

# INSPECTION SUMMARY REPORT

Parent Edition | 2022-2023

GEMS FOUNDERS SCHOOL MIZHAR  
UK



**GOOD**

GEMS FOUNDERS SCHOOL MIZHAR  
UK

Inspection Dates  
06 - 09 March 2023

Principal  
Akram Tarik

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

3146  
Students



549  
Emirati Students



317  
Students of Determination



178  
Teachers



48  
Teaching Assistants



2  
Guidance counsellors



## OVERALL SCHOOL PERFORMANCE



- OUTSTANDING** Quality of performance substantially exceeds the expectation of the UAE
- VERY GOOD** Quality of performance exceeds the expectation of the UAE
- GOOD** Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
- ACCEPTABLE** Quality of performance meets the minimum level of quality required in the UAE
- WEAK** Quality of performance is below the expectation of the UAE
- VERY WEAK** Quality of performance is significantly below the expectation of the UAE

## WHAT ARE THE SCHOOLS' STRENGTHS AND POINTS TO IMPROVE?

### BEST FEATURES OF THE SCHOOL

- Students' progress in English, mathematics and science across all phases, as well as in Islamic Education and Arabic as an additional language in the primary phase
- Students' attitudes, behaviour and relationships, and their understanding of Islamic values, UAE society and world cultures
- The health, care, support and protection provided by the school to promote students' welfare and wellbeing
- Effective partnerships with parents and the community, and the management, staffing, facilities and resources provided by the school
- The recent improvement in and high profile afforded to inclusion, which has resulted in improved outcomes and personal development.

### POINTS TO IMPROVE

- Raise attainment in all subjects, but especially in Islamic Education and Arabic
- Improve curriculum design and adaptation

## WELLBEING

THE QUALITY OF WELLBEING PROVISION AND OUTCOME IS AT A HIGH LEVEL



Wellbeing is sensitively supported across the school. Students enjoy very positive relationships with their teachers. They have positive attitudes in class and are mostly engaged by their learning. Students say that they feel happy, safe and connected to their school community. Staff wellbeing is also promoted and staff morale is very high. Parents are very happy about the school's support for wellbeing.

## HEALTH, SAFETY AND SUPPORT

### HEALTH AND SAFETY

|                  |             |
|------------------|-------------|
| Foundation Stage | OUTSTANDING |
| Primary          | OUTSTANDING |
| Secondary        | OUTSTANDING |
| Post-16          | OUTSTANDING |

### SUPPORT AND GUIDANCE

|                  |           |
|------------------|-----------|
| Foundation Stage | VERY GOOD |
| Primary          | VERY GOOD |
| Secondary        | VERY GOOD |
| Post-16          | VERY GOOD |



## PROGRESS IN KEY SUBJECTS AND INCLUSION

Progress in English, mathematics and science is generally good. It is better in the primary and secondary phases because teaching is more consistent. Progress is improving in Islamic Education and in Arabic as an additional language in the primary phase. A large majority of students of determination make better than expected progress towards academic and personal targets.

| ENGLISH          |      | MATHS            |      | SCIENCE          |            |
|------------------|------|------------------|------|------------------|------------|
| Foundation Stage | GOOD | Foundation Stage | GOOD | Foundation Stage | GOOD       |
| Primary          | GOOD | Primary          | GOOD | Primary          | GOOD       |
| Secondary        | GOOD | Secondary        | GOOD | Secondary        | GOOD       |
| Post-16          | GOOD | Post-16          | GOOD | Post-16          | ACCEPTABLE |

  

| ARABIC AS FIRST LANGUAGE |                | ARABIC AS SECOND LANGUAGE |                | ISLAMIC          |                |
|--------------------------|----------------|---------------------------|----------------|------------------|----------------|
| Foundation Stage         | NOT APPLICABLE | Foundation Stage          | NOT APPLICABLE | Foundation Stage | NOT APPLICABLE |
| Primary                  | ACCEPTABLE     | Primary                   | GOOD           | Primary          | GOOD           |
| Secondary                | ACCEPTABLE     | Secondary                 | ACCEPTABLE     | Secondary        | ACCEPTABLE     |
| Post-16                  | ACCEPTABLE     | Post-16                   | NOT APPLICABLE | Post-16          | ACCEPTABLE     |

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **VERY GOOD**

## LEADERSHIP AND TEACHING FOR EFFECTIVE LEARNING

Leaders have a clear vision which they are pursuing with vigour and determination. Monitoring is systematic and rigorous, but the personalisation of the strategic plan results in too many similar plans. Parents are highly supportive of the school. The governing board should address some of the large class sizes that exist. The school offers a pleasant and welcoming environment. Science laboratories and libraries should be utilised further.

Teachers demonstrate strong subject knowledge and use a range of teaching methods to engage students. Planning is well considered but not always followed through in lessons. Relationships are positive and supportive. Teachers know their students well. Students' critical thinking, problem-solving skills and use of technology are developing. High-performance approaches encourage students to reflect on their learning.

### EFFECTIVENESS OF LEADERSHIP



### TEACHING FOR EFFECTIVE LEARNING

|                  |      |
|------------------|------|
| Foundation Stage | GOOD |
| Primary          | GOOD |
| Secondary        | GOOD |
| Post-16          | GOOD |

### LEARNING SKILLS

|                  |      |
|------------------|------|
| Foundation Stage | GOOD |
| Primary          | GOOD |
| Secondary        | GOOD |
| Post-16          | GOOD |

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