

# INSPECTION REPORT

2022-2023



**DUBAI GEM PRIVATE SCHOOL**

**UK CURRICULUM**

**GOOD**

## CONTENTS

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<b>CONTENTS</b> .....	<b>2</b>
<b>SCHOOL INFORMATION</b> .....	<b>3</b>
<b>Summary of Inspection Findings 2022-2023</b> .....	<b>4</b>
<b>Overall School Performance</b> .....	<b>7</b>
<b>Focus Areas</b> .....	<b>9</b>
<b>Main Inspection Report</b> .....	<b>12</b>

## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Oud Metha
	Opening year of School	1983
	Website	www.dubaigem.ae
	Telephone	97143376661
	Principal	Humera Ibrahim
	Principal - Date appointed	10/1/2016
	Language of Instruction	English
	Inspection Dates	13 to 17 February 2023

### STUDENTS

	Gender of students	Boys and girlsBoys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1106
	Number of Emirati students	0
	Number of students of determination	122
	Largest nationality group of students	Indian

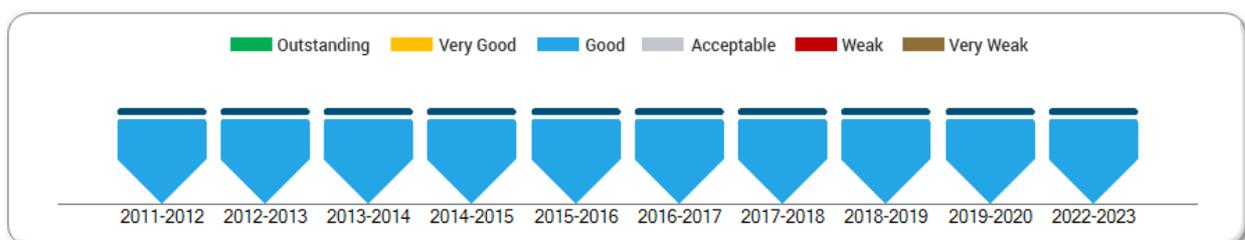
### TEACHERS

	Number of teachers	119
	Largest nationality group of teachers	Indian
	Number of teaching assistants	35
	Teacher-student ratio	1:20
	Number of guidance counsellors	2
	Teacher turnover	7%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, AS-A Levels
	Accreditation	IGCSE, AS Level & A Level - Cambridge - Edexcel

### School Journey for DUBAI GEM PRIVATE SCHOOL



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Students demonstrate high levels of achievement in their work in the Post-16 phase, particularly in Islamic education, English, mathematics and science. In Secondary, students demonstrate high levels of achievements in English, mathematics and science. In Primary, students' achievement is high in mathematics and science. In the Early Years Foundation Stage (EYFS), children's achievement is not as high as elsewhere in the school.
- Students demonstrate very positive and responsible attitudes towards learning across all phases. Older students are self-sufficient and possess excellent leadership skills. Students across Secondary and Post-16 are enrolled as innovation leaders sharing ideas regularly with the rest of the school in assemblies and classroom visits. Students' positive impact on the school, and the wider community, is evident through the various campaigns and events they take part in.

PROVISION FOR LEARNERS

- Teaching standards are very strong in most subjects in Post-16 and Secondary, and some subjects in Primary. In the EYFS, lessons are frequently teacher led. Promoting critical thinking, open-ended class discussion and genuinely differentiated tasks remains an uneven feature across the school. Personalised approaches to planning or making effective use of the rich assessment data that exists in the school is limited.
- There is a clear rationale for the curriculum which is also broad and balanced. Cross-curricular links are well-planned and are embedded across the curriculum in all phases. In Years 5 to 8, Science Technology Engineering and Mathematics (STEM) lessons promote cross-curricular enquiry, critical thinking and innovative learning experiences for students. Curriculum adaptations at subject level are designed to ensure that the academic and personal development needs of almost all students are met.
- The school has effective procedures for the safeguarding of students including child protection and bullying via the internet and social media. A safe, hygienic and secure environment are provided by the school. Staff and students take shared responsibility for maintaining strong and purposeful relationships. In Post-16, students demonstrate caring relationships through their Student Mentorship Programme. Teachers' awareness and the engagement of two counsellors ensure wellbeing practices across the school.

LEADERSHIP AND MANAGEMENT

- All leaders communicate their shared vision with the priorities of the UAE and particularly, with reading, inclusion and wellbeing. Leaders monitor the quality of teaching for effective learning regularly; but are not sufficiently focused on students' progress in lessons and over time. The majority of middle leaders are successful in addressing potential barriers in teaching. However, their capacity to improve the school further varies according to their skills and experience.

### The best features of the school:

- Students' personal development and awareness of Islamic values and Emirati culture.
- High levels of achievement at Post-16 in Islamic education, English, mathematics and science.
- Students' outstanding relationships and work ethic.
- A school community focused on high quality care and wellbeing.

### Key Recommendations:

- Raise students' achievements particularly in Arabic, EYFS and Primary, by developing:
  - the quality of teaching for effective learning
  - the use of assessment information to plan lessons that meet individual students' needs.
- Provide a rigorous identification process to support the needs of students of determination and then build the skills of all staff in supporting their needs.
- Improve the skills of senior and middle leaders so that they are able to:
  - evaluate standards accurately across the school
  - support the relevance and quality of the improvement planning that arises out of self-evaluation
  - monitor the impact of teaching and learning with a sharper focus on students' achievement.

## Overall School Performance

### Good

#### 1. Students' Achievement

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

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

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

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is above expectations</b>	<b>Not applicable</b>

- In the international benchmark tests, students are performing at the High International Benchmark level in reading, science and mathematics. In the National Agenda Parameter Benchmarks, the school sustained a judgement that was above expectations across all the subjects. Outcomes in science are particularly strong.

	Whole school	Emirati cohort
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations</b>	

- Most senior leaders have a thorough understanding of the National Agenda. Their analyses of all data strands provides a clear indication of areas that need to be addressed. Thereafter, they make the necessary adaptations to the curriculum and to their teaching styles in order to strengthen areas in which students have underperformed.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is above expectations</b>	<b>Not applicable</b>

- The school is using the data from the diagnostic reading tests to identify areas in which students need help. Their targeted actions are already having an impact on students' outcomes. Critical thinking is a key feature of most lessons particularly in the Secondary and at Post-16.

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

**For Development:**

- Ensure that the benchmark tests remain a key priority for improvement.
- Adapt reading strategies based on data analysis to meet the individual needs of the students.

**Wellbeing**

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

- Wellbeing has been prioritised by the school. The school has developed a wellbeing action plan which continues to enhance provision for all. A highly knowledgeable and experienced team lead, educate, inspire and empower the school community. Students actively support the school's vision by initiating awareness events and suggesting strategies to support their peers. Parents within the primary phase also engage in wellbeing activities in school but the secondary parents have limited opportunities to participate.
- Students are cared for in a meaningful way. The school implements purposeful and long-term strategies. Teachers receive regular guidance from the counselling team on how to support students within their care. This guidance is also shared with parents to extend the school's provision into the home. Parents comment positively on the school's open-door policy and believe their concerns will be heard. Although an open-door policy is in place, a regular wellbeing survey for staff is not.
- The school has implemented their own wellbeing curriculum. The REACH (relationship, emotional, academic, character and health) curriculum is designed using data on student needs. A needs assessment is conducted at the beginning of the year and informs the integrated curriculum. Exploration of key competencies is extended with themed weeks and awareness campaigns. Students are also taught skills which help them to regulate their emotions and manage stress. They demonstrate their wellbeing through their positive engagement with each other and with the studies; proud of their learning and what they do.

## UAE social studies and Moral Education

- The school teaches UAE social studies and moral education using the Moral Social and Cultural Studies (MSCS) Framework in English. The provision is distributed over two weekly lessons of 40 minutes each and taught from Years 1 to Year 10. During social studies lessons, teachers make links with other subjects in the curriculum and extra-curricular activities such as, developing Play Leaders and understanding of their roles and responsibilities. Teachers encourage students to analyse and explain their rationale during lessons. Emphasis is placed on a student-centered approach which caters very well for individual differences across all year groups.
- Moral education is planned as a stand-alone subject although concepts are embedded into the wider curriculum. Teachers encourage students to think critically and collaborate well. Students can make connections independently between the outside world, their own life and what they are learning especially in Key Stages 2 and 3. The school uses a range of assessment tools to measure and track progress.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students across all phases demonstrate good levels of achievement. Compared to boys, girls have a better knowledge of Islamic concepts. Students of all ages immerse themselves in Islamic beliefs in a way that impacts positively on their thinking and their contributions to society.
- Students' recitation skills and memorisation of the Holy Qur'an are less developed than other skills. For instance, their knowledge of the provisions for Tajweed the Holy Qur'an in Post-16 is very strong. Students' ability to research, investigate and infer from Qur'anic evidence and Prophetic hadiths are variable across all phases.
- The initiative of deepening the explanation of religious concepts and linking them to the reality of life has had a positive impact on students' performance. However, inconsistent teaching strategies is resulting in significant gaps in the progress of different groups of students.

#### For Development:

- Reduce the achievement gap between the different groups of students, especially in the skills of recitation and memorisation of the Holy Qur'an.

#### 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

- Students in the upper primary and secondary phases can hold simple conversations within a given context. Younger students are familiar with the alphabets, including short and long vowels, however their dialogue is limited. They respond to commands and questions with words or short phrases.
- Students can understand simple questions and instructions. Their limited vocabulary hinders their ability to communicate and speak freely. Reading comprehension is mainly of familiar topics and contexts. Although reading skills are adequate, students' comprehension skills are underdeveloped.

- Most students are very enthusiastic about learning Arabic. They enjoy sharing their basic language knowledge of simple phrases. Students' ability to use their underdeveloped language skills effectively in real-life situations is limited.

**For Development:**

- Increase opportunities for students to apply their vocabulary and language skills in a range of contexts.
- Improve language development continuity and progression and broaden students' vocabulary skills.

**English**

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

- Students are active and enthusiastically engaged in their learning as observed in all lessons. In the EYFS, children listen attentively and respond to what they hear with relevant questions, comments and actions during whole class discussions and small group interactions.
- Students make steady progress in developing their reading, writing, and listening skills as they move throughout the school, although progress in language fluency takes longer in Primary. In the EYFS, children can read words regularly using their phonetic knowledge.
- Lesson planning is informed by assessments and a common planning template is used effectively across all year groups although sometimes, too many learning activities are included. Most teachers use questioning strategies successfully, particularly in the upper secondary and at Post-16.

**For Development:**

- Consider the number of activities planned in lessons to ensure that time is given for students to reflect on and consolidate their own learning experiences.

**Mathematics**

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

- In the EYFS, a majority of students attain above curriculum expectations and make better than expected progress in their mathematical skills. Further development and improvements occur within Primary and

Secondary, culminating with Post-16 students, most of whom achieve well above curriculum expectations in examinations.

- Students across all phases are particularly skilled in the application of their knowledge in solving real world problems. Critical thinking is a key feature in most lessons in Secondary and at Post-16. This is less evident in the other phases.
- In response to the previous inspection, the move towards a more active approach to learning mathematics in Primary, is having a significant impact on students’ capacity to learn independently and think critically. As a consequence, students’ achievement is improving.

**For Development:**

- Ensure that critical thinking becomes a more important and embedded feature of lessons in the primary phase.

**Science**

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

- In the EYFS, children develop an understanding of the world around them. Transitioning to the primary and secondary phases, they demonstrate very secure knowledge, understanding and skills in scientific investigation. In lessons and in their written work, students make excellent progress. In a minority of lessons in Primary, the most able students are not always sufficiently challenged.
- In Secondary and at Post-16, students make rapid and sustained progress. Consequently, they attain very high outcomes in external benchmark assessments and in all science related IGCSE and AS and A Level examination.
- Students develop investigative skills through classroom and laboratory activities. There are increasing opportunities for students to use the laboratories, including to plan investigations. However, testing their own hypotheses, and broadening the scope of their investigations is limited.

**For Development:**

- Ensure that all groups of students develop their scientific skills and make at least very good levels of progress.
- Extend the use of the laboratories, in Primary, so that students refine their skills of scientific enquiry and design and execute well-planned investigations.

## Learning Skills

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

- Children in the EYFS, are enthusiastic about their learning and interact well. They are able to sustain long periods of focus, talk about their learning and make meaningful connections. Sometimes the teaching in the EYFS does not allow children to be confident or independent learners. In Primary, students increasingly demonstrate the ability to work well independently and collaboratively.
- When given the opportunity, students can think critically, solve increasingly complex problems, and demonstrate creativity. In the best examples at Post-16, students take complete ownership of their learning and generate collaboration through group work.
- Students' demonstration of excellence in learning skills is sometimes limited by the teaching whereupon they become passive and less meaningfully engaged in their learning. This is most notable in Arabic, as an additional language.

### For Development:

- Improve students' learning skills, particularly in the EYFS and Primary and, in Arabic by ensuring that teachers plan for learning that actively promotes these skills.

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

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

- Across the school students demonstrate very positive and responsible attitudes towards learning and their school. They are aware of the needs of others and express genuine concern for each other. Older students are self-sufficient and possess excellent leadership skills.
- Students demonstrate a high level of self-discipline. Their behaviour in class and during break times is excellent. In their attitudes, they are mature. Older students offer advice and constructive criticism. They are aware of the essential components of a living a healthy life.
- The school has introduced a new system and more effective procedures for recording students' attendance. While student punctuality has improved, their attendance rates have yet to reach expected levels.

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

- Students demonstrate a deep understanding of Islamic values for instance, tolerance, justice, kindness, and honesty. They can talk in detail about how they practice these values in school by showing consideration towards students who are fasting, engaging in celebrations such as, Hijri or the birthday of the Prophet Mohammed (PBUH).
- In all phases, students have a strong understanding of Emirati culture and its history. They are aware of key features of everyday life in the Emirates and are knowledgeable about Emirati features such as its landscape and engaged in national activities.
- Students demonstrate an appreciation of other world cultures. They participate in multi-national activities, including study and charity trips and cross-curricular projects. Students demonstrate their ability to be to link their understanding of world cultures during their history, geography, social studies, and moral education lessons.

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

- Students' positive impact on the school and the wider community is evident from events such as, recycling campaigns, and various whole-school events they participate in to raise funds for charities, in particular for Breast Cancer Research and campaigns for charitable aid giving.
- Students across Secondary and at Post-16 are enrolled as innovation leaders and regularly share ideas with the rest of the school in assemblies and during visits to classrooms.
- Students across all phases display sensitivity to the needs of the environment. The Eco-warrior group has a clear plan of action which includes supporting local campaigns.

### For Development:

- Provide more opportunities for children in the EYFS, to engage in innovative, enterprising, and socially responsible events.
- Ensure robust procedures to improve attendance to at least expected levels.

### 3. Teaching and assessment

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

- In the EYFS, most teachers plan purposeful, engaging learning environments. Although, lessons are frequently teacher-led, they nevertheless plan creatively, and teaching is generally strong enough to enable children to make good progress.
- Standards of teaching are very strong in most subjects in Secondary and at Post-16 and, in some subjects in Primary. In the stronger lessons, teachers are skilled at promoting critical thinking and a range of learning skills through well-executed, open-ended class discussion and differentiated tasks. However, this remains an uneven feature across the school.
- Although there are examples of excellent practice, many teachers do not always fully meet the learning needs of individuals, including students of determination and the more able. A strong, personalised approach to planning and making effective use of the wealth of assessment data is limited.

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

- Across all phases, assessment data is used effectively, in the classroom, to measure students' attainment accurately. In particular, data is used more effectively at Post-16 to meet the individual needs of students.
- A strength of assessment is the use of data to inform departmental planning. All data is analysed to highlight strengths or weaknesses in student performance. This information informs leaders and teachers subsequent adaptations to the curriculum.
- Since the previous inspection, some improvements are in place. However, the school has not fully addressed the need to use assessment data reliably in lessons to personalise and meet the learning needs of different groups of students.

#### For Development:

- Address the need to use assessment data consistently within lessons to meet the needs of different groups of students.

## 4. Curriculum

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

- There is a clear rationale for the curriculum which is broad and balanced. A wide range of options are available to students in Secondary and at Post-16. The curriculum facilitates the learning pathways of most groups of students. However, alternative provision for students who are unable or do not wish to follow an academic pathway are limited.
- Cross-curricular links are well-planned and are embedded across the curriculum in all phases. In Years 5 to 8, science, technology, engineering and mathematics (STEM) lessons promote cross-curricular enquiry, critical thinking and innovative learning experiences for students.
- Curriculum review procedures at whole school, and subject levels, are robust, involve school leaders, teachers and students and are data focused. Curriculum adaptations at subject level are designed to ensure that the academic and personal development needs of almost all students are met.

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

- Curriculum modifications, based on the learning needs of individuals and groups of students, are actioned appropriately across the phases. In science, data-informed changes to the curriculum appear well-considered, ensuring that students' needs are met.
- A growing range of extra-curricular learning opportunities are available to students in Primary, Secondary and at Post-16. The student council plays an important role in developing learning opportunities for enterprise, innovation, creativity and social contribution in the school.
- Appropriate and coherent learning experiences are integrated across many parts of the curriculum, which enable students to develop a clear understanding of UAE values, culture and society. Students' understanding of Emirati culture and values is enhanced by the UAE MSCS curriculum adopted by the school.
- Arabic is taught for 60 minutes each week in FS 1 and FS 2.

### For Development:

- Explore the possibility of providing alternative learning provision for some students who may not wish to follow an academic programme.

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

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

- The school has effective procedures for the safeguarding of students including child protection. The school is effective in protecting students from all forms of abuse including bullying via the internet and social media.
- The school provides a safe, hygienic and secure environment. All buildings and equipment are well maintained, and the school provides comprehensive, secure records of inspections. A systematic approach to monitoring risk assessment processes is not in place.
- The school buildings, equipment and resources are well suited to students' personal, social and educational needs. Healthy living is systematically built into most aspects of school life.

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

- Staff and students take a shared responsibility for maintaining strong and purposeful relationships. Students in Post-16 mirror these caring relationships through their work in the 'Student Mentorship' programme. Wellbeing is ensured through raised teachers' awareness and the proactive engagement of counsellors.
- Highly effective teachers produce individual education plans (IEPs) to support learning for a variety of needs. However, the application of these plans remains inconsistent within the classroom. Students of determination do not always receive personalised or individualised support.
- The career programme at Post-16 offers students a wealth of opportunities to explore existing and future career pathways. Students are empowered and well-informed, which enables them to take ownership of their futures and subject choices.

### For Development:

- Ensure that risk assessment processes are centralised thorough, so that all areas of Health and Safety are monitored systematically.
- Support all students of determination by applying IEPs consistently and increasing the use of individualised approaches within the classroom.

## Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders demonstrate a commitment to inclusive education. They welcome students of determination and have created a diverse student population. The inclusion team deploys their resources carefully to achieve the best possible outcome for the students in their care.
- Referral and identification processes are in place and the school uses some checklists and observations to support identification. However, the limited range of diagnostic and screening tools reduces the accuracy of identification and therefore, the effectiveness of intervention.
- Parents receive regular updates on their children’s progress through formal and informal communication. They are involved in writing individual education plans and can access support to extend the approaches used in school to the home.
- Students with individual education plans receive additional support from specialist teachers through allocated in-class and withdrawal sessions. The school does not offer life skills provision for the students with more complex needs, or a suite of evidence-based interventions.
- The inclusion team has developed a tracking system to monitor targets within each individual education plan. These targets do not always use baseline, entrance or exit data for measurement.

### For Development:

- Expand the department’s use of diagnostic assessment tools, evidence-based interventions and life skills provision.
- Enhance the target setting and monitoring systems to track the progress of students of determination accurately.

## 6. Leadership and management

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

- Leaders at all levels including the principal articulate their vision in line with UAE priorities particularly in promoting reading, inclusion and wellbeing. Communication within the school is effective and professional. The majority of middle leaders are successful in addressing potential barriers to teaching for effective learning. However, their capacity to improve teaching varies according to their skills and experience.
- The school has a realistic view of its priorities due to systematic self-evaluation that make use of accurate internal and external data. Leaders monitor the quality of teaching for effective learning regularly; but are not sufficiently focused on students' progress in lessons and over time. The school improvement plan is not detailed. It lacks measurable targets and milestones for review. The school has addressed some but not all of the recommendation from the previous inspection.
- School leaders are highly successful in engaging parents, including parents of students of determination. Parents' view through surveys influence aspects of school policies. The school's effective communication and reporting enable parents to be well-informed about their children's academic progress. The school is yet to establish external partnerships to provide opportunities for wider learning experience for students.
- Governors bring a range of expertise and experience, enabling them to monitor and support senior leaders in delivering the school's priorities. They provide support and review reports provided by senior leaders. However, challenging senior leaders to ensure high-quality provision and more impact on students' outcomes is limited. Their involvement in the self-evaluation process and improvement planning is adequate.
- The day-to-day management of the school is well organised and routines including timetabling are effective. The school is appropriately staffed with qualified teachers who benefit from a range of professional development that is mostly matched to the school priorities. The premises are organised and include specialist facilities that allow access to most members of the community. The environment supports teaching and learning through a range of resources.

**For Development:**

- Improve the leadership skills of middle leaders so that they are more effective in achieving high standards of teaching and learning for all students.
  - Enhance the role of the governors so that they exert a more positive and direct impact on the overall performance of the school.
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## 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](mailto:QA.Schools@khda.gov.ae)