

# INSPECTION REPORT

2022-2023



**GEMS FIRST POINT SCHOOL L.L.C**

**UK CURRICULUM**

**GOOD**

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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	David Wade
	Principal - Date appointed	8/1/2022
	Language of Instruction	English
	Inspection Dates	30 January to 02 February 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1733
	Number of Emirati students	83
	Number of students of determination	143
	Largest nationality group of students	Arabic

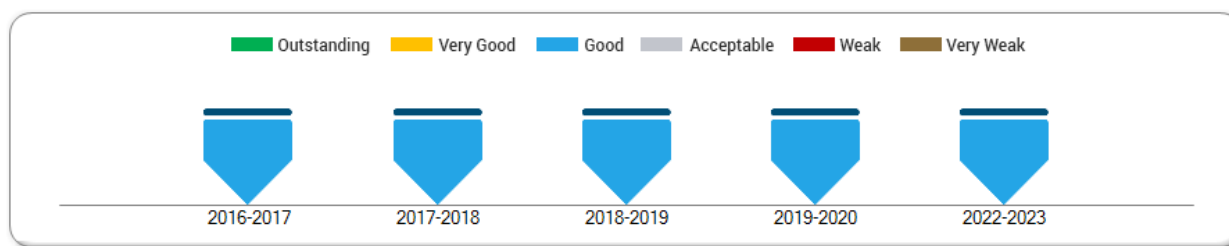
### TEACHERS

	Number of teachers	126
	Largest nationality group of teachers	UK
	Number of teaching assistants	57
	Teacher-student ratio	1:14
	Number of guidance counsellors	1
	Teacher turnover	33%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GCSE, A Level
	Accreditation	BSO

## School Journey for GEMS FIRST POINT SCHOOL L.L.C



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Attainment and progress in Islamic Education and Arabic are mostly acceptable, with good progress in Islamic Education in post-16. Students' attainment and progress are very good in English and mathematics, with outstanding progress in English in the Foundation Stage (FS). In science, attainment and progress are very good in FS and Primary, but acceptable in Secondary and at Post-16. Students' learning skills are strong across the school.
- Students are self-disciplined, caring, considerate and sensitive to the needs of others including students of determination. Students have a deep understanding and appreciation of Islamic values and Emirati heritage. They make a positive contribution to the school community as care ambassadors. Younger students act as wellbeing ambassadors. Environmental awareness and action are evident across the school.

### PROVISION FOR LEARNERS

- The quality of teaching and learning is variable across the school. It is stronger in FS and Primary, where teaching is more dynamic, and students are better engaged. Effective questioning helps students to develop their critical thinking and problem-solving skills. Assessment has improved since the previous inspection. There is a systematic approach to collecting, recording and analysing data. The tracking of students' progress is particularly strong.
- The school curriculum closely matches The National Curriculum for England (NCfE) and meets the requirements of the UAE Ministry of Education (MoE). The curriculum rationale is clear, realistic and relevant. Curriculum adaptation meets the learning needs of almost all groups of students. Most students participate successfully in a broad range of extra-curricular, enterprise and creative activities.
- Health, safety and child protection are outstanding. Staff are highly experienced in identifying issues, dealing with them sensitively and considering students' wellbeing. The school buildings are spacious and maintained to a very high standard. Healthy lifestyles are promoted extremely well. Staff and student relationships are highly positive and mutually respectful. The caring ethos and strong pastoral care enable students to feel well cared for in the school.

### LEADERSHIP AND MANAGEMENT

- Leadership is effective and inspiring. Recent appointments are having a positive impact and are securing high levels of commitment from staff, students and parents. Roles and responsibilities are now clearly defined and understood. Most middle leaders demonstrate a secure understanding of best practices in teaching and learning. Partnerships with parents and the community are outstanding. Governance is good and management, staffing, facilities and resources are outstanding.

**The best features of the school:**

- The very good attainment and progress in FS, including children's outstanding progress in English.
- Students' personal development, social responsibility and knowledge of world cultures supported by their confident use of technology.
- The health, safety, security and safeguarding provided by the school to support academic success and ensure students' welfare and wellbeing.
- Partnerships with parents and the community, and parental involvement in the life of the school.
- The management of the school, staffing, resources, premises and facilities, and the extensive provision for the professional training of staff.

**Key Recommendations:**





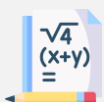

- Improve attainment and progress in Islamic Education and Arabic by:
  - raising the quality of teaching to match that seen elsewhere in the school
  - making better use of the extensive resources available in order to engage students
  - improving the use of assessment to inform teaching and to identify individual needs
  - ensuring that all students are appropriately challenged in line with their abilities.
- Improve attainment and progress in science in Secondary and Post-16.



## 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	Acceptable ↓
 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	Very good ↑	Very good ↑
	Progress	Outstanding	Very good	Very good ↑	Very 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	Acceptable ↓	Acceptable ↓
	Progress	Very good	Very good	Acceptable ↓	Acceptable ↓
Learning skills		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	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

## 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	Very good ↑	Very 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	Outstanding ↑
Governance	Good
Management, staffing, facilities and resources	Outstanding

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>meets expectations.</b>	<b>meets expectations.</b>

- In the PISA 2018 assessment, the school exceeded its target in reading, mathematics and science. The school's overall performance is at proficiency level 3 in all three subjects. In the TIMSS 2019 assessment, the school exceeded its targets in mathematics and science. Girls outperformed boys in mathematics and science in TIMSS Year 5 and in PISA mathematics and reading.

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

- The school conducts a thorough analysis of the learning gaps identified in the PISA, TIMSS and GL assessments. Adaptations are made to the curriculum to address these gaps. These adaptations have not yet resulted in improved attainment in recent GL assessments across key subjects.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is above expectations.</b>	<b>is above expectations.</b>

- The school has registered for an appropriate standardised reading test. Teachers have very strong knowledge of students' reading abilities, including those of Emirati students. Teachers promote reading successfully across the phases. However, admissions to Primary have not yet received the additional teaching which they require in order to ensure speedy progress in reading.
- All students, including Emirati students, have many opportunities to think critically in debate and in their literature studies. In mathematics and science, critical thinking and problem-solving are strong.

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

#### For Development:

- Ensure that students receive the required support for reading intervention as identified on their admission to the school.



## Wellbeing

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

- Leaders set a clear direction for wellbeing development within the school. They have undertaken a thorough review of provision and outcomes, including an analysis of data from surveys of members of staff, students and parents. They use the resulting information very effectively to prioritise actions. The implementation of policies is not fully embedded in all phases. Most teachers plan and provide motivating lessons that engage students well. School routines are thoughtfully planned to ensure students' wellbeing. Governors take a keen interest in the progress made.
- Strong pastoral care enables students to approach members of staff for social and emotional support. The counselling service is highly effective. Most teachers create environments that boost students' self-esteem and positivity. Leaders are responding to the needs of staff and are acting, where possible, to address any concerns raised. The school has successfully enlisted the support of different stakeholders in its drive to improve the wellbeing of students and staff. Parents are highly supportive of the wellbeing agenda.
- The school plans a purposeful programme for wellbeing development, including a specific focus on the development of social and emotional skills. Students take part in a wide range of extra-curricular activities that enhance confidence, self-esteem and wellbeing. Most students are aware of the need to keep safe and to adopt a healthy lifestyle. Students indicate that they feel safe, valued and engaged at school. This is evident in their positive attitudes and behaviour. They enjoy school. Attendance rates are very high.

## UAE social studies and Moral Education

- Moral education, social and cultural studies (MSCS) are woven throughout the curriculum. All students from FS to the Post-16 study MSCS for one hour and 40 minutes each week. In addition, MSCS themes are Included in English and humanities lessons during form time. Students are taught in English.
- The curriculum has been thoughtfully planned to cover the UAE social studies and moral education programme. MSCS for younger students is taught by class teachers, and for older students by staff and specialist teachers. Teachers inspire students to make lively contributions in lessons and to reflect thoughtfully. Written assessments are reported to parents and demonstrate students' strong progress.

## 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 make expected levels of progress except in Post-16 where students' progress is stronger. However, the school's assessment data are inflated and do not reflect what is seen in lessons and in students' work.
- Post-16 students discuss the prescribed Islamic laws and acts of worship, for instance, marriage, separation, divorce and the Islamic economic system. They are less able to explain the rationale behind them and their impact on society.
- The school has improved students' Qur'anic recitation skills this year. However, the impact of this is still not yet evident, especially in Secondary. Weaknesses in students' Arabic language skills are hindering Arab students from understanding Islamic concepts.

#### For Development:

- Raise the levels of challenge in learning and during examinations to obtain more accurate data on students' performance.
- Improve skills in memorisation and recitation of the Holy Qur'an by providing more opportunities for students to practice to refer and to explain their rationale.

#### Arabic as a First Language

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

- Grammar, speaking and creative writing are insecure. Most students in Primary understand spoken passages, and most students in Secondary can read and understand sentences containing high frequency vocabulary. Post-16 students understand the implicit meaning of texts.
- In their lessons and recent work, primary students analyse the main elements of a short story. In Secondary, only a minority speak standard Arabic confidently and produce cohesive ideas in their written work. Post-16 students debate ideas. Most are able to speak with confidence.
- The department has many resources, including a range of digital and printed books. However, teachers do not make enough use of these resources to enhance reading or to develop students' reading comprehension skills.

#### For Development:

- Address the weaker linguistic skills of speaking and writing by ensuring that teachers assess learning outcomes against the MoE standards.
- Ensure that students read the wide range of literary texts available to develop their speaking, reading comprehension and independent creative 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

- Reading comprehension and independent writing skills are insecure for most students. Most primary students understand simple instructions, read out familiar words and write simple sentences. Students in Secondary answer familiar questions and speak with few errors in pronunciation.
- In their lessons and recent work, cursive handwriting in Primary is clear but may contain errors. In Secondary, students create a limited number of simple sentences using previously learned writing structures. However, they are unable to write longer sentences because of their limited vocabulary and inadequate grammar.
- The use of topics which interest students, such as travel and tourism, helps them to become more motivated in lessons. Students do not apply their language skills outside Arabic classes.

### For Development:

- Improve the weaker linguistic skills of speaking and writing in Arabic.
- Encourage Secondary students to widen their vocabulary and apply it when speaking and writing on unfamiliar topics.

## English

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

- Children in FS make a very secure start with early reading and writing. This lays the foundation for becoming the confident and mature speakers seen throughout the school. All students benefit from the school's increasingly strong focus on reading fluently. All data confirm the high level of attainment and progress across the school.
- Students respond with enthusiasm to thoughtfully planned English lessons. As a result, they gain excellent analytical skills, a wide vocabulary and the ability to write compellingly. They debate, at times, with eloquence.
- The best progress is made by students in lessons where the teacher keeps the whole class involved in learning and focused on the same objective by adapting explanations. In these lessons, teachers use astute questioning to challenge and support, rather than providing unnecessarily different activities for some students.

### For Development:

- Ensure that students develop all their language skills by providing them with teaching which keeps them learning together, offers focused support and incisive questioning.

## 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

- External examination results indicate very good attainment in IGCSE and A Level examination, and outstanding attainment in A Level further mathematics. Purposeful teaching and the effective use of assessment data contribute to the very good progress made across all phases.
- In FS, mathematical development is presented practically and consistently. The children like to explore the environment, and this gives them a strong sense of shape, space and measure. In Primary, students approach mathematical problems using different representations. Older students demonstrate strengths in working with advanced mathematical concepts.
- Problem-solving and reasoning skills are well developed across all phases and form an integral part of lesson planning. Research, inquiry, and application to life beyond the classroom need strengthening further.

### For Development:

- Provide more opportunities for students to undertake research, inquiry and critical thinking, as well as the application of mathematics to life outside school.
- Improve students' performance in the GL assessments.

## Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good	Acceptable ↓	Acceptable ↓
Progress	Very good	Very good	Acceptable ↓	Acceptable ↓

- Children in FS and primary phase students are achieving very well. They have a suitable understanding of the main areas of science. Secondary and post-16 students do not perform as well in external examinations.
- In FS, children can explain what they are doing and explore for themselves, especially when they attend the desert school. Across all phases, students answer starter questions successfully, reinforce their knowledge and increase their understanding of scientific concepts.
- Students use scientific methodology effectively when carrying out investigations. Consequently, they are developing their skills of enquiry and research successfully. However, students are still insufficiently challenged and do not take enough responsibility for their own learning, especially in the senior sections of the school.

### For Development:

- Implement strategies to improve students' independent learning skills, especially in the senior sections of the school.
- Improve students' achievement in the secondary and post-16 phases.

## Learning Skills

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

- FS children are industrious, enthusiastic and happy. Primary students enjoy using technology to research and are keen to explain what they have learned. For secondary and post-16 students, learning skills are more inconsistent, particularly in Islamic Education, Arabic and science.
- At their best, students cooperate effectively to reach a common goal. They think critically during discussions and they debate, in a mature manner, on given themes or topics. Most make connections between the different subjects.
- Increasingly, expert direct oral feedback from teachers and relevant comments from their peers point students in the right direction with the next stages of their learning. Most students have the self-motivation to get to work and they try to improve on their previous best.

### For Development:

- Provide regular opportunities for older students to improve their self-motivation and independence, particularly in Islamic Education, Arabic and science lessons.

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

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

- Students are remarkably self-disciplined and respond very well to others. They value giving and receiving constructive criticism. Their exemplary behaviour is influential across the school. They are caring, considerate, and sensitive to the needs of others, including students of determination.
- Students are respectful towards their fellow students and members of staff. This is evident in the harmonious atmosphere and the friendly relationships throughout the school. Students are keen to take responsibility and engage in leadership roles across the school.
- Students adopt healthy lifestyles through choosing healthy food options and engaging in many physical exercises. Attendance is exceptionally high. Almost all students are punctual in arriving at school and to lessons throughout the school day.

	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 have a deep understanding and appreciation of Islamic values and how they influence daily life in the UAE, and their own experiences. They show high levels of respect and tolerance to all their Muslim colleagues and teachers as they share the family Iftar during Ramadan.
- Students have a strong appreciation and understanding of Emirati culture and heritage, and they celebrate national events with enthusiasm. They value the multicultural culture of the UAE and the many opportunities it provides for them.
- Students are proud to share their own cultures and have a broad perspective and appreciation for other world cultures. They experience a variety of nationalities in the school through their celebration of International Day.

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

- Students make a highly positive contribution to the school community as care ambassadors. They are keen to ensure that everyone enjoys learning and benefits from what is offered. Younger students act as wellbeing ambassadors helping others to work through any problems.
- Students are appreciative of the work ethic expected of them in school as this enables them to improve and strengthen their study skills. Students are highly resourceful, innovative and creative.
- Environmental awareness and ensuing actions are very evident. Students appreciate the necessity to be involved in recycling and understand the potential consequences of inaction. They initiate and take part in schemes that contribute effectively to sustainability and conservation of the environment.

### For Development:

- Continue to foster and encourage an environment that promotes students' independence as well as their self-reliance.



### 3. Teaching and assessment

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

- Teaching is skillful in FS and Primary, and in many areas of the secondary and post-16 phases. In Islamic Education and Arabic, it is not strong enough to ensure that the curriculum is delivered securely. Teaching in science for older students, although improving, does not yet match the quality of teaching seen in other subjects.
- In the better lessons, teachers use their very strong subject knowledge to inspire and enthuse students. They build on the knowledge that students already have and stretch them even further. They adjust their teaching to ensure that students of differing abilities are included and learning effectively.
- Teachers benefit from valuable professional training which has at least maintained the quality of teaching during the period of leadership changes and staff turnover since the previous inspection.

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

- In FS, assessment procedures are very comprehensive and cover all areas of learning, giving scope and scale to the focus for lessons. Staff and parents can keep track of what has been covered and the children's next steps.
- Across other phases, the school-based assessments are referenced to the curriculum standards and benchmarked appropriately against international standards. There is a systematic approach to collecting, recording and analysing data, as well as target setting.
- The tracking of students' progress is a strong feature in the school. This is reflected in continuous progress checks, questioning and the recapping of prior learning. Most teachers are skilful in applying a range of assessment strategies and in effectively including students in self- and peer-assessment processes. Feedback provided to students is variable, especially in Islamic Education and Arabic.

#### For Development:

- Improve the quality of teaching in Islamic Education and Arabic and for older students in science.
- Provide feedback to students on their written work so that they know how to improve.
- Ensure that assessments in Islamic Education and Arabic provide valid and reliable data.

## 4. Curriculum

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

- The school's curriculum rationale is clear and relevant. It provides students with an education that develops their character and provides them with skills for life. Transitions are smooth and enable students to enjoy a progressive and coherent learning experience.
- Across the phases, curriculum planning is very well structured and organised. The curriculum is designed to meet the learning needs of almost all students and prepares students well for their next phase of education. The school has developed meaningful cross-curricular links in many subjects.
- The school conducts regular and effective reviews of its curriculum to ensure that it continues to match students' choices. Older students have a wide range of curricular choices to meet their interests and aspirations.

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

- Across the phases, departments use assessment and other data very well to help them to modify the curriculum to meet the learning needs and styles of most groups of students.
- Most students participate successfully in a variety of cross-curricular and extra-curricular activities and projects, including science fairs and sustainability. As a result, students are increasing their personal development, leadership and team-building skills.
- The school promotes UAE values, cultures and society very well through cross-curricular themes, and through teaching and learning in many subjects. Links are most evident in Islamic Education and Arabic lessons.
- Arabic is taught in FS2 for one hour each week.

### For Development:

- Ensure that the curricular modifications undertaken continue to meet the learning needs of all students in all phases.

## 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 comprehensive child protection policy, reinforced by several related aspects including cyber-bullying and online safety. Staff are extremely well trained to identify issues, deal with these sensitively, and always consider students' wellbeing.
- The premises are pristine and supervised diligently. Security staff checks are very rigorous. The building is extremely spacious, maintained to a high standard and free from any hazards. Moving around the building does not present any issues as students' safety is given a high priority.
- The clinic is managed meticulously and provides an extensive range of services. This ensures that treatment and health checks are conducted in the students' best interests. Healthy lifestyles are promoted extremely well, including advising on diets and exercise.

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

- Staff and student relationships in all phases are highly positive and mutually respectful. The caring ethos and strong pastoral care enable students to feel safe, well cared for and appreciated. The counsellor provides high quality support for students' social and emotional wellbeing.
- Very high expectations of behaviour, positive behaviour management and effective support for students with specific behavioural needs are in place. Systems for the identification of students of determination are effective. However, the quality of challenge and support in lessons for these students is variable.
- The school has developed highly effective systems to ensure regular attendance and punctuality. Older students are benefiting from early guidance on education pathways and careers. Provision for students with gifts and talents is developing well.

### For Development:

- Ensure that all staff have the required skills and expertise to provide well-matched challenge and support for students of determination.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- Governors and senior leaders promote an inclusive ethos. Leaders have responded with energy and commitment to accommodating students of determination who have recently joined the school. The monitoring and evaluation of the quality of provision and outcomes of students of determination is developing.
- The school acts promptly in identifying barriers to learning and in planning interventions when students join the school. Effective use is made of a wide range of internal assessments with help from external providers in more complex cases. Individual education plans (IEPs) include appropriate strategies for teachers, although some do not identify clearly enough the main barrier to learning and specific targets.
- Parents are very supportive of the school and actively engage in all stages of the process including identification, planning interventions and reviewing progress.
- Accommodations and support for students with behavioural, social and emotional needs are very strong, enabling them to access learning fully. Individualised sessions with specialist staff are particularly effective in building on prior learning and developing skills systematically. However, curriculum modification and support for students of determination are not always consistently matched to students' needs.
- Most students make very good progress over time from their starting points, particularly in their personal development and self-reliance. Students benefiting from individualised support develop literacy skills well. Those following BTEC courses make exceptional progress.

### For Development:

- Ensure that IEPs identify a student's main barrier to learning and have clear targets and success criteria that are measurable.
- Ensure that monitoring and evaluation are rigorous and identify more accurately the progress of students.

## 6. Leadership and management

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

- Senior leaders are effective and inspiring. They are highly committed to the UAE national and Emirate priorities. Leaders, including subject and year leaders, demonstrate a secure understanding of the best practices in teaching and learning. Relationships and communication are professional and effective. There is a clear focus on cooperative working practices securing high levels of commitment from staff, students and parents. Roles and responsibilities are now clearly defined and understood. Staff morale is very high.
- The school has a growing awareness and understanding of itself. Actions in the school development plan are extensive and ambitious but not prioritised. Targets lack carefully considered and measurable success criteria. Subject leaders' self-evaluation is variable. The monitoring and evaluation of teaching and learning is carefully assessed, used to prioritise professional development but not specifically to inform development planning. Governors and school leaders have not yet fully addressed the recommendations from the previous inspection report.
- Parents actively participate in the life of the school in a planned, purposeful and determined manner. They collaborate closely with the school, servicing committees covering areas such as inclusion, wellbeing, sustainability and Arabic and Islamic culture. Parents are consulted regularly, and their views are valued and heard. Significant contributions are made to a range of charities and international community projects. The school ensures that it works closely with other cluster schools sharing their experiences and expertise.
- The governing board includes representation from a range of stakeholders including parents. Board members regularly monitor the work of the school. They increasingly hold leaders to account for the school's performance. Recent training has ensured they are better informed about their roles and responsibilities.
- The school is efficiently and effectively managed. Timetabling makes the best use of available staffing and space. Staff are suitably qualified and appropriately deployed. All are aware of safeguarding and child protection procedures. The school is well suited to curriculum requirements and students' needs. Classrooms are of a sufficient size although occasionally access to some stairways can be rather crowded. Fixtures, fittings and furniture are of a very high quality. School buildings are maintained to a very high standard.

### For Development:

- Ensure that school improvement planning is better focused and prioritised with actions and targets alongside measurable success criteria.
- Ensure that the recommendations raised in this report are prioritised and actioned by governors and leaders.

## 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)