



المعرفة
Knowledge



GEMS FIRSTPOINT SCHOOL L.L.C

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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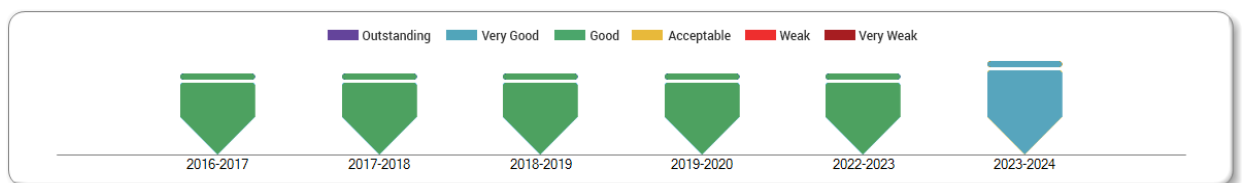
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	The Villa, Dubai
	 Opening year of school	2014
	 Website	www.gemsfirstpointschool-dubai.com
	 Telephone	97142789700
	 Principal	David Wade
	 Principal - date appointed	9/1/2022
	 Language of instruction	English
	 Inspection dates	04 to 08 December 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1930
	 Number of Emirati students	79
	 Number of students of determination	145
	 Largest nationality group of students	Arabic
 <p>TEACHERS</p>	 Number of teachers	139
	 Largest nationality group of teachers	British
	 Number of teaching assistants	60
	 Number of guidance counsellors	2
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	GCSE, A Level
	 Accreditation	BSO

School Journey for GEMS FIRSTPOINT SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- The continued very good achievements in Foundation Stage (FS) include children's outstanding progress in English. Attainment is very strong in English, mathematics and science throughout the school. Students' learning skills, together with their independence, critical thinking, problem-solving and use of technology, continue to be of a very high standard in all phases.
- Students show a secure understanding of their roles and responsibilities. Their discussions in lessons, and their participation in thematic assemblies and in other school activities, reflect a strong awareness of how to lead a safe and healthy lifestyle. They have an excellent work ethic. They are resourceful, innovative and creative. Older students propose innovative solutions to environmental issues using artificial intelligence (AI).

Provision For learners

- Teachers' questioning is a strength across all phases. Their subject knowledge and understanding of how students learn underpin lesson planning. Their use of resources ensures that all groups of students learn successfully. Across all phases, assessment processes give a comprehensive overview of each individual student in relation to academic performance and progress.
- The curriculum has a clear rationale. It is realistic and relevant. It is planned to provide all students with opportunities to meet their aspirations. Students are enabled to engage in activities that promote enterprise, innovation, creativity and social contribution. The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the culture and heritage of the UAE.
- Rigorous procedures keep children and students safe. Leaders provide information for visitors and regular training for all members of staff. All adults understand their safeguarding duties. Care and support of students are key features of the school. Relationships are very positive. Systems and procedures for managing students' behaviour are appropriate.

Leadership and management

- Effective and inspiring senior leaders have established a purposeful learning community. They foster a caring environment which values inclusivity and wellbeing. Recent leadership restructuring has ensured that leaders are successful in supporting positive students' outcomes through high expectations of themselves, teachers and students. Leaders have taken steps to improve outcomes in Islamic Education, Arabic as an additional language and science.

Highlights of the school:

- Senior leaders' vision to achieve high performance within an inclusive learning community.
- The continued very good achievement in FS.
- Students' excellent personal development, attitudes to learning and work ethic.
- The commitment of the well-informed and knowledgeable local advisory board.
- The very effective daily management of the school campus.

Key recommendations:








- Improve teaching and learning in Arabic as a first language.
- Ensure that all monitoring processes prioritise the progress of students of determination.
- Develop the capacities of all leaders through well-considered appraisal and high-quality professional training.



OVERALL SCHOOL PERFORMANCE

Very good ↑

01 STUDENTS' ACHIEVEMENT

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	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	Very good	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Very good
 Mathematics	Attainment	Very good	Very good	Very good	Very good
	Progress	Very good	Very good	Very good	Very good
 Science	Attainment	Very good	Very good	Good ↑	Good ↑
	Progress	Very good	Very good	Very good ↑	Very good ↑

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

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

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	Very good	Acceptable
<ul style="list-style-type: none"> In the recent test in the Progress in International Reading Literacy Study (PIRLS), the school exceeded its targets significantly by 36. In the National Agenda Parameter benchmark tests, outcomes improved in both mathematics and science, with English remaining unchanged. Emirati students improved considerably in mathematics, but less so in English and science. 		
C. Leadership: International and Emirati Achievement	Very good	
<ul style="list-style-type: none"> All leaders understand the subject skills and content aligned to the proficiency levels and international benchmark levels. They address gaps identified in the benchmark assessment reports, including reading, and monitor the curriculum to ensure that it is appropriately adapted to close these gaps. They are aware of the challenges faced by many Emirati students and consequently they have developed a plan which focuses solely on their outcomes. 	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Very good
<ul style="list-style-type: none"> The most recent reading literacy skills assessment indicates that most students are reading in line with age-related expectations. In response to these outcomes, leaders have instigated a range of targeted intervention strategies that aim to accelerate the progress of all readers. The impact is evident in the strong progress of all students, including Emirati. 		

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Maintain the focus on Emirati students to ensure sustained progression.
- Identify groups of students who would benefit from additional support.

Wellbeing



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

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

- Wellbeing is a high priority for leaders. It is integrated into the school's ethos and culture. Leaders are actively involved in prioritising and modelling wellbeing principles. Policies underpin a clear vision for wellbeing and have a positive impact. Leaders regularly gather data, using largely informal methods, to deepen their understanding of the wellbeing of students and members of staff. Their professional training programme enables a high level of capacity for continual improvement.
- Staff and governors are highly committed to pursuing an aspirational vision for wellbeing. Students' ideas and suggestions are encouraged. They have increasing involvement in the development of wellbeing provision. Students' wellbeing concerns are managed by skilled and trusted adults. Effective interventions ensure sustained improvements in wellbeing outcomes. Members of staff are suitably trained through comprehensive induction procedures and personalised guidance. Most experience high satisfaction in a supportive and collaborative atmosphere where their contributions are valued.
- A wide range of curricular and extra-curricular programmes supports students' wellbeing. Using a variety of effective strategies, most students manage and develop their wellbeing with increasing independence. Students generally understand and follow online safety protocols. They show responsible online behaviour. Teachers successfully create a positive classroom culture which enables students to thrive academically and personally. Most students have a strong sense of belonging to the school community. They remain highly positive towards the school.

For Development:

- Increase the range of opportunities for students to develop wellbeing initiatives.
- Regularly measure improvements to inform decisions related to the provision of wellbeing.

UAE social studies and moral education

- UAE social studies and moral education are taught by form tutors who know their students well. The content is included in the curriculum in FS and Year 1, and in separate lessons for Years 2 to 13. Learning outcomes are assessed using the Ministry of Education (MoE) framework. They are reported to parents. Assemblies deliver thematic messages which allow students to think and respond to ethical dilemmas appropriate to their age. The entire school community participates in national celebrations, some of which are led by Emirati parents.
- Student heritage ambassadors use learning walks to identify Islamic values and Emirati culture displayed around the school. In Primary, students responded to a challenge to find out about sustainability in the UAE and to depict this in art projects. Students in Secondary study the history of the Arabian Peninsula from the Stone Age to the present day. In Post-16, students learn more about civics, the values that underpin government in the UAE, and how decisions are made.

Arabic in Early Years

- The basics of Arabic are taught in FS2 and Year 1 for 60 minutes per week in FS2 and for 120 minutes in Year 1. Children and students learn phonetics and recognition of letters through a programme devised by teachers. They do very simple writing and linking of words. All the common nursery rhymes are translated into Arabic and learned in parallel with English.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Attainment has not changed in any phase. It matches the school's self-evaluation and is supported by internal data. In Primary, students' progress has improved, but not in Secondary and Post-16. Improvement is hindered by a lack of independence and of effective use of technology.
- In Primary, students can explain acts of worship, such as congregational prayer. Students in Secondary understand the role of Waqf endowments in charitable initiatives. Post-16 students discuss how the Prophet (PBUH) established a cohesive, stable society in Medina. Recitation using Tajweed rules is developing.
- The modified curriculum and teaching aim to provide more opportunities for students to enhance their memorisation and recitation of the Holy Qur'an. Due to the large number of new students, the additional classes have not fully met identified learning needs of all.

For Development:

- Improve attainment by encouraging independence and the use of technology

ARABIC AS A FIRST LANGUAGE

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

- Students in the lower years can recognise and blend letters. They can read and write simple words. Students in the upper years express their views more clearly on a variety of topics. They demonstrate less proficiency when speaking and writing about unfamiliar contexts.
- Most students can analyse elements of texts and connect the ideas. However, only a small number produce coherent written summaries with accurate punctuation. Although most students follow the basic rules of grammar when writing simple accounts, they lack confidence in extended writing and speaking.
- Students supplement their learning with a variety of reading resources, including Arabic books and a digital reading platform. These resources are designed to improve their speaking, reading and writing abilities.

For Development:

- Ensure that all students develop their independent extended writing.
- Improve students' use of the available resources to increase their abilities in speaking.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in upper primary and secondary can hold simple conversations in a given context. Younger students are familiar with the alphabet, including both short and long vowels. Their dialogue is limited. They respond to commands and questions with single words or short phrases.
- Students' limited vocabulary limits their ability to communicate effectively. Their understanding is restricted to familiar contexts. Reading skills are adequate, but intonation is insecure. Reading comprehension is well developed. Free conversation is improving during the better lessons.
- Students are enthusiastic about learning Arabic. They enjoy sharing their basic language knowledge and practising simple phrases. Their ability to use their language skills in everyday situations is limited. Teachers' approach to ability grouping enables targeted interventions to extend basic skills.

For Development:

- Improve students' confidence in speaking, reading and writing at the expected level.
- Improve students' understanding of word intonation.

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

- A significantly high percentage of children in FS achieve their early learning goals. In phonics, most students in Primary exceed average scores. In Secondary, students achieve their potential in IGCSE English language and literature. Students at A Level attain high grades.
- Language skills are systematically developed across the school. Personalised learning supports and strengthens students' ability to analyse and synthesise their opinions on writers' techniques. Students are successful in using and applying language in new contexts. Speaking skills are less developed.
- The reading programme challenges students to enrich their vocabulary, read actively, annotate texts and summarise key points. Parent volunteers support the extended reading period which actively fosters all students' enjoyment of reading for pleasure and for information.

For Development:

- Improve oracy skills in all phases to extend students' spoken language.

MATHEMATICS

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

- Across all phases, a large majority of students are working at a level above curriculum expectations. They are also making better than expected progress in learning and in applying their mathematical skills.
- A major strength is the way in which students are challenged to reason and think critically. This greatly enhances their ability to understand and solve word problems. Younger students are mastering technical mathematical language, which allows them to express concepts and understanding more clearly.
- Since the previous inspection, students' outcomes in the benchmark tests have improved. Detailed data analysis and subsequent adaptations have had a significant impact on attainment in these tests.

For Development:

- Build upon the initial successes in raising attainment in the benchmark tests to bring about further improvement.

SCIENCE

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

- Increased attainment in the secondary and post-16 phases reflects the determined focus on improvement over the previous year. Older students now enjoy science and are better prepared to attempt more complex concepts, assessments and challenges.
- Excellent achievement levels have been maintained as children in FS observe their world through experiential science in the unique Desert School. In Primary, students participate in scientific investigations related to everyday life.
- Opportunities to discuss and explain science, allied to an increased emphasis on reading and use of precise scientific vocabulary, help to develop students' confidence. Regular open-ended investigative work accelerates most students' progress and the development of practical, problem-solving and enquiry skills.

For Development:

- Ensure that all students continue to receive regular opportunities to conduct open-ended investigations underpinned by the scientific method.

LEARNING SKILLS

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

- Students communicate their learning effectively, especially when collaborating in group activities. Children in FS learn quickly through practical and exploratory opportunities where they find out things for themselves. In all phases, students show competence in using digital technology and research skills.
- In all subjects, students use specific vocabulary and skills. Most can present and evaluate their own performance competently, assessing their strengths and areas where they need to improve. Planned activities to investigate and to think critically occur less often in some subjects.
- In Post-16, students can analyse their mistakes and use appropriate strategies to rectify errors. Students have many opportunities to make connections to everyday contexts, making learning both interesting and relevant.

For Development:

- Ensure that all teachers plan activities that encourage all groups of students to demonstrate their full range of learning skills.

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

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

- Children and students demonstrate very positive attitudes and an acute awareness of their responsibility towards the school. They lead a broad range of activities to celebrate Islamic, Emirati and international events. They contribute to the promotion of wellbeing.
- Children in FS wear green accessories to celebrate World Mental Health Day. Students take leadership roles within the school community and are available to support their fellow students at breaks and during lunch time.
- Leaders have implemented a detailed plan for encouraging students to take part in a wider range of activities that require taking responsibility and leadership roles. Class captains and ambassadors lead and organise cultural and social activities.

	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

- Children in FS learn a range of Islamic and national songs. They respond respectfully to others. Students make meaningful connections to Islamic values. Through discussions, artwork and thematic assemblies, they develop a very good appreciation and understanding of Islam.
- Students show a deep understanding of the importance of accepting different religions, cultures and identities. They celebrate national events. They take part in such cultural activities as World Cultural Diversity Day.
- Since the previous inspection, teachers have integrated and embedded Islamic values into planning and lessons. They have given recognition to the school's Emirati and heritage ambassadors. Cultural diversity is one of the school's priorities.

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

- Students are proactive and responsible, effectively carrying out many leadership roles. Younger students take on classroom responsibilities. Older students are positive role models, for example by promoting the enjoyment of science as science ambassadors.
- Students have an excellent work ethic. They are resourceful, innovative and creative. They use their entrepreneurial skills to set up shops and to raise funds for charities. Older students propose innovative solutions to environmental issues using AI when competing with other schools.

- Students are passionate and knowledgeable about the environment and impact of humans on it. They debate the effect of climate change on the UAE and the rest of the world. They present information to parents and participate in tree planting and desert clean-ups.

For Development:

- Reinforce understanding of cultural diversity and tolerance.

03 TEACHING AND ASSESSMENT

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

- Teachers' questioning is a strength throughout the school. In FS, teachers help children to think and explain their ideas, such as in deciding what is happening when ice melts. Open-ended questioning instigates informed discussions that promote critical thinking.
- Teachers' subject knowledge and understanding of how students learn best underpin lesson planning. Their use of resources ensures that all groups of students learn successfully. A wide range of teaching strategies provides a consistent level of challenge and support.
- Professional training has improved the quality of teaching by raising the profile of students' inquiry skills, problem-solving and independent learning. This is particularly evident in FS, where children are now engaged in a range of activities that arouse and stimulate their curiosity.

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

- Across all phases, leaders have developed appropriate assessment processes in most subjects. Assessments give a comprehensive overview of each individual student in relation to academic performance and progress.
- All data are analysed and compared to give leaders a clear direction of where changes and adaptations need to be made. They are thus enabled to address any areas of underachievement.
- Adaptations to embed critical thinking and problem-solving have been successful. They are key features in most lessons. Guidance to students through written feedback, relating to next steps in learning, is underdeveloped. Peer- and self-assessments are common and embedded in the better lessons.

For Development:

- Provide more detailed guidance on what students need to do to improve.
- Strengthen assessment procedures in Islamic Education and Arabic.

04 CURRICULUM

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

- The curriculum has a clear rationale. It is realistic and relevant. It meets all requirements of the MoE. The programme for moral, social and cultural studies is planned to complement the wellbeing outcomes. The curriculum provides almost all students with opportunities to meet their aspirations.
- Students are well supported for the next stage of their learning, either in school or beyond. The wide range of curriculum options available for older students includes A Levels and vocational qualifications, supported by effective partnerships with business.
- Strong cross-curricular links are incorporated into the integrated programmes in FS and Primary. Regular termly curriculum reviews involving teachers and leaders occur at each grade level.

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

- Leaders use data well to modify the curriculum and to meet the needs of almost all students, with some well organised interventions. Provision is more variable for students of determination. The effective use of digital learning programmes supports improvements in reading and spelling.
- Students have opportunities to engage in activities that promote enterprise, innovation, creativity and social contribution. These activities greatly enhance students' learning. Most students participate in the very broad range of extra-curricular activities.
- The curriculum includes programmes which develop students' knowledge, understanding and appreciation of the heritage of the UAE. Emirati traditions, values and culture are celebrated on special days such as National Day.

For Development:

- Develop a stronger vocational pathway which allows students of all abilities to complete their education to Year 13 successfully.
- Encourage all students to engage in the excellent programme of extra-curricular activities.

05 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

- Rigorous procedures keep children and students safe. They include the provision of information for visitors and regular training for all members of staff. All adults understand their safeguarding duties. The safeguarding policy is comprehensive.
- A rigorous range of checks and a programme of regular maintenance ensure exemplary levels of hygiene. The excellent facilities meet the needs of most students. Detailed and secure records are kept. They are used to monitor actions and to improve practice.
- Efficient management of vehicles and effective supervision of students ensure safety on and around school transport. Teachers promote healthy lifestyles throughout school. The recent healthy eating campaign has led to improvement in the range of healthy food available in the cafeteria.

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

- Care and support of students is a key feature. Relationships between students and members of staff are very positive. Systems and procedures for managing students' behaviour are effective. The school promotes high attendance. Absences are closely monitored.
- Thorough systems identify students of determination and those with gifts and talents. Effective support for most groups of students assists appropriate personal and academic progress. For students of determination, support in lessons is more variable.
- Students' wellbeing and personal development are closely monitored. Individual guidance and support are readily available. Admission of students to the school and transition across phases are carefully considered. Careers services and advice are comprehensive, as are procedures for leavers.

For Development:

- Ensure greater consistency in the quality of support for students of determination in lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- The principal and governing board ensure a highly inclusive ethos throughout the school. Support and commitment are evident in the high levels of sustained investment. Newly appointed, proficient leaders direct a capable and expanding inclusion team.
- Personalised assessments on entry ensure that barriers to learning are swiftly identified. Teachers increasingly understand and recognise indicators of such barriers. Effective interventions improve students' learning outcomes. Students experiencing the most significant needs are well supported through the implementation of individual education plans (IEPs).
- Efficient communication between the school and parents positively contributes to students' progress. Parents are informed of their children's progress through formal and informal reporting methods. Most parents are actively involved in the development and review of their children's personalised programme.
- Appropriate strategies enable students to overcome barriers to learning and develop increasing levels of self-confidence and resilience. Most teachers adjust learning to meet individual needs, providing appropriate levels of challenge. However, there is variance in the quality and consistency of academic support.
- Students' work and teachers' assessments indicate that students acquire a generally appropriate range of knowledge and skills. Over time, most students make better than expected levels of progress. They achieve qualifications in line with their potential, enabling them to access a broad range of further education, training or employment opportunities.

For Development:

- Ensure greater consistency in the quality of academic support for students of determination.

06 LEADERSHIP AND MANAGEMENT

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

- Effective and inspiring senior leaders have established a purposeful learning community that provides a caring environment which values inclusivity and wellbeing. They ensure that the most able leaders have opportunities to demonstrate their expertise and effectiveness. Recent restructuring has ensured that most leaders are successful in supporting positive outcomes through high expectations for themselves, teachers and students. Senior leaders hold everyone to account for students' learning outcomes, while maintaining a rapid pace of change and excellent morale.
- Senior leaders ensure highly consistent approaches to the monitoring of students' progress. Systematic self-evaluation with input from a wide range of sources, including parents and students, is explicitly designed to improve both provision and students' outcomes. Leaders understand the importance of judging the effectiveness of teaching through its impact on students' learning. They have improved outcomes in key subjects. They have strengthened development planning with measurable success criteria. They have tackled the recommendations made in the previous inspection report with determination.
- Substantial numbers of parents participate in the life of the school as full partners in their children's education. They have developed productive communication channels and working parties. Parents' opinions are heard and valued. Leaders actively seek positive partnerships with other cluster schools. They are developing innovative community partnerships such as the golf academy, which greatly enrich students' experience. Parents value feedback about their children's progress, both formally and informally. They also appreciate the musical productions which nurture talent and develop potential.
- The local advisory board includes representation from almost all stakeholders. Members directly impact on school policy and practice. The corporate chair holds leaders to account through regular performance review meetings and by benchmarking outcomes against other schools in the group. Sustained investment in the school's improvement has resulted in enhanced parental satisfaction, improved student retention rates and performance outcomes, and a flourishing reputation. Governors recognise the need to sustain investment in areas where students' achievement is less than good.
- The day-to-day management of the school is very well organised. Highly effective routines impact positively on students' achievements. Leaders have been authorised to recruit experienced teachers. Personalised professional training generally ensures improvement in students' learning outcomes. Sustained investment in the campus, facilities and high-quality learning resources ensure an attractive environment which is conducive to learning. Governors are investing in more active learning facilities, particularly in the primary phase, with laboratories to enhance investigative science.

For Development:

- Ensure that all leaders have an accurate understanding of what needs to be done to improve the school and students' outcomes.
- Focus on ways to improve students' attainment in areas where performance is less secure.
- Optimise leaders' professional training through more evident links to appraisal targets and learning 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