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

GOOD

DUBAI
Knowledge المعرفة

INSPECTION REPORT

2017-2018

GEMS
FirstPoint
School

Celebrating
10 years of
inspections

GEMS FirstPoint School

UK CURRICULUM

Contents

School information

General information

Location	Dubai Al Ain Road, The Villa - Dubai
Type of school	Private
Opening year of school	2014
Website	www.gemsfirstpointschool-dubai.com
Telephone	042789700
Address	Dubai Al Ain Road, The Villa - Dubai
Principal	Mr. Stephen Sharples
Principal - Date appointed	9/1/2015
Language of instruction	English
Inspection dates	08 to 11 January 2018

Teachers / Support staff

Number of teachers	131
Largest nationality group of teachers	British
Number of teaching assistants	50
Teacher-student ratio	1:13
Number of guidance counsellors	2
Teacher turnover	5%

Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Y13
Number of students on roll	1667
Number of children in pre-kindergarten	0
Number of Emirati students	80
Number of students with SEND	173
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	GCSE; A level; AS level
Accreditation	British Schools Overseas
National Agenda benchmark tests	GL

School Journey for Gems FirstPoint School

Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2016-2017   2017-2018

The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Gems FirstPoint School was inspected by DSIB from 08 to 11 January 2018. The overall quality of education provided by the school is good. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal and the strategic leadership team share a coherent vision of a school which promotes inclusion, the celebration of diversity and student-centred learning. Effective strategic planning and monitoring results in continuous school improvement. The evaluation of the school's performance is more accurate than in previous years. School leadership is effectively distributed, creating an ethos of collective responsibility and empowered individuals.

Students' achievement

Students in the school now achieve better outcomes in Islamic education, Arabic as an additional language, English, mathematics and science. Children's achievement in the Early Years Foundation Stage (EYFS) is particularly strong and improving. The progress of students with special educational needs/disabilities (SEND) is at least good, with most students making very good progress against targets.

Students' personal and social development, and their innovation skills

The school instils in students a sense of personal and social responsibility, respect for themselves and others, and a love of learning. Students' understanding and awareness of world cultures remains strong, particularly at post-16. Students participate in activities to hone skills of innovation and are enjoying developing their leadership skills. Many students are engaged in innovative, creative and entrepreneurial projects, either within or beyond the school.

Teaching and assessment

The quality of teaching and assessment have improved across the school this year, though this is not yet reflected in all phase inspection judgments. Of particular note is the improved quality of teaching in humanities, ICT, technology and physical education. The teaching in the EYFS has improved to a very high standard. The analysis and use of external benchmarking data are improving.

Curriculum

The curriculum is a strong feature of the school. In many areas, it supports high and improving student achievement. Curriculum adaptations are also very strong across the school. Students with SEND benefit from many, appropriate and specific adaptations. The school meets the requirements of the National Agenda, especially in how it provides opportunities for enterprise, creativity and innovation.

The protection, care, guidance and support of students

Care and protection of students is an excellent feature of the school and provides for its students a very safe, hygienic and secure environment. The school promotes very good attendance and punctuality. Identification of need and support for students with SEND ensures they make at least good progress in both academic and personal development programmes.

What the school does best

- Many school leaders, and particularly the principal, are effective in their leadership. They provide good role models for the staff.
- The school instils in students: a sense of personal and social responsibility, a positive work ethic, innovation and enterprise skills, and a love of learning.
- Protection, care, guidance, and support for students are excellent.
- The school has a very inclusive ethos and has rapidly developed practice so that students who have SEND not only take a full part in school life, but also make progress in line with their peers.
- Significant improvements are evident in students' learning outcomes, most notably in the EYFS.

Key recommendations

- Improve achievement levels in Arabic language through:
    - mapping the curriculum to language skills instead of thematic topics
    - linking tasks and activities to curriculum standards at a level that match the needs of students
    - ensuring effective delivery of the school action plan.
- Improve progress in Islamic education by:
    - planning lessons to focus more on developing students' learning skills
    - providing opportunities for students to apply their learning in meaningful contexts
    - monitoring the effective delivery of the school action plan.
- Improve teachers' use of assessment information to plan the curriculum and teaching more effectively to meet the needs of all students, particularly the higher achievers.
- As a priority, deliver the school's 2017-18 EAL action plan by ensuring there are sufficient leaders and staff, adequately trained and supported.

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	Weak	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Good
Arabic as an additional language	Attainment	Not applicable	Acceptable ⬆	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
English	Attainment	Very good ⬆	Good ⬆	Acceptable	Acceptable
	Progress	Very good	Very good ⬆	Good	Good ⬆
Mathematics	Attainment	Very good ⬆	Good ⬆	Good	Good ⬆
	Progress	Very good ⬆	Good	Good	Good
Science	Attainment	Very good ⬆	Good ⬆	Good	Acceptable ⬆
	Progress	Very good ⬆	Good	Good	Good

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).

- Attainment, as indicated by the N.A.P. meets expectations in English, and is above expectations in mathematics and science.

- The importance of analysing and using N.A.P. benchmarking data is fully understood by school leaders. There is a well-considered, overall National Agenda action plan, supplemented by subject-specific action plans.

- The analysis of N.A.P. data is developing well and the effective alignment with internal data is encouraging. The use of CAT4 data to support students' individual needs is evident in lesson plans.

- Data-driven curriculum modification is developing better in the primary than the secondary phase.

- In the best lessons, teachers consistently and effectively promote high levels of student engagement. They encourage critical thinking and active discussion among students, and they do this most effectively in the primary phase.

- Student research skills are most evident in a range of subject-specific, extra-curricular projects.

Overall, the school's provision for achieving the National Agenda targets meets expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements):
i) Governance and Leadership.
ii) Learning and Intervention.
iii) Personalisation

- School leaders, teachers and governors understand their accountability for improving the provision for and outcomes of Emirati students. Guidance and support for students are strong and the school prioritises their admission. Parental consultation is a strong feature of the school and many parents of Emirati students are involved in decision-making. This results in effective parental engagement and a genuine partnership in the learning process.

- Emirati students generally value their school and the education that they receive. Teachers analyse and make effective use of assessment data of students' potential and actual achievement. The analyses are used to better personalise learning provision and consequently more effectively meet the needs of individual students.

- Using data analysis, the best teachers plan and implement strategies in lessons, which adapt the curriculum to maximise progress. In many lessons however, although Emirati students are identified, available strategies to accelerate learning are not yet consistently applied. The school is developing its ability to embed the available information into a cycle of improvement planning.

The school's provision for raising the achievement of Emirati students' needs meets expectations.

Moral Education

- Moral education is taught through subjects such as social studies and PSHE. Not all students receive the required sixty minutes each week.

- Some teachers, especially in the secondary phase, are not skillful in engaging students in critical thinking and debate. The school has developed its own resources as an alternative to using the MEP textbooks.

- Students are willing to share ideas when given the opportunity; for example, comparing their own lives to the lives of others, such as the right to an education in different parts of the world.

- Assessment systems are at an early stage so there is only limited recording of students' progress in their understanding, skills and moral development.

The school's implementation of the UAE moral education programme is under developed.

Social Studies

- The UAE social studies curriculum is well planned and progressive. Students from EYFS to Year 10 have at least the required 60 minutes per week either through lessons and assemblies.

- Teachers employ a range of strategies and resources to engage students, although their use of questioning does not always elicit in-depth debate. They do not use the social studies textbook.

- Students enjoy their lessons; they are happy to contribute ideas and to work together in groups, using technology to support their research.

- Although the quality of teachers' marking in workbooks is inconsistent, students' progress is mostly measured accurately by teachers. Students also have the opportunity to self-assess. Comments on students' development are included in parental reports.

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

Innovation in Education

- The use of technology is not yet embedded in learning, although it is developing. Where given the opportunity, students think creatively and critically.

- Students are willing to take risks, initiate projects, and start their own enterprises. Their entrepreneurial and innovation skills are rapidly developing.

- Occasionally, students are given the opportunity to try out ideas and determine solutions for themselves. A good example is how to work out how to drop an aid package from a airplane, so that it lands where intended.

- Curriculum innovation includes a weekly enterprise lesson where students work in teams to solve problems. Projects include podcasting, marketing and designing for commercial purposes.

- Leaders are continually looking for ways in which they can engage the whole school community of students, parents and school staff in innovation. They participate in several improvement action research projects with universities.

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

Main inspection report

1. Students' achievements

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

- Students' attainment, across all phases is in line with curriculum expectations. The emphasis is on knowledge acquisition rather than skills development. Although progress is better in post-16, students sometimes have difficulty in analytical work or in constructing an argument for a debate.

- Lessons are rarely related to meaningful, real-life contexts, so students struggle to make connections between their learning and what is around them.

- Students in the secondary phase have improved their attainment since last year. In lessons, they are given more opportunities to express themselves.

For development

- Plan lessons more consistently around the development of skills rather than only on knowledge acquisition.

- Relate Islamic values and events to real life situations, so students can more easily comprehend the underlying concepts.

Arabic as a first language		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Not applicable	Acceptable	Weak	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Good

- Most students' attainment remains in line with curriculum standards in the primary and post-16 phases, and is below curriculum expectations in the secondary phase. In lessons and according to internal data, most students in the primary and secondary phases make progress in line with curriculum expectations, while a majority in post-16 are making better than expected progress.

- Students' reading and listening skills in the primary phase are strong. Their writing skills are still developing. In the secondary and post-16 phases. Students use dialect words and their writing is characterised by spelling and grammatical errors.

- In the primary phase, students are given access to online reading programs. These contribute to improved reading skills and lowering dependence on dialect words than is evident in other phases. Students in the post-16 phase accept challenging work and collaborate well, leading to better progress.

For development

- Increase opportunities for independent reading in the upper phases and structure more challenging tasks, sustained support and follow-up, with a focus on improving students' speaking and writing skills across all phases.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language	Attainment	Not applicable	Acceptable ⬆	Weak	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable

- In the primary phase, most students attain levels that are in line with curriculum expectations. In the secondary phase, a large minority of students do not meet curriculum expectations. In lessons and according to internal data, most students in both phases make progress that is line with curriculum standards.

- Students can read Arabic words and familiar short texts and understand their general meaning. Their knowledge of verbs is limited and most frequently they use them in the present tense. Knowledge of vocabulary, alongside skills in writing and conversation, particularly in the secondary phase are underdeveloped.

- In the primary phase, students have more opportunities to learn the language using tasks that are well matched to the numbers of years of prior study. Students in the secondary phase are not challenged enough to manipulate the language at a level that matches their prior years of study.

For development

- Increase acquisition of new vocabulary and basic structures to enable learners to both communicate and manipulate language more readily, without being overly dependent on word lists or visual props.

English		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Very good ⬆	Good ⬆	Acceptable	Acceptable
	Progress	Very good	Very good ⬆	Good	Good ⬆

- The attainment of many students, in external English tests, has improved this year. Progress in the primary phase is better than expected for the large majority where students develop their confidence and appreciation of language over time.

- Most students are articulate. They discuss their work enthusiastically, communicate confidently and can justify opinions with sound evidence. Standards in reading and writing improve consistently throughout the school. By Year 6, a majority of students can retrieve, interpret and use information for a range of different purposes.

- The majority of primary English as an additional language learners, systematically develop a good understanding of English language and literature. A minority of older students with high abilities fail to achieve their potential. By Year 11, most students can analyse and interpret language, although their higher order skills in inference remain underdeveloped.

For development

- Ensure all students, particularly in the secondary phase, have a clear understanding of what they need to do to achieve at their full potential and are regularly given time to correct their work.

- Challenge and make provision for higher ability students in all phases to work and attain at a higher level and pace.

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

- There is significant improvement in the overall achievements being made by children in the EYFS. In the primary and post-16, improvements in attainment now indicate a majority of students attaining at a level beyond curriculum expectations, including for many, in benchmark tests.

- While most groups of students are progressing very well, in some lessons there is insufficient challenge for the most able students. Knowledge and understanding of mathematics is mostly secure but students' ability to apply concepts in innovative situations is generally less so.

- Students' skills in mental mathematics, in the primary phase, are developing well. Many students are confident when handling data and in accurately using geometric shapes in two and three-dimensional planes.

For development
- Provide more opportunities for students to apply their learning to real-life and unfamiliar, novel contexts.

Science		Foundation Stage	Primary	Secondary	Post-16
	Attainment	Very good ⬆	Good ⬆	Good	Acceptable ⬆
	Progress	Very good ⬆	Good	Good	Good

- Children in the EYFS, demonstrate a more rapid mastery of concepts than those in other phases. Although attainment and progress across most phases for the majority are at least better than expected, the overall attainment of post-16 students' is less secure.

- Students in the primary phase, and children in the EYFS have better practical skills, for their age, than students in the secondary phase.

- Post-16 and primary students' understanding has improved, as new students have joined the school with fewer gaps in their knowledge and a greater emphasis has been placed on the development of practical skills and enquiry-led learning.

For development

- Monitor and intervene to improve students' rates of progress by developing practical and investigative skills, especially in the secondary phase.

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

- Students enjoy learning and demonstrate this most clearly in the EYFS. Across all phases, they increasingly take more responsibility for their learning, becoming less reliant on their teacher. Students use technology in their learning, although this remains at an early stage of development in the school.

- The effective implementation of group work is evident in the best lessons and this generally leads to thoughtful discussion and higher quality learning outcomes. Learning about complex issues is often improved by deeper thinking, whenever students are offered the opportunity.

- Real-world links are made and are frequently UAE-related, although these are less evident in Arabic and Islamic education lessons.

For development

- Develop skills in independent research where students use both paper and electronic media to find things out for themselves.

- Actively develop thinking skills, including critical thinking in students.

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

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

- A strong ethos of mutual respect and positive student behaviour pervades the school. Students embrace feedback from their teachers and persevere in their efforts to improve their learning outcomes. However, in the secondary phase, student's interaction and engagement in a few lessons can be less enthusiastic.

- Students adopt healthy lifestyles. They are physically active through team sports during and after school. They participate in competitive sports with other Dubai schools. The embedded healthy lifestyle programme helps students to often make healthy food choices.

- The school adopts a star of achievement programme to reinforce positive behaviour. The best-behaved students are recognised during assemblies. This contributes to a high sense of self-discipline and positive attitudes. Attendance for the last term is very good.

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

- Across all phases, students have at least securely good, age-appropriate knowledge, understanding and appreciation of Islamic values. In the post-16 phase, students have a clear understanding of how Islamic values influence the life of people living in the UAE.

- Students are knowledgeable regarding UAE heritage and culture. They actively celebrate important national holidays and events such as National Day and Flag Day. In the EYFS, the dolls, Ash and Latifa, act as local guides to introduce Dubai to the children.

- Students arriving from diverse backgrounds get on very well with each other. They are proud of their own cultures. Students in the post-16 have deeper knowledge about other cultures in terms of geography, history and current events.

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

- Students develop their roles as socially responsible citizens. They take part in many initiatives to care for their school and for each other. However, their collective contribution to the wider community is less evident, and more often the result of individual drive.

- Across all phases, students have a very strong work ethic. They are willing to take risks, initiate projects, and start their own enterprises, for example, fashion shows, a bake sale and a talent show. Their enterprise and innovation skills are fast-developing.

- Although students are involved in the recycling initiatives in their school, their role in promoting sustainability and conservation efforts are less well defined. However, students in the primary phase are justifiably proud of their sustainable city project.

For development
- Provide students with more opportunities to volunteer for the local community and to be more involved in conservation and sustainability activities.
- Improve students' knowledge regarding Islamic values and how they affect peoples' lives in the UAE.

3. Teaching and assessment

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

- Although teachers' knowledge of their subject is relatively secure they are less knowledgeable as to how students learn. Lessons are thoroughly planned and generally well resourced. Some lessons are rather rushed and there is insufficient time allowed for students to fully explore ideas.

- Differentiated tasks are often planned, most often using a 'three-level' strategy. However, this differentiation is not always evident in practice, in the classroom. Although questioning can be open, there is frequently too much teacher-talk at the expense of quality student dialogue.

- Deeper, more insightful thinking around complex concepts is not as embedded as it should be. In the double lessons, a more relaxed atmosphere is evident, with more time given over to deeper and more critical thinking. This allows for the more learner-centred approach which in particular, pervades and benefits children in the EYFS.

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

- Assessment processes are developing very well. Externally benchmarked data are analysed effectively to identify both entry points for students alongside predicted targets over time. The availability of externally benchmarked curriculum data is improving in the secondary and post-16 phases.

- The analysis of data to monitor progress is extensive. Teachers use these data as aids to lesson planning. Teachers are more confident in identifying groups of students, who may require additional support in lessons. This is better in the EYFS and the primary phase, whilst it is only developing in the secondary and post-16 phases.

- Most teachers know their students well and identify their needs over time. However, it is not always clear what specific actions are taken to provide support and challenge in lessons.

For development
- Use assessment data more effectively so that teaching strategies are developed which consistently support and challenge students and groups of students.

4. Curriculum

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

- The EYFS curriculum, is implemented well and enhances children's learning skills and personal development. Reading and phonic schemes are highly effective in ensuring the continuity and progression of the curriculum lower down the school.

- The curriculum is regularly reviewed and developed. Ambitious, new cross-curricular links in non-core subjects have yet to be successfully embedded across Years 5 to 8. The curriculum for English as an additional language effectively meets the needs of students in the primary phase. However, its implementation requires further monitoring and coordination in the secondary and post 16 phases.

- Several curriculum initiatives have resulted in improved primary provision, including the accelerated reading programme in English and the mastery approach in mathematics. The post-16 curriculum is extensive and provides older students with a wide and stimulating range of choices.

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

- The Key Stage 4 English curriculum, has been successfully adapted this year. Significant changes to the IGCSE curriculum have been made to meet the learning needs of Year 11 students, with a major focus on the English language qualification.

- The curriculum for students with SEND is regularly reviewed and appropriately modified by leaders and subject teachers. Lesson plans are refined to successfully match the learning needs of these students throughout the school. The EAL curriculum is not always sufficiently monitored for impact.

- Across several subjects, such as Arabic, mathematics and design technology, the curriculum has been modified imaginatively to offer online resources that students can access to improve self-directed and independent learning. There is a spirit of enterprise and innovation in the curriculum.

- Arabic is taught in the EYFS.

For development
- Ensure the English as an additional language curriculum is effectively monitored and coordinated, with full senior leadership support, particularly in the secondary and post 16 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

- Students feel safe in school and when, for example, using the buses or going on trips. There are robust procedures in place to very effectively manage risk. Fire and evacuation drills and 'lockdown' procedures are all regularly tested and evaluated.

- The child protection policy is clear and well understood by all members of the school community. Very effective arrangements exist to protect students from all forms of abuse and bullying. Students' needs are dealt with effectively and sensitively.

- All staff receive thorough, regular training in safeguarding. Detailed records are kept of maintenance and medical issues. Regular checks of equipment are carried out and the fabric of the school is extremely well maintained and clean.

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

- Staff and students have very positive relationships with each other, underpinned by effective systems, which monitor student behaviour. Students' attendance is particularly well managed and excellent attendance is celebrated.

- Students with SEND and those who are gifted and/or talented are identified effectively using a range of appropriate strategies. Those with SEND are identified early, leading to an appropriate and timely personalisation of support. Students who are gifted and/or talented are not always sufficiently or appropriately stretched in some lessons.

- The school effectively promotes the well-being of students. Careers guidance is appropriate for the majority, accurately signposting students to vocational or academic pathways. The school is starting to develop early advice and bespoke pathways for students who have very complex needs.

For development
- Develop classroom practice to ensure the gifted and talented students are sufficiently engaged and challenged to ensure they make progress in line with their starting points.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND	Very good ⬆

- The School has embedded the role of Inclusion Champion to positive effect and the Inclusive Education Improvement Plan ambitiously and effectively targets service development. Although the influence of the Inclusion Governor is just starting, the entire school is impressively committed to Inclusion.

- The leaders of the inclusion department ensure identification and diagnosis of needs are accurate, timely and do not create a barrier to admission. Interventions are carefully planned, using very comprehensive personalised plans and student profiles. Plans focus on wellbeing, personal strengths, deficits and overcoming barriers to learning.

- Parents value the inclusive ethos of the school. Almost all are partners in their children's education. Communication with parents is both efficient and friendly. The school does not yet provide training for parents in supporting their children. Whilst the school has been creative in controlling additional costs, these can be barriers to inclusion.

- Almost all learning support assistants (LSA) provide skilled and committed support for students who have the most complex needs. In some lessons, although needs are recognised, differentiation by the teacher is not well developed. However, LSAs ensure lessons are productive and students with SEND can access the curriculum.

- Most students with SEND make at least good progress. Teachers are given considerable advice about needs and are gradually personalising their teaching techniques to maximise progress. The most complex needs are very sympathetically managed but the lack of class teacher expertise impairs possible developmental progress.

For development
- Develop class teachers' skills in communicating with and making effective provision for students with complex needs.

6. Leadership and management

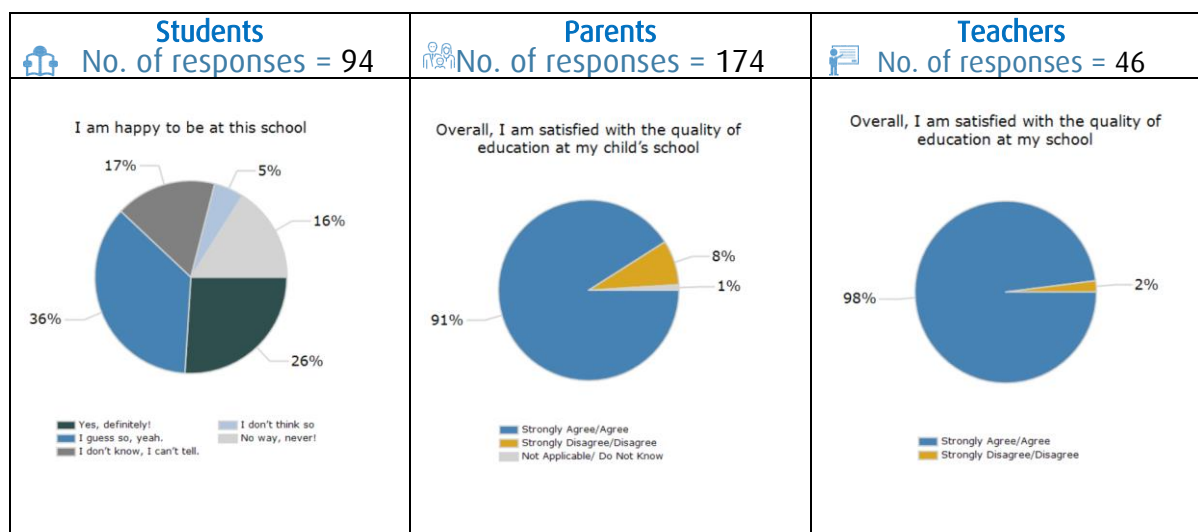|	
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ⬆
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Very good

- The principal and strategic leadership team share a coherent vision for an inclusive school which celebrates diversity and promotes student-centred learning. Effective strategic planning and monitoring has resulted in improvements in students' achievements in Islamic education, Arabic as an additional language, English, mathematics and science. School leadership is distributed and creates an ethos of collective responsibility and empowered individuals.

- The evaluation of school performance is increasingly accurate. It effectively informs school improvement strategies, such as the recently expanded leadership capacity intended to further improve the quality of teaching and learning. School leaders work diligently to develop plans for innovative and creative solutions to address both the school's own and the UAE's national priorities.

- Parental engagement remains successful and effective. Parents are willingly involved in all aspects of their children's schooling and wish to contribute more to their children's learning. Parents are satisfied with the quality of education provided by dedicated leaders and teachers. School leaders have further developed their links with networks of schools and universities to provide more learning opportunities for students and adults alike.

- Corporate governance continues to provide highly expert and supportive leadership. They monitor regularly and hold leaders to account for students' learning outcomes. They know the school well and have recruited governors with specialist knowledge in areas such as, inclusion, Arabic and Islamic education. Governors are committed to strategies to sustain the recruitment and retention of high quality teachers. They have embraced the challenges placed upon them by National Agenda priorities.

- The school runs very smoothly. Timetabling is efficient, although some time is lost during the school day. Signage is informative. There are sufficient, appropriately qualified and experienced teachers resulting in a high-quality curriculum for all students. Staff benefit from a comprehensive programme of professional development. A wide range of high quality facilities and resources meets the needs of students well, but could be improved for the study of Arabic.

For development

- Ensure leadership accountabilities are clear and each individual leader is supported and challenged to be successful in their role.
- Ensure sufficiency of Arabic graded reading materials

The views of parents, teachers and senior students

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

Students No. of responses = 94	Parents No. of responses = 174	Teachers No. of responses = 46
I am happy to be at this school 17% 5% 16% 36% 26% Yes, definitely! I don't think so I guess so, yeah. No way, never! I don't know, I can't tell.	Overall, I am satisfied with the quality of education at my child's school 8% 1% 91% Strongly Agree/Agree Strongly Disagree/Disagree Not Applicable/ Do Not Know	Overall, I am satisfied with the quality of education at my school 98% 2% Strongly Agree/Agree Strongly Disagree/Disagree

Students	• Students who responded to the survey, feel safe at school and think it is a friendly and welcoming place. Almost all feel teachers are effective in helping them learn and encourage them to be independent and use learning technologies to conduct research. A number feel they do not have enough time to get from one class to another. These views are confirmed by inspection findings.
Parents	• Parents who returned the survey, feel students are well behaved, respectful, and are achieving their full potential. They feel literacy and love of reading is promoted in English but have concerns about Arabic. They believe their children are happy at school, developing personal and social responsibility and capacity for curiosity and innovation. Parents of students with SEND feel well informed and confident that needs are being met. The inspection findings confirms these views.
Teachers	• Teachers who responded to the survey, voice their support of school leadership, believing the school to be well led. They indicate leaders and staff listen to parents and act on their views, and there is collegiality and trust among members of staff. They state professional development at school has helped them become better teachers. These perceptions are supported by inspection findings.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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