enterprising, inquisitive and innovative, and they can apply what they are learning to real-life situations. Almost all students are able to carry out independent research using digital technology to support their learning.

#### For Development:

- Ensure that older students have more opportunities to develop their critical thinking skills through independent learning activities.

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

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

- The exceptional personal development of all students is a key strength of the school. Students' behaviour is exemplary. In the FS, innovative and imaginative assemblies assist even the youngest children to understand that attending school regularly is very important for their educational progress.
- The outstanding levels of attendance and punctuality exemplify students' highly positive attitudes to learning. Students are always self-disciplined and respectful to adults. They enjoy the friendships they have at school. In keeping with the school's inclusive nature, students demonstrate empathy and sensitivity to the needs of others.
- Students benefit from many well-planned programmes that encourage physical exercise, outdoor play and keeping safe. Their learning experiences help them develop a very good understanding of the importance of making wise choices about eating and maintaining a healthy lifestyle.

	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

- Students demonstrate mature levels of tolerance. They show age-appropriate knowledge of their own and other cultures. They enjoy diversity in the school and show respect to all religions and to the heritage of the UAE.
- Students' understanding of Islamic values and the UAE culture are enhanced by assemblies that emphasise not only values, but also art, drama and music. Projects in UAE social studies, Islamic education and Arabic help develop students' understanding of a range of concepts.
- The displays in the FS and in the learning spaces and classrooms across the school reflect students' strong awareness of a range of civilisations. Islamic heritage is displayed in the Islamic corridor and on the UAE social studies display boards to support students' learning and interest.

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

- Students are proud of their school and participate confidently in activities. They develop strong qualities of citizenship by taking on roles of responsibility, such as prefects or members of the student councils who work on community projects.
- The different student councils provide opportunities for students to be creative and to develop practical and enterprising ideas. Many of the projects, such as planning a well-being day and a fundraising event for charity, enhance their leadership skills.
- Students are very aware of the issues of sustainability. They understand the need to look after the school environment. The sustainability council is active in organising and promoting the recycling of waste.

### For Development:

- Extend students' appreciation of the impact of Islamic values on the heritage and culture of the UAE.
- Improve students' social responsibility and innovation skills.

### 3. Teaching and assessment

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

- Teaching is stronger in the FS and the primary phase, where teachers are developing students’ critical thinking skills successfully and challenging students to apply these skills in lessons. Across the school, most teachers plan very well-structured lessons with clear learning intentions and tasks.
- In almost all lessons, teachers include opportunities for students to use technology to consolidate their learning and foster their skills of independence. In all subjects, teachers create very positive and enjoyable learning environments.
- In most subjects, teachers use questioning consistently to ensure understanding, encourage extended answers and summarise the main points of their lessons. Skilful questioning is consistently used in the FS and the primary phase to challenge students and to promote meaningful discussions in age-appropriate ways.

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

- The analysis of assessment information is strong in all phases and subjects. Internal assessment data are generally well-aligned to the external test results. The valid and reliable information forms the basis for improvement planning.
- The school uses assessment well to track students’ progress, but this is still developing in the senior phases of the school. Analyses of assessment information are used more effectively to support curriculum design and adaptation in English, mathematics and science than in Islamic education and Arabic.
- Overall, teachers know their students well and use assessment information to plan for their learning needs. Students have a developing awareness of their own strengths and areas for improvement. The marking of students’ work, including homework, is not consistently rigorous.

#### For Development:

- Ensure that all teachers, especially in the secondary and post-16 phases, challenge students to develop their independent learning skills.
- Improve achievement in Islamic education and Arabic by using assessment information more effectively to develop the curriculum.
- Ensure that teachers’ marking of students’ work focuses on content, as well as written presentation.

## 4. Curriculum

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

- The curriculum ensures access to a variety of physical, creative and active learning experiences which promote academic and personal development well. The curriculum also places emphasis on technology, enterprise and innovation. As early as FS, children begin to learn about enterprise through role play.
- Leaders monitor, adapt and review the curriculum. A recent improvement in the curriculum in Islamic education and Arabic provides more engaging learning opportunities for students in Years 1 to 4.
- Students are well supported through transitions between phases and from Year 13 to the world of work or higher education. The school's approach to providing vocational experiences for students is evident in the growing number of partnerships it has with local, national and international businesses.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Very good

- The curriculum is modified well to meet the needs of the different groups of students in most subjects. Opportunities for innovation and enterprise are varied and embedded. A high priority is placed on the acquisition of technology skills from an early age.
- Students in Year 1 are extremely confident and competent when using their devices to record their work. Older students are at ease with the use of technology. For example, they share their work in the auditorium through an impressive plenary in the post-16 assembly.
- Numerous enrichment opportunities are available for all students. Students develop very good understanding and appreciation of the UAE culture and heritage through celebrations across the curriculum.
- Arabic is taught in FS 2 for 60 minutes per week.

### For Development:

- Ensure that the curriculum is modified for the lower attaining students and regularly monitored to enable them to make better progress.

## 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 has a wide range of policies and procedures for health and safety, including safeguarding and cyber security. Staff, students and parents understand and follow these procedures. The policies are reviewed annually and are updated on a regular basis.
- The transport arrangements are very well organised, and the rigorous supervision arrangements ensure the safety and security of students and staff who use school transport. Security guards are present at the entrances and around the school.
- The buildings are very well maintained. The premises and facilities provide a stimulating, safe and secure physical and learning environment for all students and staff. Safe and healthy lifestyles are promoted very successfully in many areas within the curriculum and the wider school life.

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

- Students are very friendly, open and keen to talk about their school. They have very positive relationships with their peers and staff. Attendance is monitored closely, and there are high levels of punctuality at transitions between lessons.
- The school uses a broad range of assessments to identify students of determination and their needs. The targets for improvement are accurate, and the modifications and support are suited to each student. This is stronger in the FS and the primary phase than in the other phases.
- Secure assessment procedures are used to identify and meet the learning needs of students with gifts and talents. However, the higher attaining students in the secondary and post-16 phases do not always receive appropriate levels of challenge. Career guidance is developing in the school.

### For Development:

- Ensure that modifications and support accelerate the progress of the lower attaining students.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- This inclusive school is led with commitment and energy. Improvements continue to be made through the high-quality improvement plan of the forward-looking department. A newly-appointed inclusion governor brings additional skills to the area.
- Students' needs are identified accurately. After initial identification by teachers and consultation with parents, assessments lead to the creation of well-structured individual education plans (IEPs). These high-quality plans guide provision.
- In discussions, parents speak of their trust in working with the school. They strongly favour the open communication systems and support how the school has developed with them.
- Once the key barriers to learning of students of determination have been identified, support and modifications are put in place to align with their needs. These are skilfully applied, particularly in the FS and the primary phase.
- Students of determination make very good academic and personal progress because teamwork, support and modifications to the curriculum are of the highest quality. Almost all students of determination show increasing resilience as they face academic and personal challenges.

#### For Development:

- Build and enhance the identity of the inclusion department across the school.
- Ensure that the focused observations of students' learning, particularly in the upper phases, enhance provision and lead to more rapid progress.

## 6. Leadership and management

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

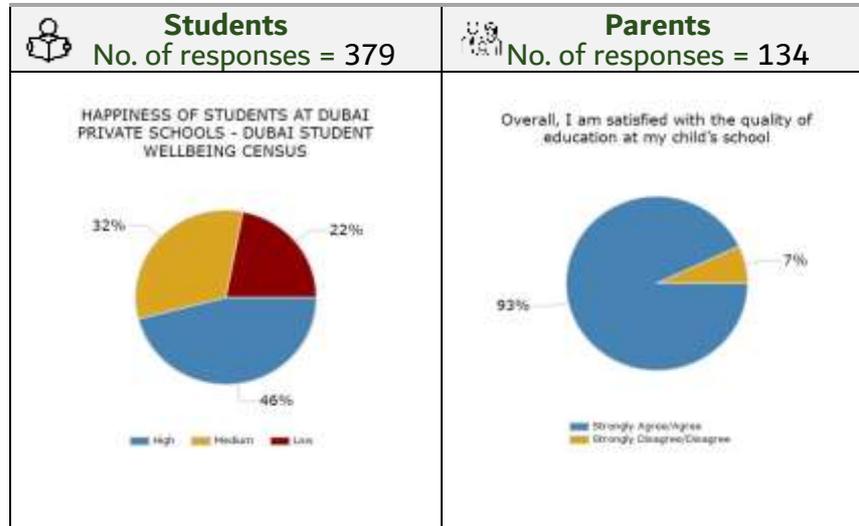
- Senior leaders share and promote the school’s vision, mission and values, which actively shape the learning ethos of this community-focused school. The school is inclusive and has a collective commitment to the UAE national priorities. The leaders’ knowledge of the curriculum and best practices in teaching, learning and assessment is comprehensive and thorough. Staff morale is consistently high, which supports strong student academic and social development. Steps are being taken to address the recommendations of the previous inspection.
- Information from internal and external sources is analysed and used effectively to guide the school self-evaluation and to identify key priorities. The systems for the monitoring and evaluation of teaching and learning are effective. Actions taken to enhance provision are increasingly evaluated against student learning outcomes. The school demonstrates improvement in most key subjects. However, the leaders have not been successful in addressing the weaknesses in students’ achievement in Islamic education and Arabic.
- The school has established an increasingly active and productive partnership with parents. Parents are passionate about the school and are extremely supportive of the recent enhancements to its decisions and direction. They are regularly involved in their children’s learning and progress. They value the frequent informative communications and the school’s many initiatives to involve them. The school’s innovative community and business links, such as the ‘Rahhal’ student internment initiative, are strengths.
- The model of governance includes a broadly representative local advisory board (LAB), in addition to the corporate governing board. Collectively, governors bring a wealth of expertise. The LAB holds the school leaders to account for the school’s performance. The school’s strengths and areas for improvement are firmly understood by all. The governors support the school leaders and have confidence in them, while ensuring compliance with all statutory and regulatory requirements. However, they have not responded thoroughly to last year’s inspection recommendations.
- The school’s day-to-day management is characterised by highly effective procedures and routines that promote a calm, purposeful learning ethos. Staff are appropriately qualified and trained. The high quality premises include an abundance of specialist technology learning areas, which provide students with diverse learning opportunities. The FS ‘desert classroom’ and outside play area encourage children to explore, enquire and be inquisitive.

### For Development:

- Include the leaders of Islamic education and Arabic in the school’s middle management team to enhance inclusivity and to develop greater understanding of best practice.
- Ensure that the school’s self-evaluation and improvement documentation is concise and precise.

## Views of Parents and Students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>Students' survey responses reflect an improving school ethos. They show enhanced happiness, optimism, safety, satisfaction with life and emotional engagement with teachers. Students report minimal verbal, physical or cyber bullying. The inspection team's findings concur with students' views.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Most parents who responded to the survey express satisfaction with the quality of the educational provision of the school. Most agree that school leaders act on their concerns and that teachers support the development of their children's skills and happiness. They consider that their children are safe at school and that bullying is not a problem. The inspection team's findings align well with parents' views.</li> </ul>

## What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)