

# INSPECTION REPORT

2022-2023



**GEMS ALBARSHA NATIONAL SCHOOL - DUBAI BRANCH**

**UK CURRICULUM**

**ACCEPTABLE**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Barsha 2
	Opening year of School	2017
	Website	regulatory@gemseducation.com
	Telephone	04 5069222
	Principal	Karim Murcia
	Principal - Date appointed	9/1/2020
	Language of Instruction	English
	Inspection Dates	13 to 17 March 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	1138
	Number of Emirati students	862
	Number of students of determination	151
	Largest nationality group of students	Emirati

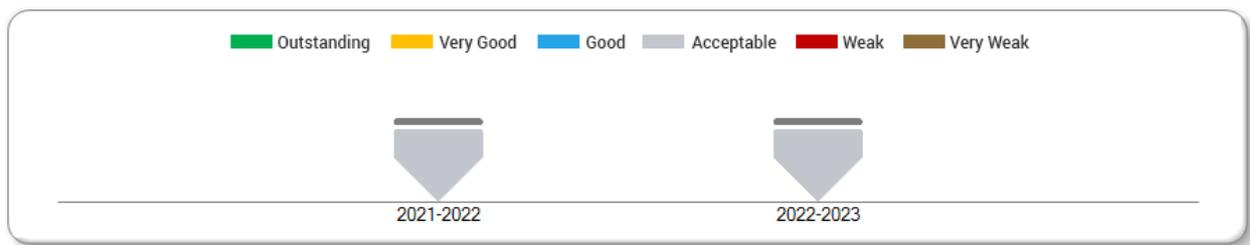
### TEACHERS

	Number of teachers	101
	Largest nationality group of teachers	British
	Number of teaching assistants	22
	Teacher-student ratio	11.2
	Number of guidance counsellors	1
	Teacher turnover	28%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	UK
	Accreditation	UK

### School Journey for GEMS ALBARSHA NATIONAL SCHOOL - DUBAI BRANCH



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Students across the school achieve well in learning Arabic. In Islamic education, Primary students perform well, and Post-16 students make good progress. Students demonstrate good achievement in English and science in Post-16, with good progress in these subjects also observed in the Foundation Stage (FS) and mathematics in Primary. However, the progress and attainment of students in English, mathematics, and science remain mostly acceptable with weak English attainment in Primary. Students' learning skills are good in most phases.
- Students are positive, responsible, and respond well to feedback, especially in FS and Primary. However, a small minority of boys in Secondary lack self-discipline. Students have a strong understanding and appreciation of Islamic values, Emirati culture, and environmental awareness. They initiate and lead activities. Unfortunately, attendance rates are low, and some students exhibit tardiness when arriving at school and attending lessons.

### PROVISION FOR LEARNERS

- Teachers possess secure subject knowledge and teaching is strongest in Primary and Post-16. In the most effective lessons, teachers use a range of strategies to engage their students. In most subjects, teachers are skilled at questioning students to promote their problem-solving and critical thinking. Teachers effectively utilise assessment information in lesson planning, which in turn, typically informs their practices.
- The curriculum meets the requirements of the National Curriculum for England (NCfE) and the UAE Ministry of Education (MoE). Curricular choices have improved in the IGCSE and Post-16 programmes. The curriculum is reviewed regularly although cross-curricular links are limited. The school adopts a systematic approach to support inclusion, but this is inconsistent across the different subjects. The curriculum promotes a strong understanding of Emirati culture and the UAE society.
- The school maintains rigorous systems for safeguarding and child protection. The supervision of students on school transport is highly effective. Thorough risk assessment procedures are in place and the site is safe and secure. Students with additional learning needs and those with gifts and talents are accurately identified. Teachers' curriculum adaptations and interventions support most students in their academic and personal development.

### LEADERSHIP AND MANAGEMENT

- The principal and his team manage the school effectively. All leaders are committed to nurturing and encouraging students' independence. Most have the capacity to address the barriers to improving students' achievement. The governors support and challenge the school leadership. Leaders are developing the school's self-evaluation and improvement planning.

### The Best Features of The School:

- Students' achievements in Arabic.
- The improved provision and outcomes in Primary.
- Students' understanding of Islamic values and Emirati culture.
- The provision for the health, safety, care and support of students.
- The effective day-to-day management and the staffing, facilities and resources.

### Key Recommendations

- Develop the capacity of all leaders to fully support school improvement.
- Ensure that self-evaluation is accurate and leads to effective, well-informed improvement planning.
- Improve students' achievement in all key subjects.
- Increase students' attendance rates and punctuality to school and lessons.

## Overall School Performance

### Acceptable

#### 1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
<p>Islamic Education</p>	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good ↑
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good ↑	Good ↑	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
<p>English</p>	Attainment	Acceptable	Weak	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
<p>Mathematics</p>	Attainment	Acceptable	Acceptable ↑	Acceptable	Acceptable
	Progress	Acceptable ↓	Good ↑	Acceptable ↓	Acceptable ↓
<p>Science</p>	Attainment	Acceptable	Acceptable ↑	Acceptable	Good
	Progress	↑ Good	Acceptable	Acceptable	Good
<b>Learning skills</b>		Foundation Stage	Primary	Secondary	Post-16
		Good	Good	Acceptable	Good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

## 6. Leadership and management

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

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

## 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 approaching expectations</b>	<b>is approaching expectations</b>

- The outcomes of the 2022 National Agenda (NA) benchmark assessments in English, mathematics and science varied. The overall profile of results was sustained in English and science but were lower in mathematics than in 2021.

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

- The school's NA action plan demonstrates school leaders' commitment to the UAE's national priorities. Not all staff members are aware of its implications. External assessment data are analysed carefully. The curriculum is being aligned with the requirements of the TIMSS, PIRLS and GL tests. Not enough use is made of this information to guide teachers' planning in Secondary.

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

- There are weaknesses in students' reading literacy skills. Action is being taken to improve these skills. Students have opportunities in some, but not all, subjects to develop their critical thinking and problem-solving skills.

**Overall, the school's progress toward achieving its National Agenda targets is approaching expectations.**

### For Development:

- Ensure that all teachers fully understand the implications of external assessment data and use this information to guide lesson planning.
- Improve students' reading literacy.
- Require students to develop and apply critical thinking and problem-solving skills.

## Wellbeing

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

- The school fosters community wellbeing by emphasising nurturing and confidence-building. The local advisory board makes decisions that enhance stakeholder wellbeing, while school leaders create effective initiatives based on survey findings. Students actively engage in leadership roles, such as wellbeing ambassadors and various student council committees, contributing to responsible behaviour and overall wellbeing.
- Care and support permeate the Foundation Stage (FS) and Primary learning environments. Secondary and Post-16 students respond positively to wellbeing support and advice. Teachers receive targeted training to fulfill their responsibilities and prioritize their wellbeing. The school's vision of 'empowering through excellence' influences key aspects from the FS onwards.
- The curriculum promotes student wellbeing by focusing on personal and social skill development activities. The school encourages all stakeholders to adopt a healthy lifestyle. Most students engage positively with the school's wellbeing promotion efforts. FS and Primary students participate actively in personal development activities, while Post-16 students manage their academic commitments effectively in preparation for external examinations

## UAE social studies and Moral Education

- Moral education and social studies are taught as two discrete subjects. The school follows the UAE's moral education and social studies programmes very closely. Scheduling is in line with prescribed requirements. Lessons in moral education are taught in English, and social studies lessons are taught in Arabic.
- Teachers provide engaging lessons in which students have opportunities to gain knowledge and develop a variety of skills. Lessons are focused on exploring values, reflection and critical thinking on historical and current global issues. Appropriate arrangements are in place for the regular assessment of students' learning.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- In lessons and in recent work, most students demonstrate expected knowledge and understanding in line with curriculum expectations, and this is reflected in the school's internal assessment data. Students in Primary and Post-16 make better progress than those in Secondary. Girls generally demonstrate higher achievement than boys.
- Many students possess strong knowledge and understanding of Islamic values and key Islamic concepts. Students' knowledge of the Holy Qur'an and the Noble Hadith is secure. Their ability to reference them for evidence of values or rulings is developing, as is students' knowledge of Islamic law. However, students' knowledge of the Seerah is less secure.
- The allocation of dedicated time for Telawah at the beginning of most lessons and ongoing revision of Islamic knowledge have improved students' understanding, plus their recitation and memorization skills. However, these things are less evident in the upper year groups.

#### For Development:

- Improve students' Holy Qur'an memorization and recitation skills by providing more practice using the rules of recitation.
- Ensure that the Holy Qur'an, Noble Hadith and Seerah are linked during lessons.

#### Arabic as a First Language

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

- Students in the primary and lower secondary phases communicate effectively in both spoken and written Arabic. These skills provide a good foundation in vocabulary and comprehension, as well as developing an appreciation of Arabic literature.

- Students in Primary are able to communicate using standard Arabic in a variety of contexts. However, this skill is less consistently witnessed in upper Secondary and Post-16. Most students understand and analyse different forms of Arabic texts. However, their grammatical accuracy is below expectations.
- The enhancement of learning environments, regular practice and exposure to diverse resources and experiences are improving students' language skills. However, these developments inconsistent across the phases.

**For Development:**

- Raise students' attainment by adopting consistently good teaching strategies in all phases.

**Arabic as an Additional Language**

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

- In Primary and Secondary, students demonstrate proficiency in reading with expression and when writing. They demonstrate appropriate understanding of linguistic structure and good comprehension skills.
- Most students display strong listening and speaking skills that often exceed expectations. They are able to engage in reasonably advanced level conversations. Students' writing skills are at the expected levels when their years of studying Arabic are considered.
- Raising students' expectations, increasing the levels of challenge and engaging teaching strategies are enhancing students' achievements. Students' linguistic skills and their confidence when using Arabic are much improved.

**For Development:**

- Strengthen the link between students' speaking and writing.

**English**

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Weak	Acceptable	Good
Progress	Good	Acceptable	Acceptable	Good

- Early literacy skills development in the FS provides a solid foundation for students' subsequent spelling, reading, and writing skills. Speaking skills are progressively honed throughout the school, with most students expressing their opinions confidently by Post-16.
- The school's emphasis on reading skills cultivates student engagement in various analytical activities. The provision of suitable books, online reading programs, and well-equipped school libraries fosters student interest in reading.
- The school's emphasis on improving writing skills has resulted in students' extended vocabularies and improved writing, grammar and punctuation. These skills are less evident in secondary students' written work.

**For Development:**

- Improve secondary students' writing skills.

**Mathematics**

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable ↑	Acceptable	Acceptable
Progress	Acceptable ↓	Good ↑	Acceptable ↓	Acceptable ↓

- In the FS, children's abilities to count and understand numbers develop steadily. Students in Primary, make consistently good progress in developing their number skills. In Secondary and Post-16, students' progress slows because they are not challenged enough by the learning activities in their lessons.
- Children in the FS know how to measure objects with rulers and tapes. In Primary, students know about the properties of two-dimensional shapes and how to add fractions. In Secondary and Post-16, students make the expected progress in developing their understanding of mathematical concepts.
- Primary and Secondary students' external test results exhibit an overall pattern below expectations and vary across year groups. While most students are effective problem-solvers, as this is a regular requirement, activities that promote critical thinking skills are less frequently provided.

**For Development:**

- Provide students with more challenging learning activities to accelerate their progress.

**Science**

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Acceptable	Acceptable ↑	Acceptable	Good
Progress	Good ↑	Acceptable	Acceptable	Good

- Internal assessment data indicate that students' attainment is stronger in the lower years of the secondary phase, compared to the primary and upper secondary years. External Post-16 assessments indicate strong attainment. In lessons, Post-16 students make the most rapid progress.
- Many students display understanding of scientific concepts in their oral communication. Students' written work in Primary and the early years of Secondary may not accurately reflect their scientific knowledge and understanding because of weaknesses in their use of English.
- An emphasis on investigative work enables students to link theoretical learning to their everyday lives. The effect of this is most evident in upper Primary and Post-16. Secondary students' skills in planning and carrying out independent investigations are underdeveloped.

**For Development:**

- Raise primary and secondary students' attainment on external assessments.
- Improve secondary students' abilities to carry out independent investigations, test their predictions and evaluate the outcomes.
- Develop students' scientific literacy more rapidly, particularly in Primary and lower Secondary.

**Learning Skills**

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Good	Good	Acceptable	Good

- Students mostly enjoy lessons and take some responsibility for their own learning . They interact well with their teachers and one another. They collaborate well on many different learning tasks.
- Many students are able to learn independently when suitable opportunities are presented. However, in some lessons their independent learning skills are insufficiently promoted.
- Students effectively utilise digital technology as a positive feature of their learning. In the most effective lessons, they have ample opportunities to develop their research skills, although progression in these skills is less consistent in the secondary phase.

**For Development:**

- Ensure that independent learning is a common feature of lessons.
- Require enquiry, research and the use of digital technology by students, particularly in the secondary phase.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good ↑	Very good ↑	Good	Good

- Most students have positive attitudes towards school and are sensitive to the needs of others. In general, students behave very well, particularly in the FS and Primary. However, the behaviour of a small minority of boys in Secondary and Post-16 is not always satisfactory.
- Students' understanding of healthy lifestyles is strong across the school. Most students participate in sporting activities and practice good hygiene. They make healthy choices and encourage others to do so. However, a small number of students make unhealthy eating choices.
- Students' attendance rates and punctuality when arriving at school and their lessons vary. The late arrivals by a small minority of students delays learning.

	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

- Across the school students are strongly aware of Islamic values. Students understand how these values influence their lives in the UAE. They can explain how all people are respected and treated equally, irrespective of their religions or nationalities.
- Students' knowledge of Emirati culture is strong. It is evident in assemblies and celebrations. Displays that reflect the culture and heritage of the UAE are seen in most of the public areas of the school.
- Students are respectful of other cultures and appreciate living in peace and harmony with people from many different backgrounds. Older students demonstrate understanding of the history, literature and tourist attractions in many countries.

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

- Students understand their responsibilities in the life of the school. They take on leadership and volunteering roles, particularly in Post-16. Older students volunteer as 'buddy' readers for children in the FS and students support each other as peer mentors.
- The student council serves as a robust voice for the students, initiating, organising, and leading various events and activities. Notably, it has excelled at charitable fundraising. Innovation and enterprise activities are emerging throughout the school and in student-led projects.
- Environmental awareness is becoming a strength of the school. The eco-committee leads assemblies and activities that promote students' involvement in recycling and other environmentally friendly projects.

#### For Development:

- Improve students' rates of attendance and punctuality at the start of each day and to lessons.
- Improve the attitudes and behaviour of a small minority of boys in the upper years.
- Provide students with more opportunities for volunteering in the wider community.

### 3. Teaching and assessment

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

- Teachers in the FS understand how young children learn and provide a variety of play-based activities that encourage exploration and collaboration. Most teachers in Primary and Post-16 have secure subject knowledge and use teaching strategies that engage their students.
- In the most effective lessons teachers probe students' understanding and encourage them to explain their thinking. However, teachers' questioning skills are inconsistent across the school.
- In many lessons, particularly in Secondary, opportunities for students to learn independently, think critically and solve problems are limited. This is because lessons are frequently too teacher directed. There is an increasing emphasis on the use of technology to support teaching and promote learning.

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

- In the FS, assessment procedures yield clear measures of students' academic and social development. Assessments in all subjects are based on the curriculum standards. In the FS and Primary, they provide valid and reliable measures of students' attainment and progress. This is less often the case in Secondary and Post-16.
- External assessment data are analysed carefully and used to identify the strengths and weaknesses of individuals and groups of students. Information from external assessments and cognitive ability tests is used well to create student profiles that inform teachers when they are planning lessons.
- Most teachers in the FS and Primary understand the significance of students' assessment information. They use it effectively in lesson planning and when teaching to meet the learning needs of most students. This practice is less consistent in Secondary and Post-16.

#### For Development:

- Improve teachers use of questioning to challenge and deepen students' thinking.
- Increase opportunities for students to develop their critical thinking, problem solving and innovation skills.
- Ensure that all teachers in Secondary and Post-16 make full use of assessment information in lesson planning and teaching to better meet the needs of all groups of students.

## 4. Curriculum

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

- The curriculum has a clear rationale and is accurately aligned to the NCFE and the UAE MoE standards. The curriculum is largely planned to ensure that learning builds on students' previous experiences. This planning is less consistent in the transition between the primary and secondary phases.

- Students are provided with a wide range of curricular choices in their IGCSE and A-Level courses. Although there are some useful cross-curricular links in the FS and Primary, these are less evident in Secondary.
- The curriculum is reviewed regularly and developed as required. For example, the timetable allocation for English in the secondary phase has been increased from four periods per week to five, as part of a strategy to improve students' reading skills.

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

- Appropriate modifications are made within many lessons to meet the needs of individual and groups of students. In the FS and the early Primary, the curriculum is effectively adapted to address the students' English language needs. This is achieved by operating a dual course of study, where some elements are taught in Arabic.
- The wide range of activities is planned to attract the interest of students across all age groups. The development of enterprise skills is enhanced by the introduction of the subject in Year 9. While special projects are frequently quite creative, innovative thinking and activities are less often seen in lessons.
- Links with Emirati culture and the UAE society are strong. Appropriate learning experiences are integrated through most aspects of the curriculum. These enable students to develop clear understanding of Emirati culture.

#### For Development:

- Establish cross-curricular links more fully, particularly in the secondary phase.
- Improve continuity and progression in the curriculum transition from Primary to Secondary.

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

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

- The school implements robust and effective systems for the safeguarding and protection of students. All staff members receive regular child protection training. The supervision of students, particularly on their arrival and departure and when on school transport, is highly effective.

- The school buildings are maintained to a very high standard and the facilities are in excellent order. Records of any incidents and accidents are very well kept, including any subsequent action taken. The medical staff maintain detailed records of students' health needs.
- The school premises are accessible to all. The promotion of personal safety and healthy living is highly successful. Aspects of healthy living are systematically built into many aspects of school life. Students take part in a range of activities to support healthy lifestyle choices.

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

- Relationships between teachers and students are warm and caring, particularly in the FS and Primary. They are mutually respectful in Secondary and Post-16. Apart from a small minority of boys in Secondary, behaviour management is effective.
- The school's clear expectations for attendance and punctuality emphasise the correlation between attendance and achievement. Attendance rates are slowly improving from previous levels, in response to measures taken, but they remain too low.
- The prompt and accurate identification of barriers to learning, gifts and talents inform the support provided for students. Key staff members carefully monitor students' wellbeing and personal development. Very effective guidance includes advice for older students' further study and future careers.

#### For Development:

- Ensure that all of the older boys comply with the school's expectations of behaviour.
- Improve students' attendance.

## Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Leadership informed by professional expertise appropriately prioritises the responsibility of all teachers for inclusive education provision. The inclusion action plan identifies relevant priorities that contribute to effective practices in this inclusive school, with teachers receiving inclusion training to improve their classroom practices.
- The identification of students' barriers to learning, and their gifts and talents, is prompt and accurate. This identification of needs leads to well-planned interventions for all students of determination and for those with gifts and talents. Their academic and personal development benefits accordingly.
- Parents are positively engaged as partners in their children's learning. They are involved in the construction of their children's individual education plans (IEPs). These effective partnerships enable parents to express their opinions about the strengths in provision and the aspects that require improvement.
- Teachers support students well by adhering to the provisions listed in the IEPs. Learning support assistants (LSAs) provide valuable support, but a few may inadvertently constrain students' independence. Teachers interact directly with students of determination, but less frequently when LSAs are present.
- Most students make at least acceptable progress from their starting points in both academic learning and personal development. A majority make more rapid progress. The IEPs contain appropriate learning and personal development goals. Systematic differentiation of learning activities supports students' academic progress well.

### For Development:

- Provide ongoing training for teachers to improve their practices in relation to students of determination.
- Ensure that prime responsibility for students' learning remains with their class teachers, even when their LSAs are present.

## 6. Leadership and management

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

- The school's leaders are dedicated to nurturing and engaging students through inclusive learning, founded on the UAE's national priorities. While all leaders possess clear roles and responsibilities, there is varied understanding and capacity to address the barriers to raising students' achievement, particularly between the primary and secondary phases. Nevertheless, leaders have made notable improvements to some aspects of the school's performance since the previous inspection.
- The school has a systematic approach to self-evaluation with use of internal and external assessment data. However, because internal assessments are not always accurate, some of the self-evaluation judgements are insecure. Leaders monitor the quality of teaching and learning regularly but focus insufficiently on students' progress against their learning objectives. The school's improvement plan is detailed but lacks attention to the most important priorities. The school has shown some improvements over time, but they are inconsistent, particularly in the secondary boys' section.
- Parents are mostly satisfied with the school. Through the 'Friends of the School' scheme they are invited to participate in a variety of activities. They influence many aspects of school life and are given information on their children's learning. Communication with parents through a variety of channels is effective. However, reports on their children's progress lack details on their next steps in learning. The school has increasing links with local, national and international partners.
- The school is governed by two levels: the managing board and the local advisory board. Together, they adequately represent most stakeholders, with governors providing support and challenging leaders. Independent quality assurance reviews and reports from the principal and senior staff members provide governors with detailed information. They ensure resources and staffing are in place to support the improvements. However, they have yet to ensure the accuracy of self-evaluation judgements and the proper priorities in the school's improvement plans.
- The school is managed highly effectively. There are well-established routines and procedures. The school is well resourced and fully staffed with qualified teachers. They benefit from regular professional training programmes that address the school's priorities. All the facilities are of high quality and are used frequently to promote students' achievements. The library promotes reading and improved literacy. The physical environment is highly conducive to teaching and learning.

**For Development:**

- Improve the effectiveness of middle leaders so they can make improvements.
  - Ensure that the self-evaluation judgements are accurate and that the main improvement priorities are clearly identified.
  - Ensure that the monitoring of teaching focuses on students' progress.
-

## 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)