INSPECTION REPORT

2022-2023

DUBAI
Knowledge المعرفة

GEMS METROPOLE SCHOOL - DUBAI BRANCH

UK CURRICULUM

GOOD

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Motor City
Opening year of School	2014
Website	www.gemsmetropoleschool-dubai.com
Telephone	97145507200
Principal	Naveed Iqbal
Principal - Date appointed	1/5/2020
Language of Instruction	English
Inspection Dates	23 to 27 January 2023

STUDENTS

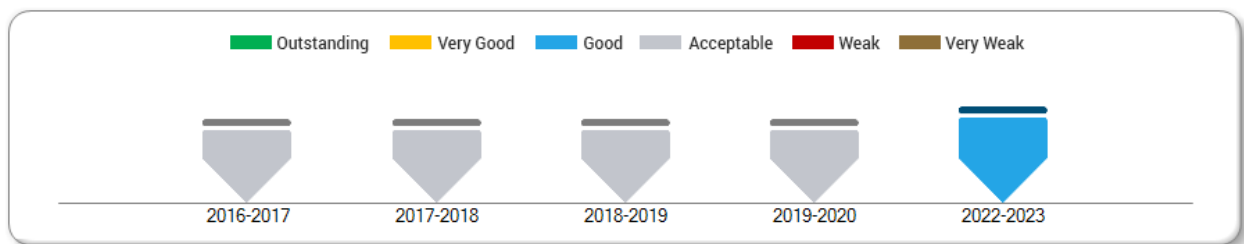|	
Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	FS1 to Year 13
Number of students on roll	3443
Number of Emirati students	41
Number of students of determination	598
Largest nationality group of students	Arab

TEACHERS

Number of teachers	223
Largest nationality group of teachers	British
Number of teaching assistants	87
Teacher-student ratio	1:15
Number of guidance counsellors	3
Teacher turnover	13%

CURRICULUM

Educational Permit/ License	UK
Main Curriculum	UK
External Tests and Examinations	GCSE, IGCSE, AS Level, A Level, IBTEC
Accreditation	BSO: BSME

School Journey for GEMS METROPOLE SCHOOL - DUBAI BRANCH

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2016-2017	2017-2018	2018-2019	2019-2020	2022-2023
Acceptable	Acceptable	Acceptable	Acceptable	Good

Summary of Inspection Findings 2022-2023

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

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<td>STUDENTS OUTCOMES</td>
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- The school has made significant improvements to all core subjects since the previous inspection, notably in Arabic as both a first and an additional language. Secondary and post-16 students' achievement in English, mathematics, and science has improved. Students' learning skills have also improved in Secondary and Post-16, contributing to very good results in external examinations. Students of determination make very good progress towards their learning goals.

- Students are self disciplined and keen to give and receive critical feedback. They are caring and sensitive to others' needs, especially to students who experience barriers to learning. Most students adopt a healthy lifestyle. They regularly choose healthy food options and engage in physical activity. Older students willingly take on leadership roles and plan projects including the Farmers' Market. The primary choir performed in local hotels over the festive season.

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<td>PROVISION FOR LEARNERS</td>
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- The quality of teaching and assessment has improved across all phases. Teachers interact well with students and engage them in purposeful learning activities. They use skilful questioning to promote thinking, check understanding, and engage students in meaningful dialogue and reflection. Since the previous inspection, the school has improved the reliability of assessment in Secondary and Post-16.

- In the Foundation Stage (FS) the curriculum is guided by children's interests. The thematic approach extends and develops in Primary. In the upper phases, students experience an increasing range of choices and pathways to match their differing needs. The curriculum is interesting and offers many opportunities for the development of students` innovation, entrepreneurial and creativity skills. The school's well-organised extra-curricular provision enhances students' development and motivation.

- The school makes excellent provision for health and safety. Policies and procedures for child protection and safeguarding are robust and clear. All staff receive appropriate training. Students feel very safe and are confident to talk to adults or to other students should an issue arise. Systems to promote and manage behaviour and attendance are generally efficient and effective, especially in following up any absence.

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LEADERSHIP AND MANAGEMENT	• The principal with a strong senior leadership team, has established a purposeful learning community that provides a caring environment which values inclusivity and wellbeing. The wider leadership group is committed to improvement and understands the importance of judging the effectiveness of teaching through its impact upon students' learning outcomes. Leaders have secured a consistently good quality of teaching and assessment across phases and subjects,

The Best Features of The School:

- Senior Leaders' vision to achieve high performance within an inclusive learning community where diversity is valued and the wellbeing of students, staff, and the community is actively promoted
- Improved student achievement in Arabic impacting positively on their self-esteem
- Students' strong personal development, attitudes to learning and willingness to take on leadership roles
- The Local Advisory Board's commitment to the continued improvement of the school together with the engagement of parents in supporting their children's learning
- Significant investment in the site, facilities and high-quality learning resources ensuring a highly-attractive environment most conducive to teaching and learning

Key Recommendations:

- Raise students' attainment and progress in key subjects by:
  - improving teaching so that it is consistently at least very good or better;
  - ensuring that all staff understand what constitutes best practice in teaching and assessment; and by firmly embedding the whole-school reading literacy strategy in all subjects.
- Improve the quality of teaching by:
  - evaluating the impact of teaching strategies on students' progress;
  - using assessment data more effectively to better plan lessons and personalise students' learning;
  - raising the level of challenge, particularly for higher-ability students;
  - making more effective use of questioning to extend student's thinking; and by
  - providing opportunities for students to develop and apply independent learning skills.

Overall School Performance

Good ⬆

1. Students' Achievement

		Foundation Stage	**Primary**	**Secondary**	**Post-16**
Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ⬆	Acceptable	Acceptable
Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable ⬆	Acceptable ⬆
	Progress	Not applicable	Good ⬆	Acceptable ⬆	Acceptable ⬆
Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable ⬆	Not applicable
	Progress	Not applicable	Good ⬆	Acceptable ⬆	Not applicable
English	Attainment	Good ⬆	Good	Good ⬆	Good ⬆
	Progress	Good	Good	Good ⬆	Good ⬆
Mathematics	Attainment	Good	Good	Good ⬆	Good ⬆
	Progress	Good	Good	Good ⬆	Good ⬆
Science	Attainment	Good ⬆	Good	Good ⬆	Good ⬆
	Progress	Good	Good	Good	Good ⬆

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Learning skills	Good	Good	Good ⬆	Good ⬆

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

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

3. Teaching and assessment

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

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	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	Very good
Governance	Very 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
Progress in international assessments	**meets expectations.**	

The school met its set targets in TIMSS, except for mathematics and science in Year 5 and science in Year 9. Students reached the high international benchmark in mathematics in Year 9. Progression in the National Agenda benchmark tests meets expectations. There are no specific performance data for Emirati students.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	**is approaching expectations**	

The leadership team appreciates the vision and the value of the National Agenda. The analysis of gaps in students' learning identified through PISA, TIMSS and GL reports, is underdeveloped. Adaptations to the curriculum do not explicitly address subject skills and content gaps identified in the reports. Systems for measuring the impact of curriculum adaptations on students' progress are in the early stage of development.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	**meets expectations**	**meets expectations**

The reading skills of most students are in line with expectations. The reading skills of Emirati students in Primary are above expectations. The promotion of critical thinking is a regular feature in most lessons but not consistently evident. Teachers are aware of skills gaps for different groups of students including Emirati students.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Adapt the curriculum to address the gaps in students' skills and knowledge identified in the PISA, TIMSS and NAP reports.
- Establish an effective system for monitoring the impact of curriculum adaptations on students' progress.
- Improve students' reading skills across the school.

Wellbeing

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

- The school has a vision led by the senior leaders to promote wellbeing for the school community as a whole. Governors, parents, and staff are actively involved in ensuring that the school is a learning community where all are valued equally. Surveys of the views of staff, students and parents are analysed and acted upon. For example, school leaders quickly resolved unnecessary communications that impinged upon primary teachers' working time, once these had been identified as a concern.
- The happiness of students is at the heart of this supportive environment, but there is an awareness that this does not come as a standalone area of focus. School leaders and staff are approachable and foster positive relationships across the school. There is a strong system of care and support. All students are equally provided with the full range of support services. The provision of training and specialist support are part of the leaders' and governors' commitment to staff wellbeing. Confidential and emotional support is offered to all who feel in need.
- The school purposefully plans and implements a range of balanced curriculum approaches to develop the wellbeing of students. 'Wellbeing Wednesday' showcases choirs and the performing arts. School council meetings reinforce the importance and respect for the views of students. The introduction of explicit teaching opportunities for social and emotional skills is identified as an important next step. School leaders prioritise healthy, physical, emotional, and social development, to prepare students for life beyond school. Students feel safe, valued, and encouraged to contribute to the ethos of this harmonious school community.

UAE social studies and Moral Education

- The school follows the UAE moral, social and cultural (MSC) education framework. Social studies and moral education are taught to all students from Years 2 to 13 for one lesson each week. These lessons effectively cover the curriculum standards for each subject. Links are also made with other curriculum subjects, including geography, Islamic Education, and English. Students learn about contemporary social, moral, and cultural issues in society.
- The school has developed an integrated MSC curriculum. The programme is effectively taught through lessons and project-based inquiry. Teachers effectively facilitate learning and encourage students to investigate themes. They engage students in meaningful discussions about contemporary moral, social and cultural topics, applying them to everyday situations. The topics include the culture and heritage of the UAE. Students' work is assessed each term.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in the primary phase make better progress than those in the upper two phases. Post-16 students discuss contemporary issues from an Islamic perspective, for example, creative thinking and innovation. However, the intermittent attendance of students is negatively affecting their achievement.

- Students in the primary and secondary phases understand and apply Islamic rules and laws, as in Zakat, fasting and prayers. However, they are less secure in understanding the rationale behind these prescribed Islamic laws and the acts of worship.

- As a result of the additional provision of enrichment activities and a focus on recitation at the start of lessons, students across the school, especially in Primary, show considerable improvement in recitation of The Holy Qur'an and in the application of the Tajweed rules.

For Development:

- Improve post-16 students' attendance and the punctuality of all students at the start of Islamic lessons.
- Improve students' recitation The Holy Qur'an in Secondary and Post-16.
- Provide more challenging and independent learning activities in lessons.

Arabic as a First Language

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

- Most students across all phases can identify the main idea and elements of a story when they read a text. Older students are developing their understanding of literature.

- Primary students write descriptive texts and stories using simple structures and some connectives. Most secondary students can use modern standard Arabic, but grammar and spelling are often inaccurate. Students' independent and extended speaking and writing skills are not as strong as the other language skills.
- The availability of more books in the library and the digital reading platforms bring the teaching of Arabic to life. The tracking, monitoring and identification of next steps in students' learning is developing.

For Development:

- Improve students' writing skills in Secondary and Post-16 by providing more rigorous guided writing tasks.

Arabic as an Additional Language

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

- Students' achievement in all skills are acceptable in the primary and secondary phases. In both lessons and their recent work, primary students are making better progress. Students are developing their linguistic abilities but find it difficult to use them independently in different contexts.

- Students express themselves using basic vocabulary and simple sentence structures in both phases. Independent writing across both phases is underdeveloped, although slightly stronger in the upper primary year groups.

- In Primary, different approaches and varied teaching strategies are helping to accelerate students' progress. The level of students' work in their notebooks, across both phases, is in line with curriculum expectations.

For Development:

- Improve students' speaking skills by providing them with more opportunities to communicate through role-play situations.
- Ensure that in curriculum planning, there is a consistent emphasis on the development of all four language skills, especially in Secondary.

English

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

- From a low starting point in FS, the strong emphasis placed on developing reading and writing skills underpins children's rapid progress. This emphasis continues through the other phases, leading to improved progress and attainment in Secondary and Post-16.

- Students' speaking, listening, and reading skills are more highly developed than their writing skills. Their critical reading, comprehension, and literary analysis skills are progressively developed although they do not always apply what they learn in their writing.

- Students are improving their knowledge and standards of work because teachers make learning objectives and associated success criteria absolutely clear. The examination marking criteria are made clear to secondary and post-16 students, so that they can evaluate their own work.

For Development:

- Provide more opportunities for students to apply what they learn in their writing.

Mathematics

	Foundation Stage	**Primary**	**Secondary**	**Post-16**
Attainment	Good .	Good .	Good ⬆	Good ⬆
Progress	Good .	Good .	Good ⬆	Good ⬆

- Post-16 students' attainment in external curriculum-related examinations is strong. Boys outperform girls in Primary and Secondary, but in Post-16, girls perform better than boys. Students' progress in lessons largely depends on the level of challenge provided by teachers.

- Children in FS can apply basic addition skills. Calculations are the strength of students in the primary years. Students in the secondary phase have a good grasp of functions. Strong skills in algebra help post-16 students in completing binomial expansions with fractional and negative exponents.

- Progress rates for post-16 students have improved. However, they do not have enough exposure to problem-solving activities related to everyday life. The use of technology is underdeveloped across all phases.

For Development:

- Improve opportunities for students to use technology in lessons.
- Provide more opportunities for applied mathematics in lessons.
- Challenge students with tasks that develop critical thinking and investigative skills.

Science

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

- In FS, children understand how to observe, predict, and make sense of their world. In the other phases, students develop a secure understanding and knowledge of scientific vocabulary, ideas, and enquiry processes. These support critical thinking and problem-solving. Post-16 students' understanding of concepts and enquiry are secure.

- From Primary onwards, students develop their understanding of how to design a science investigation, using the correct scientific equipment. Students' skills continue to progress at a good rate across the phases, with increasing use of specific scientific vocabulary.

- Post-16 students are being more innovative in their practical investigations because teachers consistently emphasise this aspect of scientific study.

For Development:

- Provide more opportunities, particularly in Secondary, for open-ended investigative work, to enhance students' higher-order thinking skills and creativity.

- Increase the level of challenge in the learning activities provided for higher attaining and gifted and talented students.

Learning Skills

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

- Almost all students across all phases and subjects enjoy learning. They increasingly take responsibility for their own learning and take steps to evaluate and improve their work as they move up the school. However, most students are too reliant on their teachers to guide their learning.

- In all subjects, students interact very well with their teachers and one another. When given the opportunity, they collaborate effectively in a range of learning situations and communicate their thinking well. Students regularly connect their learning to the world beyond school and occasionally to other subjects.

- The development of students' critical thinking skills is variable. The recently introduced High Performance Learning [HPL] initiative is beginning to have an impact. Students' frequently use technology to access lesson content and a minority uses it effectively to conduct independent research.

For Development:

- Encourage students to take greater responsibility for their own learning and the use of technology to find out things for themselves.
- Develop students' higher-order thinking skills and their ability to make meaningful connections across areas of learning.

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

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

- Students are exceptionally self disciplined, and respond very well to others. They are keen on giving and receiving critical feedback. Students' very good behaviour is evident across the school. They are caring and sensitive to the needs of others.

- Students are very respectful towards one another and to staff. This is evident in the harmonious atmosphere and the amicable relations in lessons and throughout the school.

- Students adopt healthy lifestyles by regularly choosing healthy food options, engaging in physical exercise, and enjoying the school farm activities. Almost all are in regular attendance and punctual in arriving at school and for lessons throughout the day.

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

- Students across the school are aware of Islamic values such as tolerance. They understand their impact and relevance in the UAE. In all phases, students can give examples of many of the Islamic occasions they experience in their school, such as the Ramadan Iftar.
- Students are knowledgeable about the UAE heritage and are appreciative of UAE culture. They engage in a variety of cultural activities and visits to museums and other places of interest. These activities strengthen their understanding of Emirati culture and traditions.

- Students accept one another very well and show tolerance towards diversity. They display good understanding of their own heritage and traditions, but their understanding of the similarities and differences in other cultures is more variable.

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

- Children in FS organise their belongings and tidy away equipment in their classes. Older students apply for leadership roles and, alongside staff, plan projects including the Farmers' Market. The primary choir is reaching out to the community and performed in local settings.

- Students clearly understand environmental issues. They discuss deforestation and pollution caused by air travel. They recycle batteries and other waste in the correct bins. Art students have developed sustainable bags. An auction of up-cycled garments raised 8000 dirhams for charity.

- Students display a good work ethic. Primary students are involved in Metropole Farm growing and selling their own crops. Older students are involved in the Junior Duke and Duke of Edinburgh Award schemes. Primary students show leadership initiatives through the Old Books for New Eyes campaign.

For Development:

- Provide more opportunities for children in FS to adopt roles of responsibility.
- Extend the range of opportunities for older students to contribute to the life of the school.

3. Teaching and assessment

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

- Teachers have secure subject knowledge and understanding of how students learn. They consistently convey this to students in almost all subjects. They routinely plan lessons, communicate learning objectives, and effectively use a range of high-quality resources to facilitate teaching and to promote learning.

- Teachers consistently interact well with students and engage them in purposeful learning activities. They use questioning to promote thinking, check understanding, and engage students in dialogue and reflection, although this often lacks depth.

- Teachers are aware of students' needs and use a range of teaching and learning strategies that are effective in meeting the needs of most. The implementation of high-performance learning is beginning

to impact positively on the development of students' higher-order thinking and independent learning skills.

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

- Internal assessment processes are coherent, consistent, and linked to the curriculum standards. They enable the tracking of students' attainment and progress as individuals and groups, in order to identify their strengths and areas for development.

- The school conducts external assessments linked to curriculum expectations. It participates in a range of tests to benchmark students' performances against international standards. The analysis of the resulting information enables the school to obtain an accurate and detailed picture of students' progress.

- Since the previous inspection, the school has improved the reliability of assessments in the secondary and post-16 phases. The use of assessment information in lessons and the quality of written feedback to students on their work are not consistent.

For Development:

- Improve teachers' use of questioning and ensure that students take greater responsibility for their own learning.
- Ensure that teachers use assessment data more effectively to plan learning activities that are better matched to individual students' needs and are appropriately challenging.
- Improve the consistency of the written feedback provided to students on the quality of their work.

4. Curriculum

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

- The curriculum has a clear rationale and progression across phases. In FS, the curriculum is guided by children's interests. This approach extends and develops in Primary. In the upper phases, students are provided with an increasing range of choices and pathways to match their differing needs.

- The curriculum is continually reviewed to ensure that it meets students' needs. As a consequence, it provides students across all phases with many opportunities to develop their abilities and interests.

- The school has been successful in broadening the curriculum to include pathways for students who are not well suited to traditional academic courses. This has had a very positive impact on the quality of provision and outcomes for these students.

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

- Across all phases the school has been successful in ensuring that the curriculum matches the needs of almost all students. It provides a continually growing and successful range of curriculum provision and pathways to support the needs of a wide range of students.

- The curriculum is interesting and offers an increasing range of opportunities that firmly develop students` innovation, enterprise, and creativity skills. Additionally, the schools' well-organised extra-curricular provision positively enhances students' development and motivation.

- The curriculum enables students in all phases to develop a clear understanding of UAE culture, values, and society through regular opportunities in social and moral education lessons, UAE celebrations, and involvement with the local community.

- Arabic is taught in FS2 for 80 minutes per week.

For Development:

- Provide more opportunities for open-ended enquiry work to develop students' problem-solving, innovative, and creative skills.

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

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

- The school has excellent provision for health and safety. Policies and procedures for child protection and safeguarding are robust and extremely clear. All staff are well trained. Students feel very safe and are confident to talk to adults or to other students should an issue arise.

- Comprehensive maintenance checks, detailed records and regular risk assessments ensure a very hygienic and inclusive environment. Students are very well supervised when moving around the school and when on school transport. Artificial playing surfaces and shaded seating areas provide excellent places for relaxation or activity.

- A healthy lifestyle and healthy food are built into all aspects of school life. An increasing number of students participate in sport. Many walk, or cycle to school. The medical team is diligent in its care. Routine medical checks are carried out and detailed records kept.

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

- Teachers in FS instil the school's expectations of behaviour and regular attendance. Across the school the systems to promote and manage behaviour and attendance are efficient and effective. Parents receive information about school procedures to follow up absenteeism.

- Older students receive effective guidance and support when making decisions about their higher education and career choices. Support for all students' personal and emotional wellbeing is overseen by trusted adults who ensure that students benefit from well-informed, personalised advice.

- Students of determination and those with gifts and talents are identified and encouraged to excel within an inclusive environment and individual support. 'Wacky Wednesdays' celebrate the comprehensive wellbeing policy that embraces the school's provision for a full and diverse range of needs.

For Development:

- Ensure that all students with gifts and talents are identified and provided with appropriate support.

Inclusion of students of determination

Provision and outcomes for students of determination	Very good

- The governor for inclusive education, inclusion champion and inclusive education staff, jointly ensure the school has a highly inclusive ethos. Significantly increasing numbers of students of determination are admitted and are embraced equally into all activities which the school offers.

- Leaders skilfully use specialist assessments that ensure the information gathered, alongside teachers' professional judgement, ensures precise and accurate identification of students' individual strengths. These and their emotional wellbeing needs are incorporated into realistic targets that aim to lower barriers to learning and optimise students' progress.

- Parents are highly engaged as partners in planning their children's learning. All aspects of social, personal, and emotional development are equally considered as necessary attributes of a successful education. Experts in therapeutic enhancements share their programmes and findings with parents.

- Provision is effectively organised to ensure that personalised support is in place for students of determination, and those with gifts and talents. The school has increased the number of specialist teachers who monitor the quality of the mainstream and alternate curriculum pathways for appropriate adaption.

- Students' progress enables their enrolment in the next stage of education with valid exit qualifications. The targeted transition programme offers choice and variety. A majority of students of determination reaches age-related expectations in most subjects and in personal development.

For Development:

- Ensure that teaching assistants have the skills and knowledge to support in all curricular areas.
- Ensure that students have effective support in subjects taught in Arabic.

6. Leadership and management

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

- The principal, together with a strong senior leadership team, has established a purposeful learning community that values inclusivity and wellbeing. Senior leaders are successful in ensuring improvements in key aspects of the work of the school. Most middle leaders are increasingly effective because they are well supported and held accountable for their work in improving outcomes for students. However, not all leaders have an accurate understanding of what needs to be done to improve the school and students' outcomes.

- Self-evaluation and improvement planning are approached systematically. Senior leaders understand their role in ensuring consistent approaches to the monitoring of students' progress. The wider leadership group understands the importance of judging the effectiveness of teaching through its impact upon students' learning. However, not all middle leaders accurately evaluate the quality of teaching through its effect on students' progress. The recommendations from the previous report have been tackled with some success, particularly in Arabic.

- There are regular opportunities for parents to be involved in the life and work of the school. Parents speak highly of the school's communications with them and the ease with which they can contact the staff. Reporting on students' progress is regular and sufficiently detailed. Links with the local community and other schools are being re-established as are some international links. Parents highly value the school's core values and its emphasis upon inclusivity and nurturing students' talents.

- The Local Advisory Board (LAB) includes representation from almost all stakeholders and has a direct impact upon school policy and practice. The chair of the LAB holds leaders to account through monthly performance review meetings and by benchmarking outcomes against other schools. However, not all members of the LAB have an accurate understanding of the school's performance Governors make significant contributions to the school's improvement. This is seen in enhanced parent satisfaction, improved student retention rates and a flourishing community reputation.

- The day-to-day management of the school is very well organised, impacting positively on students' achievement with highly effective routines. The recruitment of teachers with experience of the National Curriculum for England, supported by personalised professional training, is assisting in the improvement to students' learning outcomes. The school premises, facilities, and learning resources have been improved and class sizes reduced. The school provides a highly attractive environment for teaching and learning.

'For Development:

- Ensure that all leaders understand what needs to be done to improve the school and students' outcomes.
- Ensure that all leaders have the capacity to evaluate accurately the quality of teaching through its effect on students' achievement.
- Re-establish partnerships, both nationally and internationally, to enrich students' learning.
- Ensure that all members of the LAB have an accurate knowledge of the school's performance.

'For Development:

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**