

**GEMS FOUNDERS
SCHOOL - MIZHAR**

UK CURRICULUM

**INSPECTION REPORT
2021-2022**


























GOOD



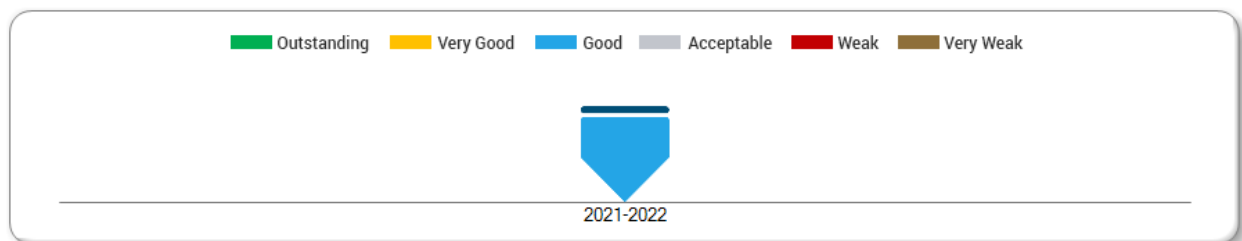
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School Information

| | | |
|---------------------|---|-----------------------------------|
| General Information |  Location | Al Mizhar 1 |
| |  Opening year of School | 2018 |
| |  Website | www.gemsfoundersschool-mizhar.com |
| |  Telephone | 97142103555 |
| |  Principal | Akram Tarik |
| |  Principal - Date appointed | 1 September 2020 |
| |  Language of Instruction | English, Arabic |
| |  Inspection Dates | 28 to 03 March 2022 |
| Students |  Gender of students | Boys and girls |
| |  Age range | 3-16 |
| |  Grades or year groups | FS1-Year 11 |
| |  Number of students on roll | 3027 |
| |  Number of Emirati students | 575 |
| |  Number of students of determination | 133 |
| |  Largest nationality group of students | Arab |
| Teachers |  Number of teachers | 172 |
| |  Largest nationality group of teachers | British |
| |  Number of teaching assistants | 48 |
| |  Teacher-student ratio | 1:17 |
| |  Number of guidance counsellors | 2 |
| |  Teacher turnover | 24 |
| Curriculum |  Educational Permit/ License | UK |
| |  Main Curriculum | UK |
| |  External Tests and Examinations | GL (PTE, PTM, PTS) |
| |  Accreditation | BSME |

School Journey for GEMS FOUNDERS SCHOOL - MIZHAR



Summary of Inspection Findings 2021-2022

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

| | |
|---------------------------|--|
| Students Outcomes | <ul style="list-style-type: none"> From lower than expected starting points on entering the school, most students make good progress to reach at least the expected curriculum standards. Levels of attainment are strongest in the primary phase in mathematics and science. The rate of student progress in Islamic education and Arabic is slower than other subjects. Students' personal and social development is good. They have positive attitudes and good relationships with other students and teachers. They have a good knowledge of Islamic values and are proud of their own cultures. Understanding of the different cultures represented in the school is not fully developed. Students have an awareness of global environmental issues and those involved in the innovation club are developing strong enterprise skills. |
| Provision for learners | <ul style="list-style-type: none"> Teaching is equally good in all phases of the school, although it is less effective in Islamic education and Arabic. Most teachers have good subject knowledge. They use a variety of teaching methods to engage students in learning. Assessment systems are well established. They do not always result in an accurate measure of what students know and understand. Use of assessment to provide appropriate work for students of differing abilities is variable. The curriculum is well matched to the National Curriculum for England. In most subjects, students enjoy a range of interesting tasks that hold their attention and result in good progress. Implementation of the curriculum in Islamic education and Arabic has resulted in gaps in students' knowledge and understanding. In most subjects the curriculum is adapted well for students of determination. Staff provide a caring and welcoming environment for students. Health and safety arrangements are very good throughout the school. Procedures for identifying students' special educational needs are well established. Support for these students, Emirati students and others of differing ability is good overall, but inconsistent. |
| Leadership and management | <ul style="list-style-type: none"> The principal sets a clear educational vision and direction for the school. A broad range of practices are in place to support self-evaluation. These have not yet provided the school with a fully accurate picture of the schools' effectiveness. Strong partnerships with parents contribute to students' learning. Governors are supportive of the school and have ensured high quality resources and facilities to promote student learning. |

The Best Features of The School:

- The very good progress made by primary students in mathematics.
- Health and safety procedures and how these are implemented to support the well-being of students and staff.
- The use of development plans to drive improvement.
- The quality and quantity of learning resources.







Key Recommendations:

- Urgently, accelerate students' progress and raise attainment in Islamic education and Arabic by:
 - adapting the curriculum effectively to address gaps in students' knowledge and understanding, particularly for non-native Arabic speakers.
 - improving the accuracy of monitoring procedures used to measure the impact of teaching on student outcomes.
 - ensuring that all teachers consistently make full use of assessment information to meet the learning needs of all groups of students.
 - increasing teachers' knowledge of how to accurately assess students' achievement against the curriculum standard.

Overall School Performance

Good

1. Students' Achievement

| | | Foundation Stage | Primary | Secondary |
|---|------------|-------------------------|----------------|------------------|
|  <p>Islamic Education</p> | Attainment | Not applicable | Acceptable | Acceptable |
| | Progress | Not applicable | Acceptable | Acceptable |
|  <p>Arabic as a First Language</p> | Attainment | Not applicable | Acceptable | Acceptable |
| | Progress | Not applicable | Acceptable | Acceptable |
|  <p>Arabic as an Additional Language</p> | Attainment | Not applicable | Acceptable | Acceptable |
| | Progress | Not applicable | Acceptable | Acceptable |
|  <p>English</p> | Attainment | Acceptable | Acceptable | Acceptable |
| | Progress | Good | Good | Good |
|  <p>Mathematics</p> | Attainment | Acceptable | Good | Acceptable |
| | Progress | Good | Very good | Good |
|  <p>Science</p> | Attainment | Acceptable | Good | Acceptable |
| | Progress | Good | Good | Good |
| Learning skills | | Foundation Stage | Primary | Secondary |
| | | Good | Good | Good |

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

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

3. Teaching and assessment

| | Foundation Stage | Primary | Secondary |
|---------------------------------|------------------|---------|-----------|
| Teaching for effective learning | Good | Good | Good |
| Assessment | Good | Good | Good |

4. Curriculum

| | Foundation Stage | Primary | Secondary |
|--------------------------------------|------------------|---------|-----------|
| Curriculum design and implementation | Good | Good | Good |
| Curriculum adaptation | Good | Good | Good |

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

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

6. Leadership and management

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

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

Main Inspection Report

1. Students' Achievement

Islamic Education

| | Foundation Stage | Primary | Secondary |
|------------|------------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable |
| Progress | Not applicable | Acceptable | Acceptable |

- The progress of the most able Arab Muslim students is marginally slower than for other groups.
- The students have an appropriate knowledge of Islamic etiquettes, the Prophets' stories, and pillars of Islam. Their knowledge of Islamic values and morals is in line with curriculum expectations. However, their understanding of Islamic law and Seerah are weak, particularly in the secondary phase. Students' progress is slow in developing recitation skills and Fiqh.
- The school organises and participates in Holy Qur'an competitions. However, this has limited impact on the students' ability to quote Qur'anic verses related to relevant topics. Their ability to link together the different elements of Islamic education is not fully secure.

For Development:

- Improve students' recitation skills, knowledge of Islamic law and understanding of Seerah.
- Improve students' ability to quote relevant Qur'anic verses and to understand the links between the different elements of Islamic education.

Arabic as a First Language

| | Foundation Stage | Primary | Secondary |
|------------|------------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable |
| Progress | Not applicable | Acceptable | Acceptable |

- The attainment and progress across year groups is noticeably inconsistent. Students' achievement in the middle primary years and upper secondary years is relatively weaker than seen in other year groups. In the primary phase, girls' progress is slightly more rapid than that of the boys.
- Students' listening skills are strong. Their ability to speak confidently using classical Arabic is less well developed. Students can read familiar texts. However, skills of reading comprehension, independent free reading and creative writing are inconsistent.
- Students are mainly required to complete worksheets, and this limits their progress in writing skills. The work sheets are not appropriately demanding and do not challenge students' linguistic abilities.

For Development:

- Improve students' writing, reading comprehension and speaking skills.

Arabic as an Additional Language

| | Foundation Stage | Primary | Secondary |
|------------|------------------|------------|------------|
| Attainment | Not applicable | Acceptable | Acceptable |
| Progress | Not applicable | Acceptable | Acceptable |

- Girls' progress is generally slightly faster than that of boys. Students' progress at a faster rate in upper secondary year groups. More able students' progress is overall slower than seen with other groups.
- Most students can read familiar texts. Their listening and responding skills meet the expected curriculum standard. Basic writing skills are in line with the expected curriculum standard. However, independent extended writing, reading comprehension and speaking with confidence are less well developed.
- Although leaders plan the curriculum expectations linked to the number of years a student has been studying Arabic, this has not been successful in removing gaps in students' knowledge and understanding.

For Development:

- Improve students' writing skills and their ability to speak with confidence.
- Ensure students achieve in line with curriculum standards and gaps in their knowledge and understanding are identified and filled.

English

| 1` | Foundation Stage | Primary | Secondary |
|------------|------------------|------------|------------|
| Attainment | Acceptable | Acceptable | Acceptable |
| Progress | Good | Good | Good |

- From a low starting point in the Foundation Stage, most students make rapid progress in developing their language skills. In Foundation Stage 2, the majority of children are still at a level of mark making in writing although a minority are beginning to form letters correctly, and a few can write a sentence.
- In Primary and Secondary, students' listening and reading skills are stronger than their writing and speaking skills. A minority of students can confidently present their work orally to their peers using clear standard English. Most students do not routinely check their writing for accuracy.
- Attainment levels in both Primary and Secondary have increased significantly over the last two years. Girls' attainment in each phase is higher than that of boys.

For Development:

- Improve students' ability to speak audibly and increase their command of standard English.
- Develop students' ability to plan, self-evaluate, proof-read, and edit their own writing.

Mathematics

| | Foundation Stage | Primary | Secondary |
|------------|------------------|-----------|------------|
| Attainment | Acceptable | Good | Acceptable |
| Progress | Good | Very good | Good |

- In the Foundation Stage, children are making good progress in their knowledge of number. Progress in other mathematics domains is not as rapid. The rate of students' progress increases in the primary phase, especially that of the more able students. Students' ability to solve problems is strongest in the primary phase.
- In Primary, students' understanding of fractions is a strong feature of their learning. Students in Secondary have good algebra skills and can apply them successfully to solving systems of simultaneous equations. Application of mathematics to real-world situations is a weaker feature across both primary and secondary phases.
- Attainment levels have increased well over the last year. More development of critical thinking, investigation and problem-solving skills would further increase the number of students who attain above the curriculum expectation.

For Development:

- Ensure children in the Foundation Stage make the same rapid progress in all the areas of mathematics.
- Develop students' critical thinking, investigative and problem-solving skills, especially in the secondary phase.

Science

| | Foundation Stage | Primary | Secondary |
|------------|------------------|---------|------------|
| Attainment | Acceptable | Good | Acceptable |
| Progress | Good | Good | Good |

- From low starting points, Foundation Stage children gain knowledge of the world around them and describe what they see competently. Independent investigation skills are best in Primary, and variable in Foundation Stage and Secondary.
- In Primary, students rapidly gain increased sophistication in using scientific language accurately. They understand features of circuits and why some work and others do not. In Secondary, students' explanations of the reactions occurring around electrodes are accurate and use correct scientific terminology.
- In Primary and Secondary, leaders' effective actions to improve provision has increased the rate of students' progress, for example, by providing practical work that enables first-hand experiences.

For Development:

- Improve students' ability to carry out independent investigations and arrive at their own scientific conclusions.

Learning Skills

| | Foundation Stage | Primary | Secondary |
|-----------------|------------------|---------|-----------|
| Learning skills | Good | Good | Good |

- Children in the Foundation Stage enjoy learning and develop good social skills. In Primary and Secondary, students are eager to learn and keen to take responsibility for their learning. They know how well they attain and how to do better. They work well together and explain clearly what they have learned.
- The ability of students to make meaningful links to other subjects and connect their learning to real-life experiences is a developing feature. Enquiry and investigation skills are beginning to improve, as is their ability to challenge each other and to think critically.
- Independent learning skills are not consistently strong. Students do not regularly carry out their own research or use technology often enough across all learning areas. However, they are keen to learn from the world around them and are stimulated by the current enthusiasm for Expo 2020.

For Development:

- Develop students' ability to use independent learning skills and to conduct computer-based research.

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

| | Foundation Stage | Primary | Secondary |
|----------------------|------------------|---------|-----------|
| Personal development | Good | Good | Good |

- Students generally behave well. They understand school rules and what is expected of them, and readily comply. Students in Secondary, particularly girls, have a better understanding of the need to follow a healthy lifestyle than students in other phases of the school.
- Students have positive and responsible attitudes to their work and towards each other. They are self-reliant and demonstrate good levels of independence. Students are sensitive and caring of other peoples' needs. They develop respectful, friendly, and supportive relationships with each other as well as with teachers and other school staff.
- Levels of attendance are good. Not all students arrive promptly for the start of the school day or to lessons.

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

- Secondary students' understanding of Islamic values can be seen in the actions they take. Girls' knowledge of their own culture is generally expressed more clearly than that shared by boys.
- Students have a clear appreciation of Islamic values. They know that fellow students come from a wide variety of different heritages and each has its own culture. Knowledge of the different cultures represented, and of how Emirati culture underpins UAE life, does not extend beyond basic facts.
- Those who take on roles such as Heritage Heroes or become members of the student leadership programme are beginning to have a positive impact on the knowledge and understanding of others.

| | Foundation Stage | Primary | Secondary |
|---|------------------|---------|-----------|
| Social responsibility and innovation skills | Good | Good | Good |

- Students' understanding of social responsibility are evident in all phases. Students take on leadership roles such as student councillors, reading coaches, innovation leaders and mathematics leaders. All of these have a positive impact on the school community.
- Most students have a good work ethic. Their awareness of health and conservation issues, and involvement in projects to sustain the environment, are strong. Of note is the computational thinking of those involved in the innovation club who demonstrate strong innovative and entrepreneurial skills.
- Students' involvement in volunteering and community support activities, as well as their engagement with the local and wider community outside of school, are less well developed.

For Development:

- Improve students' punctuality at the start of the school day and to lessons.
- Deepen students' knowledge and understanding of Emirati culture, traditions, and heritage as well as their awareness of other world cultures.
- Increase students' opportunities for, and involvement in, activities within school and in the local and wider community to promote the development of innovation, enterprise and entrepreneurial skills.

3. Teaching and assessment

| | Foundation Stage | Primary | Secondary |
|---------------------------------|------------------|---------|-----------|
| Teaching for effective learning | Good | Good | Good |

- Across the school, most teachers effectively apply their subject knowledge and used a range of teaching methods to engage students. They plan purposeful lessons that make good use of the available resources.
- Teachers interact well with their students and use questioning techniques effectively to check students' understanding. However, they do not sufficiently challenge students to extend their learning, to develop problem-solving and to promote critical thinking.
- Teachers mostly know their students' strengths and weaknesses. They set work that motivates and helps them to enjoy learning. When teachers' curriculum knowledge or teaching skills are limited, work set may not meet the needs of all students, with the challenges being inappropriate.

| | Foundation Stage | Primary | Secondary |
|------------|------------------|---------|-----------|
| Assessment | Good | Good | Good |

- The school operates a broad range of internal and external assessment processes. Extensive analysis is carried out to compare the learning outcomes of identified groups of students, for example, Emirati students and students of differing abilities.
- Assessment information is used well to set whole-school and phase priorities. Inconsistencies are evident in teachers' use of assessment information to plan and deliver lessons that enable all groups of students to reach their full potential.
- Teachers are beginning to collaborate with other schools to moderate internal assessment information. This has not yet led to a secure understanding of how to identify which students are working below, at or above the curriculum standards.

For Development:

- Improve the effectiveness of teachers' questioning to extend learning and develop students' critical thinking and problem-solving skills.
- Increase teachers' knowledge of how to accurately assess students' achievement against the curriculum standards to ensure all students are consistently provided with work that helps them meet their full potential.
- Ensure full use is made of assessment information to consistently set tasks that meet the learning needs of all groups of students.

4. Curriculum

| | Foundation Stage | Primary | Secondary |
|--------------------------------------|------------------|---------|-----------|
| Curriculum design and implementation | Good | Good | Good |

- The curriculum is well organised. However, teachers' understanding of the curriculum standards is not fully secure. Children in the Foundation Stage benefit from well considered activities to promote independent learning skills.
- The links between subjects are strong and improving. This is helped by sharing effective practice with other schools. In Primary, the curriculum is taught through themes, exploiting valuable links between subjects. In Secondary, increasing links between subjects are helping to support the development of learning skills.
- The school reviews the curriculum regularly. For example, the introduction of the recent changes to the Early Years curriculum. Currently the curriculum does not include alternatives to academic routes for those who would prefer vocational courses in Secondary and eventually beyond.

| | Foundation Stage | Primary | Secondary |
|-----------------------|------------------|---------|-----------|
| Curriculum adaptation | Good | Good | Good |

- The curriculum is generally modified effectively to provide alternative pathways and support. Some of the best examples are in the development of speaking skills in the Foundation Stage for Emirati students, accelerated learning classes for high attaining students in primary mathematics and the flourish classes provided for students of determination.
- The school has good links with organisations that promote a wide range of learning experiences, for example, ‘Engineer for a Day’ and the wide range of extra-curricular activities.
- The school ensures students learn about the values and beliefs of the UAE. Students are encouraged to think of others, for example, during Breast Cancer Awareness Week. The curriculum does not provide enough opportunities to help students learn about the wide range of cultures represented in the school.

For Development:

- Teachers’ knowledge of the curriculum standards, with particular reference to how students may exceed the curriculum standard.
- Provide opportunities for students to learn about the traditions and values of other cultures represented in the school.

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

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

- The school has developed and implemented a range of policies and procedures that are effective in ensuring the safety, care, protection, well-being, guidance, and support of students, staff and visitors.
- Particular strengths are the highly effective procedures and monitoring arrangements to keep students safe at all times. This includes the arrival and departure of students and promotion of e-safety, particularly in the Foundation Stage and Primary. The school clinic maintains detailed records of all students.
- Premises provide access for all groups of students. The promotion of health and well-being and adoption of healthy lifestyles are evident throughout the school. The school maintains comprehensive maintenance records and quick attention is paid to all reports of maintenance incidents.

| | Foundation Stage | Primary | Secondary |
|------------------|------------------|---------|-----------|
| Care and support | Good | Good | Good |

- A climate of mutual respect permeates the school reflecting the school’s pillars of ‘Grow, Flourish, Be Mindful’. The school systems promote good positive behaviour. Procedures and systems for managing attendance are good but more efficient processes for improving punctuality are required.
- Identification of students of determination and those who are gifted and talented reflects the broad inclusive nature of the school. The school adopts a holistic approach through supporting students’ academic and personal development. The quality of support in lessons does not consistently enable students to make the best possible academic progress.
- Students are confident to seek advice and support from counsellors. Career advice is readily available. The approval of proposed pathways, such as vocational courses, has commenced. This initiative, along with other similar opportunities, will provide alternative options for students in the future.

For Development:

- Improve the quality of support provided in lessons to enable all students to make the best possible academic progress.

Inclusion of students of determination

| Provision and outcomes for students of determination | Good |
|--|------|
|--|------|

- Governors and senior leaders promote an inclusive ethos which is reflected in everyday life in most areas of the school. An Inclusion Governor and an Inclusion Champion have ensured that the inclusion agenda is prioritised across the school. The school has an effective and detailed inclusion action plan.
- Systems to monitor the patterns and trends in the achievement of students of determination are appropriate.
- Home-school communication is promoted by class teachers and specialist staff. Parents are generally well engaged with their children’s educational programmes. Their involvement and feedback make a positive contribution to the overall quality of provision available to students of determination.
- Curriculum planning is appropriately modified and includes a range of alternatives. Sometimes, across all subjects, the expected learning is not consistent or sufficiently demanding. Personal support for students of determination is focused and promotes the development of confidence and resilience.
- Information from students’ work and teachers’ assessments indicate that most students of determination are making expected gains towards meeting their targets and are adequately prepared for their next stage of education. Academic progress across subjects and phases is inconsistent.

For Development:

- Improve curriculum planning to raise expectations of what students of determination can achieve.
- Improve the consistency of support for students’ learning in lessons across all subjects and phases.

6. Leadership and management

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

- School leaders have a well-considered mission and vision to develop their students as leaders of the future, as seen, for example, in the introduction of High Performance Learning. There is a positive learning culture although this is not consistently having an impact in raising attainment. Distribution of leadership responsibilities has recently been expanded. Most leaders have secure curriculum knowledge. They do not effectively use this knowledge to check the accuracy and use of internal assessments, and to fully hold staff to account for student outcomes.
- A broad range of internal assessment systems are in place which are analysed alongside external measures of student outcomes. Improved use of CAT 4 data is beginning to influence teaching and learning styles. This is having a positive impact on the progress of Emirati students. Processes are in place to evaluate the quality of teaching and learning. The impact of teaching on student outcomes is inconsistently considered. Leaders' understanding of school improvement priorities is evident in detailed development plans.
- Effective partnerships with parents are increasingly well established. Parents generally express their satisfaction with how the school communicates with them and the quality of the information received in support of their children's learning. Reports to parents are regular and inform parents of the next learning steps their child needs to take to succeed. However, teacher comments in reports do not always accurately link to age-related curriculum standards. Partnerships with a cluster of schools is supporting the drive for improvement.
- Governance represents most stakeholders. Plans to provide students with a voice in this area of leadership are being considered. Governors' knowledge of the school is increasing. They are beginning to make suggestions to influence the work of the school. Board members are not yet fully holding leaders to account by rigorously checking the impact actions taken are having on bring about improvement.
- Effective management ensures the school runs smoothly on a daily basis. Almost all staff members are suitably qualified. New staff members benefit from purposeful and well-organised induction programmes. The premises are of a high quality with a range of specialised facilities that are used well to support students' achievements.

For Development:

- Develop procedures whereby leaders fully hold teachers to account for the accuracy and use of internal assessments.
- Improve accurate monitoring of the impact teaching has on student outcomes and the quality of teacher comments in reports to parents.
- Initiate means by which governors can hold leaders to account for overall school performance.

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