DUBAI
Knowledge المعرفة

GEMS AL BARSHA NATIONAL SCHOOL - DUBAI BRANCH

UK CURRICULUM

ACCEPTABLE

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION	WELLBEING	NATIONAL AGENDA PARAMETER
ACCEPTABLE	GOOD	GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha 2
	Opening year of school	2017
	Website	www.gemsnationalschool-barsha.com
	Telephone	97145069222
	Principal	Michelle Jane Thomas
	Principal - date appointed	2/12/2024
	Language of instruction	English
	Inspection dates	04 to 08 March 2024

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	1020
	Number of Emirati students	740
	Number of students of determination	162
	Largest nationality group of students	Emirati

TEACHERS

	Number of teachers	90
	Largest nationality group of teachers	British
	Number of teaching assistants	27
	Number of guidance counsellors	2

CURRICULUM

	curriculum	UK
	External Curriculum Examinations	IGCSE/GCSE/A Levels
	Accreditation	BSO

School Journey for GEMS ALBARSHA NATIONAL SCHOOL - DUBAI BRANCH

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

2021-2022 | 2022-2023 | 2023-2024
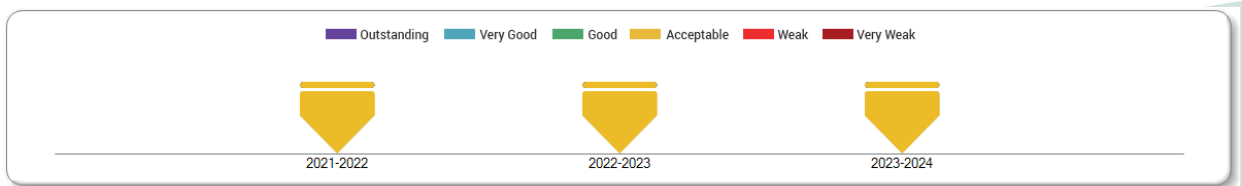
SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students' attainment is mostly acceptable in all core subjects. Attainment is strongest in Islamic Education and Arabic in the primary phase and in post-16 English. Students' progress in Islamic Education is good across the three phases. Primary students are making very good progress in Arabic, as an additional language, otherwise the progress of students in Arabic, as a first language is mostly good.

- Throughout the school, relationships are friendly and positive between students and members of staff. Students are often creative and innovative. They enjoy coming to school. Most have an excellent understanding of Islamic values and Emirati culture, and how these influence lives in the UAE. Students generally behave well, although this is not the case for a small minority of boys in the secondary phase.

Provision For learners

- In the Foundation Stage (FS) teachers have a thorough understanding of how young children learn. Teachers build positive relationships with students, motivating them to engage in lessons. Teachers' use of questioning to promote high-quality dialogue and deeper thinking has been a school focus, but remains variable, especially in the secondary phase.

- The curriculum has a clear rationale. It has breadth and includes creative, physical and practical experiences. The FS curriculum is enhanced with dual provision, aligning the Early Years Foundation Stage and Ministry of Education (MoE) curricula. Outdoor provision is used to engage children's learning. In other phases, cross-curricular links are planned but are not consistently promoted in lessons to support students' transfer of knowledge and skills.

- The school has effective child protection and safeguarding procedures. Relationships are very positive especially in the lower phases. Innovative systems to promote attendance are showing improvement. The accurate identification of students of determination and those with gifts and talents is underdeveloped. The school ensures effective academic guidance for older students.

Leadership and management

- Since the previous inspection, the local advisory board has acted purposefully and effectively to build capacity. The very recently appointed principal and vice principals are determined to make improvements to the school and have set a clear direction focusing on students' performance levels. Leaders have established strong professional relationships across the school and there is a sense of shared responsibility which permeates throughout.

Highlights of the school:

- The focused leadership of the newly appointed principal and the vice principals which is spearheading the improvements at the school
- Students' excellent understanding of Islamic values and awareness of Emirati heritage and culture
- The rich and vibrant provision in FS
- The daily management, staffing, facilities and resources for teaching and learning
- The improved outcomes in Arabic in the primary phase

Key recommendations:

- Improve students' attainment and progress in all subjects and in all phases.
- Ensure that teachers make full use of assessment information in lesson planning to match learning activities to the needs and abilities of students.
- Establish an accurate and rigorous identification process so that teaching strategies fully meet the needs of students of determination.
- Ensure that middle leaders have an accurate oversight of their subject areas and are held fully accountable for driving improvement.
- Improve leaders' monitoring and evaluation processes.

OVERALL SCHOOL PERFORMANCE

Acceptable

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ⬆	Good
Arabic as a First Language	Attainment	Not applicable	Good ⬆	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable ⬇
Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable ⬇	Not applicable
	Progress	Not applicable	Very good ⬆	Good	Not applicable
Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English	Attainment	Acceptable	Weak	Acceptable	Good
	Progress	Good	Acceptable	Acceptable	Good
Mathematics	Attainment	Acceptable	Acceptable	Acceptable	Acceptable
	Progress	Good ⬆	Good	Good ⬆	Good ⬆
Science	Attainment	Acceptable	Acceptable	Acceptable	Acceptable ⬇
	Progress	Good	Good ⬆	Acceptable	Acceptable ⬇

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

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 LEADERSHIP AND MANAGMENT

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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

A. Registration Requirements	Met Fully

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Acceptable

- The school's Progress in International Reading Literacy Study (PIRLS) results between 2016 to 2021 were acceptable. Whole school progression in standardised benchmark assessments saw English improve from weak to acceptable, mathematics from weak to very good and science from acceptable to good. Emirati students remained acceptable in science, improved from weak to acceptable in English and from weak to good in mathematics.

C. Leadership: International and Emirati Achievement	Good

- The school implements a comprehensive National Agenda action plan and strategies to enhance reading standards as assessed by the New Group Reading Test (NGRT). This plan details precise steps for various aspects of reading improvement, identifying training needs and setting measurable goals to raise standards. The school closely monitors external benchmark test results, with appropriate action plans put in place to address any learning gaps.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

- As a result of the National Agenda and NGRT outcomes, subject leads have crafted subject-specific literacy action plans, focused on the development of literacy across all subjects. Introduced initiatives include science literacy mats, spelling tests and drop everything and read (DEAR) sessions. Personalised learning has been bolstered through extensive English, as an additional language (EAL) training for teachers with a language specialist. This training is leading to a more consistent approach in lesson planning for the development of reading literacy across the curriculum.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Improve further students' reading literacy skills.
- Ensure that English external benchmark outcomes are at least in line with those in mathematics and science.

Wellbeing

KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level.

- Leaders consistently promote wellbeing across all phases. The experienced and committed wellbeing team ensures that the voices of all stakeholders are heard. Informal data is collected, analysed and used to enhance some wellbeing initiatives. Plans to appoint a wellbeing governor are in place. The school's progress in developing wellbeing is gaining momentum but is not yet fully embedded. Students have yet to play a leading role in relevant initiatives and projects.

- Wellbeing leaders are in place in the three upper phases. Students have multiple pathways to access support including an innovative use of artificial intelligence technology. Teachers also identify wellbeing needs particularly those of younger students. Parent representatives express high levels of wellbeing awareness. They are involved in focus groups that consider wellbeing initiatives. Members of staff report being listened to and valued. They have completed wellbeing training and receive continuous support in developing a work-life balance.

- A successful trial of 'Perform Better' in lower secondary is due to be extended across the school. In FS and Primary, aspects of wellbeing are occasionally integrated into lessons. This is an emerging feature in the upper phases. Older students, in general, demonstrate an age-appropriate awareness of their own wellbeing priorities. All students regularly display a confident sense of belonging. Teachers nurture and support positive classroom climates in which wellbeing is fostered.

For Development:

- Ensure formal structures successfully enable wellbeing to permeate all aspects of students experience at school.

UAE social studies and Moral Education

- Social studies and moral education are taught as two stand-alone subjects. Students in Years 2 to 10 have 60 minutes of moral education per week with lessons taught in English. Social studies is taught for 55 minutes per week. From Years 2 to 7 it is taught in English. From Years 8 to 11 it is taught in Arabic for Arab students. Non-Arab students are taught in English.

- Both subjects closely follow the MoE curriculum programmes. Learning is enriched through assemblies, trips and special events. Most teachers plan thoughtful lessons that are interesting and engage students well. Regular assessments are in place and student outcomes are reported to parents.

Arabic in Early Years

- Arabic is taught in FS2 and Year 1 four times a week for 50 minutes each lesson. The school has developed its own phonics and curriculum materials to teach Arabic sounds and the shapes of letters. Children experience a bilingual immersion programme where the same content is taught in Arabic and English. They learn through play with the focus on introducing them to key vocabulary related to specific topics. Observations of children's participation is used to assess vocabulary, their recognition of letters, and the development of fine motor skills in writing Arabic letters.

MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Lessons observation, work scrutiny and data analysis, confirm that the majority of students across the three phases are making good progress. Achievement is particularly strong in the primary phase. Girls generally demonstrate higher achievement than boys.

- In Primary, students clearly distinguish between the Pillars of Islam and Iman. They demonstrate strong skills in memorising the Holy Qur'an and applying Islamic etiquette. In Secondary they have appropriate knowledge of Seerah and acts of worship. In Post-16, they demonstrate an appropriate understanding of Fiqh such as the rulings on marriage.

- The development of students' roles in learning collaboratively and researching has led to clear progress in improving their skills and understanding, especially in Primary. This is not the case in the boys' section in Secondary.

For Development:

- Raise attainment in Secondary and Post-16.
- Improve the skills of independent research and learning, especially among Secondary boys.

ARABIC AS A FIRST LANGUAGE

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

- Students in Primary, make good progress in lessons resulting in good levels of attainment. In the upper years of the Secondary and in Post-16, students' progress declines because students are not challenged at the appropriate level. They are less motivated to learn than in Primary.

- Students read a variety of texts and can understand the main ideas and some detail. Students in Primary and lower Secondary can express themselves in standard Arabic. Students in Post-16 rely more on dialect when speaking. Students writing skills in all phases are developing.

- Teachers' feedback on students' workbooks is superficial and does not lead to further improvements in student's work.

For Development:

- Raise attainment in the secondary and post-16 phases and arrest the decline in progress in Post-16.

- Ensure that the marking of students' work is diligent and provides clear guidance on how it can be improved.

- Improve students' speaking skills especially in Secondary and Post-16.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Primary students make rapid progress in relation to their years of study. New students in Primary. learn to read and write Arabic letters and words and move on to develop their vocabulary. Attainment in Secondary has declined because of low levels of challenge in lessons.

- Primary students can introduce themselves in Arabic. Those with most years of study can describe their homes and school. They use a variety of present tense verbs. Secondary students can read and understand short texts, but the acquisition of a widening vocabulary is inconsistent.

- Teachers in Primary plan relevant activities matched to students' different years of learning Arabic. This is leading to improvements in students' vocabularies. This is less consistent in Secondary.

For Development:

- Raise attainment in Secondary.
- Plan and implement learning activities in Secondary that match students' years of learning Arabic.
- Ensure students in Secondary focus on acquiring new vocabulary and new structures to enable them to create their own sentences, with less reliance on copying.

ENGLISH

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

- In FS, children's communication skills develop quickly. Throughout Primary and Secondary progress continues at a steady pace. Students' attainment in IGCSE Language and Literacy are below expectations. The first cohort of students to study English in Post-16 are currently working towards A-Levels.

- Students' confidence in oral communication is improving along with an increasing range of vocabulary. Writing skills are a current focus and students are beginning to write at greater length. Drafting and editing skills are not used consistently to ensure correct spelling, punctuation, and grammar.

- The structured phonics scheme used in FS ensures that children make a positive start. By the end of Primary most students remain below age-expected levels in reading. Secondary attainment in reading broadly meets expectations. Gaps in reading are now systematically being closed.

For Development:

- Improve external assessment outcomes, especially in Primary and Secondary.
- Provide more opportunities for sustained writing and improving the quality of students' written work, particularly in spelling, punctuation and grammar.

MATHEMATICS

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

- The attainment of students in external benchmark tests is variable. Students' achievement is affected by the inconsistency of the planned learning tasks in relation to students' abilities. The majority of students are making better than expected progress in relation to their starting points.

- In FS, children are developing very good spatial reasoning skills. In Primary, they have strong skills in numerical operations and mental arithmetic. In Secondary, they are proficient in solving complex algebraic equations and interpreting graphical representations. By Post-16 they apply advanced reasoning to solve complex problems.

- A sharper focus on explicit mathematical problem-solving skills has resulted in a significant rise in students' confidence and skills when they approach their learning tasks. Students' skills in algebraic expression are still underdeveloped.

For Development:

- Ensure planned learning activities provide an appropriate challenge in relation to students' abilities and needs.

SCIENCE

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

- Students' attainment is in line with curriculum expectations, but examination outcomes are not as strong. Children's progress has improved in Primary, as students demonstrate their knowledge and understanding of physical, life, earth and space sciences.

- Practical work supports primary students conceptual understanding and independent investigative skills. In Secondary and Post-16, students can classify and make observations, but their ability to hypothesise and draw conclusions is less secure. Independent investigative skills are uneven in Primary and not promoted in Secondary and Post-16.

- In the stronger lessons, questioning strategies and techniques enhance the development of critical thinking. Although students are introduced to key vocabulary in lessons, their application of scientific vocabulary is still a developing feature of learning in lessons.

For Development:

- Improve progress and raise attainment in all phases.

- Provide more opportunities for students to develop their practical investigative skills in Secondary and Post-16.

LEARNING SKILLS

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

- Across the school students have positive attitudes to learning. In FS, children are especially keen, confident and independent learners. Most students make effective connections between different subjects, and more frequently link their learning to everyday situations.
- Students interact effectively in pairs and groups, communicating their learning clearly to others. Increasingly, students collaborate to produce work in pairs. They are beginning to self-evaluate and reflect on their work. Girls demonstrate a wider range of higher quality learning skills than boys, especially in Secondary.
- Since the previous inspection there has been a greater focus on students' use of technology, particularly in Secondary. Despite this, the use of technology to carry out research is still inconsistent across the school. There are still limited opportunities for students to develop their critical thinking skills and to work independently.

For Development:

- Increase opportunities for students to develop independent learning, research, and critical thinking skills in lessons.
- Ensure students use of a wider range of technology to support learning.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Throughout the school, most students, including children in FS, embody the values of the school's vision, expressed as 'Responsibility-Respect-Tolerance'. Most have positive and mature attitudes and demonstrate self-discipline. A small minority of boys in Secondary do not always reflect this.

- Most students demonstrate independence and confidence. They have a clear understanding of a safe and healthy lifestyle. They generally opt for healthy food options in the school cafeteria. Students are active and enjoy taking part in the range of sporting activities offered by the school.

- Rates of attendance have increased since the previous inspection. Students are mostly punctual in arriving to school and to their lessons.

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

- Students have an excellent understanding of Islamic values, awareness of Emirati culture, and how these influence lives in the UAE. They are very respectful during the daily playing of the National Anthem and fully engage and enjoy the Islamic events celebrated in the school.

- Students in all phases demonstrate an extensive understanding of the UAE's traditions and culture. The school has been recognised by KHDA and the Ministry of Culture for students' knowledge and understanding of Emirati and Islamic culture.

- In all phases, students enjoy celebrating international days. They display an extensive understanding of their own heritage and traditions. The school offers many activities to introduce and share art and global cultures although this is slightly less evident in Secondary.

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

- Students make positive contributions to the life of the school. In FS, children tidy the classrooms and work with older reading-buddies. Students are keen to take on leadership roles, for example, as school councillors, wellbeing prefects, eco-leaders and sports captains.

- Students welcome opportunities to be innovative and have raised funds for charitable organisations, for example, through 'bake sales'. Student leaders are involved with projects such as, 'entrepreneur of the month'. However, these skills are not developed consistently across the curriculum.

- Students understand the significance of global environmental issues and climate change. They participated in the sustainability initiative, 'Plant a Tree' and represented their school at COP 28. Through membership of the school's eco-committee, they strive to make a positive difference.

For Development:
- Identify further opportunities for students to develop projects that enhance their leadership and entrepreneurial skills.

03 TEACHING AND ASSESSMENT

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

- Teachers demonstrate secure subject knowledge. In FS, teachers understand how young children learn and, as a result they make good progress. Teachers build positive relationships with students, motivating them to engage in lessons. Most create positive learning environments where students feel confident to ask questions and seek clarification.

- Teachers know their students well and, in the most effective lessons, ensure that learning activities provide appropriate levels of challenge. Expectations for student achievement, and at times behaviour, are not always high enough. Opportunities provided by teachers for students to engage in independent learning and research are limited.

- Teachers' use of questioning to promote high-quality dialogue and deeper thinking has been a focus for improvement but is still variable in Secondary. Lesson plans include different learning 'routes', but these do not always ensure an appropriate level of challenge for all students. Teachers' use of data to personalise learning remains inconsistent.

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

- The school undertakes focused internal assessment procedures to ensure that student outcomes align with international benchmarks. These assessments are aligned with the expectations of the EYFS and NCfE curricula.

- The school accurately compares students' academic performance against external national and international, benchmarks. This process provides information to guide lesson planning. However, there is inconsistency in the use of assessment information in planning activities that match individual learning needs.

- Teachers provide helpful, and constructive oral feedback to students. The quality of written feedback with guidance on how to improve is stronger in FS and Primary. The quality of marking diminishes in Secondary and Post-16.

For Development:

- Ensure teachers make full use of assessment data to plan and deliver learning activities that provide an appropriate level of challenge for all groups of students.
- Improve the consistency of teachers' classroom management skills.
- Improve the quality of teachers' marking of students' work in Secondary and Post-16.

04 CURRICULUM

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

- The curriculum has a clear rationale and is well planned. In FS, the curriculum effectively integrates the Early Years learning goals with the MoE curriculum. Some topics in Primary are taught in Arabic and English to support students' progress and build links between subjects.

- Students are supported at key transition points and additional Post-16 courses are planned to ensure the curriculum fully meets students' needs. Courses have also been added to provide appropriate pathways for students of determination.

- Cross-curricular links are explicit in FS and Primary. Outdoor provision is used to develop children's skills across all the prime and specific areas of learning. In the other phases, cross-curricular links are planned but not always promoted in lessons to support students' transfer of knowledge and skills.

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

- In FS, teachers skilfully personalise the planned curriculum to meet the needs of individual children. In the other phases, teachers do not routinely use assessment data to modify the curriculum, limiting the progress of students, particularly students of determination and the more able.

- The curriculum provides opportunities to enhance students' personal and social development. A variety of extra-curricular activities and external competitions enable students to extend their skills.

- Students develop an appreciation of Emirati culture and UAE society through Islamic Education, Arabic and the MSCS programme, as well as through assemblies and other school activities. Their knowledge and understanding of these areas are effectively developed through the other core subjects.

For Development:

- Ensure that planned enhancements in Secondary and Post-16 are implemented, so that all students have pathways suited to their abilities and aspirations.

05 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 procedures and training for staff in relation to the care, welfare and safeguarding of students are significant strengths of the school. Required checks are completed so that the safe recruitment of staff is assured. All records are kept securely and maintained systematically.

- Emergency evacuation drills are rehearsed regularly, and risk assessments are carried out for all in-school and outside school activities The supervision of school transport is robust. Safe and healthy lifestyles are promoted well through the curriculum and by the school's medical team.

- The school premises are secure and meet the needs of all students. Records of the maintenance work completed on the premises and grounds are thorough. However, the monitoring of the buildings and grounds, in respect of maintenance requirements, is not consistently rigorous.

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

- Relationships are very positive especially in the lower phases. Systems promoting behaviour management are not always effective in some secondary boys' classes. Innovative systems to promote attendance are showing improvement.

- The accurate identification of students of determination and those with gifts and talents is underdeveloped in all phases. Learning plans are not always individualised for students or the subject. Specialised and in-class support is inconsistent and lacks impact.

- Effective personal and academic guidance and support is in place for most groups of students. Counsellors ensure wellbeing is monitored and promoted. Effective guidance for older students to make informed choices regarding the next stage of their education and careers is in place.

For Development:

- Enhance the rigour of maintenance checks to ensure that issues are identified and addressed in a timely manner.
- Improve the effectiveness of the behaviour management systems in relation to secondary boys.
- Improve planning, support and challenge to accelerate the rates of progress for students of determination and those with gifts and talents

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Acceptable

- Governors have approved policies and practices to improve provision and outcomes for all students of determination. Leaders are keen to develop more effective support for students of determination and those with gifts and talents.

- Rigorous systems to accurately identify the needs of students of determination are not well established. Targeted provision including individualised learning plans (IEPs) lack focus and clarity to guide successful implementation. The relevant alignment to year level expectations is not always evident.

- Parent partnerships are positive. Parents appreciate the regular feedback, the school's open-door policy and being involved with the development of their children's IEP's. More detailed and focused provision for progress is now a parental priority.

- Appropriately differentiated support is variable across all phases. Adaptations to the curriculum do not always meet the specific needs of students of determination. Learning support strategies reduce some barriers to learning. The introduction of alternative educational pathways is a positive initiative.

- Overall, most students make acceptable progress and acquire a range of knowledge and personal development skills. Progress over time to narrow the learning gaps and align with year level expectations is limited. The use of specific data to enhance targeted provision is not yet a consistent feature of teaching.

For Development:

- Ensure that student's IEPs are focused on overcoming the main barriers to learning and are implemented in all lessons.
- Ensure that curriculum adaptations meet the specific needs of students of determination and those with gifts and talents.
- Focus interventions on narrowing learning gaps in relation to year level curriculum expectations.

06 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 very recently appointed principal is determined to make improvements to the school and has set a clear direction focusing on student performance levels. Some middle leaders, new to their posts, have an inconsistent understanding of how to improve their areas of responsibility. Leaders monitor the quality of teaching and learning through learning walks and analysis of both external and internal assessment results and are linking this to professional training to enhance teachers' skills.

- Self-evaluation processes take account of information gathered from internal and external assessments. The strategic development plan encompasses recommendation from the previous inspection, and corporate reviews. The plan is underpinned by action plans for individual subjects, which set out priorities and the necessary actions to achieve these. However, the actions noted have not, as yet, impacted on students' attainment, especially in Secondary. The strategic action plan does not include monitoring and evaluation procedures.

- Partnerships with parents are strong. School staff welcome and encourage parental involvement and value their opinions and suggestions. The school has a range of communication channels and regularly reports to parents on their children's progress. Parents appreciate the sharing of information on the topics their children are working.

- Since the previous inspection, the local advisory board has acted purposefully and effectively to build capacity. The board is influential in shaping developments in the school through the expertise and experience of its members. They provide a good balance of support and challenge to school leaders. They know the school well, through reports from school leaders and their own regular visits.

- The daily operations of the school run smoothly. The environment, both inside and outside of classrooms, is stimulating, providing space for activities. The school is staffed with qualified class and specialist teachers. Induction procedures are effective, and all new staff fully understand their responsibilities. The environment is conducive to learning, especially in FS and Primary, with a plentiful supply of learning materials to support learning.

For Development:

- Ensure monitoring and evaluation procedures are included in the school development plan and all judgements arising from the self-evaluation process are accurate.
- Improve the skills of middle leaders so that they are fully equipped to support the improvement of teaching and learning and students' outcomes.

WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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