



**المعرفة**  
Knowledge



## GEMS FOUNDERS SCHOOL MIZHAR

UK CURRICULUM

**GOOD**

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



**VERY GOOD**

WELLBEING



**VERY GOOD**

NATIONAL AGENDA  
PARAMETER







**GOOD**

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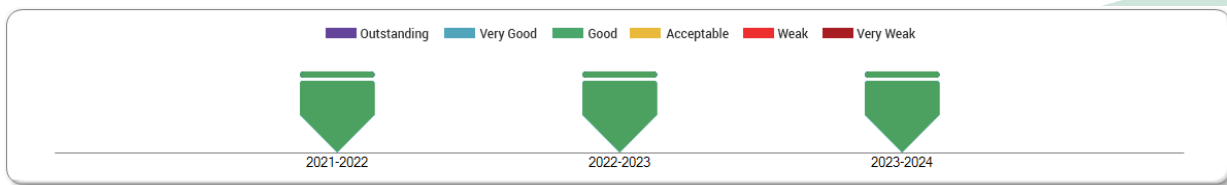
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## SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	Location	Al Mizhar 1
	Opening year of school	2018
	Website	<a href="http://www.gemsfoundersschool-mizhar.com/en/">www.gemsfoundersschool-mizhar.com/en/</a>
	Telephone	97142103555
	Principal	Mr. Akram Tarik
	Principal - date appointed	1/9/2020
	Language of instruction	English, Arabic
	Inspection dates	05 to 09 February 2024
 <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	4016
	Number of Emirati students	524
	Number of students of determination	361
 <p>TEACHERS</p>	Number of teachers	232
	Largest nationality group of teachers	British
	Number of teaching assistants	53
	Number of guidance counsellors	3
 <p>CURRICULUM</p>	Curriculum	UK
	External Curriculum Examinations	GCSE, AS Level, A Level, BTEC
	Accreditation	BSME, BSO

## School Journey for GEMS FOUNDERS SCHOOL MIZHAR



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students' Outcomes

- Students make at least good progress across most of the curriculum. Progress in English in Post-16 is now very good as is progress in mathematics in Primary. In Arabic, students' progress is not as strong in Post-16 for first language learners and in Secondary, for those learning Arabic as an additional language. Attainment has improved in English, mathematics, and science in the Foundation Stage (FS). In Islamic Education and Arabic attainment remains acceptable.
- Students are very well-behaved. They show responsibility and respect. Post-16 students set an excellent example in their conduct and attitudes. Students actively engage in leadership and health and safety initiatives and contribute to community welfare and sustainability projects. Their mature approach is complemented by a deep appreciation of Islamic and Emirati values. Students celebrate cultural diversity through various school events, contributing to a respectful and inclusive environment.

### Provision For learners

- Teachers possess strong subject knowledge and plan engaging learning opportunities, although differentiation in learning tasks is not always effectively implemented in some lessons. In all phases, most teaching is least good, with some that is very good or outstanding. Internal assessments are thorough and aligned with benchmark test results. However, targeted interventions, and teachers' consistency in marking is not yet a strength.
- The curriculum fulfils statutory requirements and offers a broad mix of knowledge and skills, with significant additions in Secondary to encourage challenge and innovation. Enhancements in cross-curricular links and project-driven approaches support continuous learning. Initiatives such as, the High-Performance Award Programme and diverse extra-curricular provision add breadth and promote a high-performance school culture. The integration of Emirati cultural connections is secure.
- The school prioritises student safety and security with rigorous policies, comprehensive staff training in safeguarding, and very well-managed transport. Students feel confident reporting concerns, including online safety issues. Health and hygiene are supported by medical checks and risk assessments. Positive student-staff relationships and behaviour complement the specialised support for students of determination.

### Leadership and management

- Run by a visionary principal with a strong leadership team, the school has seen substantial growth while maintaining good and improving academic standards and high levels of community wellbeing. They know the significant strengths and priorities for improvement well and promote excellence in inclusivity. Governance drives innovation in facilities and resourcing, securing a nurturing and forward-thinking educational environment. This high value and reputationally strong school is highly appreciated by families.

### Highlights of the school:

- Students' very strong personal and social development and their innovation skills
- The outstanding day-to-day school management providing a safe, and happy community
- Consistently good and improving standards of achievement
- Comprehensive and highly accurate approaches to school self-evaluation and improvement planning
- Excellent inclusive education practices and very strong care, guidance, and support, leading to very high levels of wellbeing across the community

### Key recommendations:








- Embed recent improvements in Islamic Education and Arabic so that standards of teaching, learning and achievement are at least good across all phases.
- Develop further differentiated planning of learning to personalise provision more effectively for individual students in lessons – most notably for higher attainers.
- Improve further students' learning skills to optimise their achievements by:
  - providing more opportunities for them to undertake independent research,
  - improving teachers' questioning skills so that they can lead and manage more perceptive discussions and reflection in lessons, and
  - ensuring teachers always provide comprehensive and diagnostic feedback to students about their learning – both orally and when marking their work.



# OVERALL SCHOOL PERFORMANCE

**Good**

## 01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Good	Good ↑	Good ↑
 Arabic as a First Language	<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
	<b>Progress</b>	Not applicable	Good ↑	Good ↑	Acceptable
 Arabic as an Additional Language	<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Not applicable
	<b>Progress</b>	Not applicable	Good	Acceptable	Not applicable
 Language of instruction	<b>Attainment</b>	Not applicable	Not applicable	Not applicable	Not applicable
	<b>Progress</b>	Not applicable	Not applicable	Not applicable	Not applicable
 English	<b>Attainment</b>	Good ↑	Good	Good	Good
	<b>Progress</b>	Good	Good	Good	Very good ↑
 Mathematics	<b>Attainment</b>	Good ↑	Good	Good	Good
	<b>Progress</b>	Good	Very good ↑	Good	Good
 Science	<b>Attainment</b>	Good ↑	Good	Good	Good ↑
	<b>Progress</b>	Good	Good	Good	Good ↑

	Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>	Good	Good	Good	Good



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

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

## 03 TEACHING AND ASSESSMENT

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

## 04 CURRICULUM

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

## 06 LEADERSHIP AND MANAGMENT

The effectiveness of leadership	Good ↑
School self-evaluation and improvement planning	Very good ↑
Parents and the community	Very good
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.



<b>A. Registration Requirements</b>	<b>Met Fully</b>
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	Whole school	Emirati cohort
<b>B. International and Benchmark Achievement</b>	<b>Good</b>	<b>Acceptable</b>

- As the school had only just opened it was unable to enter any students for the Progress in International Reading Literacy Study (PIRLS) in 2016. However, an aspirational target for 2021 was set. The school almost achieved this high target although the Emirati cohort fell short of it. On average, across English, mathematics and science students sustained very good judgements in benchmark assessments over two years. Emirati students' performance in the benchmark assessments was acceptable overall.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>
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- The implementation of the school's National Agenda action plan is effectively monitored by all leaders. The plan identifies several useful key actions and details how the school aims to improve all elements and in particular, raising Emirati students' skills in reading. These initiatives are not yet sufficiently well-embedded in all classes.

	Whole school	Emirati cohort
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Good</b>

- The school's most recent reading literacy skills profile reveals that a majority of students' reading scores are at or above, age-related expectations. The profile is similar for Emirati students. Most teachers generally utilise data from reading assessments to adjust their planning for teaching, but the impact of these plans remains uneven across classes. Emirati students' improvements in reading are closely monitored and they are provided with general support to improve their skills. The school is working to foster a strong reading culture in most curriculum areas.

**Overall school standards in the National Agenda Parameter are good**

#### For Development:

- Raise students' reading assessment outcomes further by embedding the recent improvement initiatives, with a particular focus on Emirati students.
- Improve the action plans for improving students' reading skills to include specific measurable targets for all students.



## Wellbeing



KHDA has placed well-being 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 promotion and outcomes is provided below:

### **Overall, the quality of wellbeing promotion and outcomes is at a very good level**

- The school prioritises the integration of wellbeing into its ethos, with a highly capable leadership team reviewing and revising policies effectively. The consistent focus on wellbeing significantly benefits the entire school community, reflecting the school's strong commitment to fostering a positive learning environment. Data collection, including stakeholder feedback, underpins this successful approach. Given the rapidly expanding nature of the school, the gathering and collating of wellbeing data is not quite regular enough to prioritise actions accurately.
- The school is proactive in involving stakeholders and effectively engages in enhancing the wellbeing of students and members of staff. A dedicated team offers high-quality guidance and support at an individual level. Parents commend the school's supportive approach towards their children and feel assured that their concerns are prioritised. Effective communication and high-quality induction processes contribute to fostering a positive environment for staff wellbeing, underlining the school's commitment to its community's health and success.
- Members of staff implement an all-round approach across the school to enhance wellbeing by catering for diverse needs in the classroom, fostering student wellbeing roles and the availability of extra-curricular programmes. Collectively, these have an impact in developing students' social skills, emotional awareness, self-discipline, and resilience. Students respect others feel appreciated and contribute well to the positive school climate. Together, these factors contribute significantly to the students' academic and emotional development.

### **For Development:**

- Ensure more frequent gathering and collation of data from students and teachers to inform the basis for implementing wellbeing initiatives.

## UAE social studies and Moral Education

- The school follows the UAE Moral, Social, and Cultural Studies (MSCS) framework. Students in Primary have one 50-minute lesson per week in addition to the content integrated into 'Discovery Learning' assemblies. Students in Secondary and Post-16 have one lesson of 55 minutes per week and further learning integrated into the daily form time programme, assemblies, extra-curricular activities and events. All lessons are taught in English.
- The MSCS leaders have developed a coherent curriculum that is appropriately balanced and features the UAE's history, geography, economy, and global perspectives. In addition, MSCS is embedded throughout the curriculum. A termly overview outlines meaningful cross-curricular links across subjects including personal, social and emotional development. Teachers plan thoughtful lessons that are interesting and engage students well. Regular assessments are moderated, and student outcomes are carefully tracked and reported to parents.

## Arabic in Early Years

- Arabic is taught in FS by two qualified teachers. In FS1, children have one lesson of 40 minutes each week. In FS2, they have two 40-minute lessons each week. Lessons consist of simple and engaging activities that include learning letters and sounds, simple three and four-letter words, and familiar vocabulary. New ideas and vocabulary are introduced through songs, games and pictures. The curriculum is in line with the national guidance and outcomes established by the Ministry of Education (MoE). Children are motivated and enjoy singing and repeating the correct pronunciation of the new words. Their progress is reported to parents on a regular basis.



# MAIN INSPECTION REPORT

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

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

- Across the school most students attain levels of knowledge, skills and understanding of Islamic concepts that are in line with curriculum standards. However, a majority of students are now making stronger gains in these skills as observed in their recent work.
- Students are developing their understanding of the prescribed Holy Qur’anic verses, the Hadith, and Islamic worship, etiquettes, and values. They can link their knowledge to everyday life in the UAE. However, students’ recitation and memorisation skills are less well-developed.
- Improving teaching strategies and greater opportunities for students to reflect, discuss, and share their opinions is contributing to more rapid progress. Now, students are more successful in applying their critical thinking and problem-solving skills during assigned tasks.

#### For Development:

- Improve students’ recitation and memorisation skills.

## ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good ↑	Good ↑	Acceptable

- Across all phases, students' attainment is in line with the curriculum standards, and they make at the least expected levels of progress. Progress is more rapid in Primary and Secondary due to the ongoing consolidation of learning.
- Most students possess adequate skills in reading and listening. Speaking is the least developed skill. As students move through the school, their writing skills improve, but not enough attention is paid to the rules of Arabic calligraphy and spelling.
- The school library provides a variety of books that align with the MoE curriculum themes. This is helping to encourage emergent readers and, when combined with opportunities to discuss what they learn in class, supports the development students' reading skills.

### For Development:

- Improve students' writing skills further by encouraging them to plan, self-evaluate, proof-read, and edit their own work.
- Improve students' achievement by incorporating activities that match students' very different starting points in learning Arabic.

## ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Not applicable
<b>Progress</b>	Not applicable	Good	Acceptable	Not applicable

- A majority of students in Primary quickly grasp the basic vocabulary and phrases introduced in each lesson, leading to more rapid progress. Across all phases, speaking skills are relatively underdeveloped, with less than half of secondary students making better than expected progress.
- The lack of opportunities for expanding students' vocabulary is contributing to the slower development of their oral communication skills. Reading proficiency shows better improvement, and there is a noticeable enhancement in writing skills, particularly in Primary. Oral and written feedback to students lacks consistency across the school.
- The school's introduction of digital technology is significantly enhancing the learning environment and providing more captivating educational activities, which are starting to impact on students' academic performance.

### For Development:

- Promote more independence in reading, writing and speaking.
- Provide more diagnostic feedback to students on their work to enable them to know their strengths and areas for improvement.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Good ↑	Good	Good	Good
<b>Progress</b>	Good	Good	Good	Very good ↑

- In FS, children show marked improvement in communication and early reading. Students’ progress in Post-16 is now excellent. Primary students achieve good results in benchmark assessments, with Secondary students excelling, particularly in IGCSE examinations.
- Students are becoming confident communicators and using an increasing breadth of vocabulary. Writing skills, especially drafting and editing, are being enhanced to enhance the quality and length of students’ written work.
- Reading is a strong focus throughout the school, beginning with a structured phonics scheme in FS. By the end of Primary, most students read at the expected levels, with efforts underway to close the reading gap between Emirati students and their classmates.

**For Development:**

- Improve students’ skills in checking their own work for accuracy, particularly in spelling, punctuation and grammar.
- Accelerate even further the reading progress in Primary and Secondary.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Good ↑	Good	Good	Good
<b>Progress</b>	Good	Very good ↑	Good	Good

- Assessment data highlight the school's success in achieving good levels of attainment and very good progress in Primary, with consistently good outcomes across other phases. Notably, students excel in numeracy in FS, fractions in Primary, and algebra in Secondary and Post-16.
- In FS, a visual approach to mathematics engages children who then often surpass expectations in their knowledge and understanding. In Primary, students improve their application of number and shape. In later phases, student’ understanding and application of mathematical processes and investigations support their achievement in examinations.
- There is an integrated and strategic approach to further improve students’ achievement. A focus on collaboration among students and challenge, in lessons is leading to improvements in students’ mathematical skills but not yet in their critical thinking and problem-solving skills.

**For Development:**

- Promote the use of critical thinking and problem-solving skills across the school.
- Ensure that in lesson planning, full use is made of assessment to match learning activities to students’ needs and abilities.

## SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
<b>Attainment</b>	Good ↑	Good	Good	Good ↑
<b>Progress</b>	Good	Good	Good	Good ↑

- Assessment data show strong attainment across all phases. Children in FS enjoy a practical approach to learning science. Last year's IGCSE results were notably better in separate sciences compared to the combined science course. The first AS Level results were better in chemistry and physics than in biology.
- In FS and Primary, scientific skills are nurtured progressively. Primary pupils demonstrate a firm grasp of the scientific method and conduct simple experiments to explore their hypotheses. However, this skill set is not yet as consistently fostered in Secondary.
- In upper Secondary, scientific communication skills are systematically developed, enabling students to explain their insights scientifically through the production of comprehensive reports.

### For Development:

- Strengthen the opportunities for students in Secondary to develop their scientific investigation skills.
- Raise the attainment of students in IGCSE in combined science and biology at AS Level.

## LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
<b>Learning skills</b>	Good	Good	Good	Good

- Students have positive attitudes, with children in FS particularly eager to learn. Across the school most students make effective connections between different subjects, and more frequently link their learning to everyday situations.
- Most students interact and collaborate effectively in pairs and groups, communicating their learning clearly to others. While students enjoy working with each other, there are instances where group sizes are too large, leading to unequal participation and the passive engagement of some students.
- Since the last inspection there has been greater focus on the development of learning skills and students' use of technology. Although most students are confident users of digital devices, the use of technology to support learning is not a regular feature of lessons across the curriculum.

### For Development:

- Ensure that during collaborative work, the group sizes of students are such that all can participate meaningfully
- Embed the use of a wider range of technology to support learning and research.



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

	Foundation Stage	Primary	Secondary	Post-16
<b>Personal development</b>	Very good	Very good	Very good	Outstanding ↑

- Students demonstrate positive and responsible attitudes towards school and their learning. They have a clear understanding of the school's rules and expectations. They are self-disciplined, and respectful. They respond well to all adults and to each other. Students in Post-16 are proactive and resilient.
- Most students contribute and respond well to the code of conduct, which links behaviour to the school's core values of kindness, mindfulness, forgiveness, honesty and fairness. Students feel happy, safe, valued, and well-supported in their school.
- Students demonstrate a secure understanding of safe and healthy living. They make wise choices about their own health and safety and participate in activities that support them in achieving a healthy lifestyle. The attendance of students in some year groups is variable.

	Foundation Stage	Primary	Secondary	Post-16
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Very good	Very good	Very good	Very good

- Students demonstrate a secure understanding and appreciation of Islamic values such as, respect, kindness, and honesty. They know how Islamic values influence contemporary UAE society.
- Most students are very knowledgeable and appreciative of the Emirati culture. They celebrate a range of community days such as UAE National Day and Flag Day. Families are encouraged to support others through charity collections, for instance, the Ramadan charity boxes.
- Students appreciate their own culture and show a deep knowledge and understanding of different cultural traditions. They celebrate diversity through the International Day events and other cultural celebrations.

	Foundation Stage	Primary	Secondary	Post-16
<b>Social responsibility and innovation skills</b>	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students are proactive and many possess high innovation skills, where they use their initiative and manage their own creative projects. Students take their leadership roles seriously and raise funds for global disasters. Senior students are beginning to support a broader range of international charitable projects.
- Students are responsible and participate willingly in activities that have a very positive effect on the school and the wider community. Most show strong empathy towards others and are keen to offer help whenever it is required.
- Most students show considerable care for their school and seek ways to improve the environment. They are active in supporting schemes that contribute to sustainability and conservation, including the hydroponic farm and through projects linked to the UN's sustainability goals.

### For Development:

- Improve students' rates of attendance.
- Provide students with even more opportunities to initiate and lead projects that raise their awareness of Emirati and world cultures.

### 03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
<b>Teaching for effective learning</b>	Good	Good	Good	Good

- Across the school, teaching is at least good, with very good and outstanding teaching frequently seen. Most teachers demonstrate secure subject knowledge and an understanding of how students learn best. They motivate students and create secure learning environments that give students the confidence to ask questions.
- Lesson plans ensure most teachers use time and resources effectively. Learning tasks are not always differentiated enough to ensure sufficient challenge, especially for higher attaining students. Teachers check students' understanding but only in the better lessons is questioning used to promote high-quality learning conversations and higher order thinking.
- The quality of teaching has improved in Islamic Education and in Arabic, as a first language, in Primary. Teachers use assessment information to track students' progress but the use of assessment data to personalise learning remains inconsistent.

	Foundation Stage	Primary	Secondary	Post-16
<b>Assessment</b>	Very good	Good	Good	Good

- Internal assessments are coherent, consistent and provide detailed measures of students' progress. In FS, assessment is linked well to the Early Years' Framework, and this enables teachers to track children's progress accurately. Across all phases, analyses of progress data increasingly provide accurate measures of progress.
- Internal assessment data are analysed by all leaders and class teachers. Teachers generate regular reports which identify gaps in students' learning. These are increasingly used to inform planning for targeted interventions. However, the impact of these analyses on classroom practice remains uneven.
- The implementation of the detailed marking policy is consistently applied across many classes and celebrates students' achievements. However, the marking of students' work does not always give them specific guidance on how to improve their work further.

**For Development:**

- Ensure there is sufficient challenge in learning activities, especially for higher achieving students and improve the quality of teachers' questioning skills.
- Embed the use of internal and external assessment outcomes to plan more consistently to meet the learning needs of all students.
- Ensure that teachers' marking provides students with clear guidance on how to improve their work.

## 04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum design and implementation</b>	Very good	Good	Very good ↑	Very good ↑

- The curriculum meets all statutory requirements. It provides a broad balance of knowledge and skills.. The curriculum in Secondary and Post-16 has been significantly improved by an increase in the range of option choices available for students. Challenge and innovation are well supported by the curriculum.
- Improvements in cross-curricular links along with the strengthening of curricular reviews of the impact of any changes are firmly in place. The curriculum provides continuity and progression in learning is across the phases.
- Review and development of the curriculum has, appropriately, focused on including initiatives to challenge and improve students' learning. Additional and innovative extra-curricular activities, as well as a focus on initiatives such as, the High-Performance Award (HPA) Programme, have been introduced.

	Foundation Stage	Primary	Secondary	Post-16
<b>Curriculum adaptation</b>	Good	Good	Good	Good

- The development of curriculum is an ongoing process. There is an emphasis on ensuring that curriculum adaptations provide personalisation and suitable options for all groups of students.
- Students are suitably supported in their learning by the school's extra-curricular programme that contributes significantly to their overall development and wellbeing. Curriculum modifications is support enterprise and innovation across the school.
- Activities that foster and support links with Emirati culture and UAE society are embedded and of benefit to all students.

### For Development:

- Ensure there are high expectations in all curriculum areas, to develop a culture of high performance.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has rigorous procedures and policies to ensure students' safety and security. These are well known and understood by all members of staff. The school meets all statutory requirements, including emergency evacuation procedures. Transport arrangements are very well supervised.
- Staff are well trained in child protection and safeguarding procedures and know the appropriate procedures to follow if an issue were to arise. Students are confident to report any concerns to an adult in school, and they have a strong sense of how to keep themselves safe when online.
- The school's very successful promotion of safe and healthy living is supported by regular health checks by the medical staff. Thorough checks and rigorous risk assessments ensure the premises are kept hygienic and well-maintained.

	Foundation Stage	Primary	Secondary	Post-16
<b>Care and support</b>	Very good	Very good	Very good	Very good

- All members of staff cultivate positive, affirming relationships with students, fostering a trust-based, school community that encourages good behaviour. While strategies to boost attendance and punctuality are mostly effective, they have yet to improve attendance rates.
- The school has robust systems to identify the needs of students of determination and swiftly create tailored individual education plans (IEPs). With the inclusion team's specialised interventions, most of these students achieve academic and personal progress appropriate to their individual goals.
- Through the vigilant monitoring of student wellbeing and development, the school implements numerous targeted interventions. Access to personal support, counselling, and guidance is pivotal in aiding students. The evolving career guidance service is particularly beneficial for senior students.

### For Development:

- Improve school attendance and punctuality by ensuring that processes and strategies are fully effective.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- The commitment of the link governor, the principal, and staff to inclusivity reinforces the ethos of the school. A dedicated inclusion team robustly enforce a suite of well-considered policies, underpinned by a strategic approach to continuous improvement.
- Rigorous entry assessment procedures successfully pinpoint students’ learning obstacles and inform tailored planning. A deep understanding of individual student needs guarantees comprehensive support and the delivery of effective interventions for students of determination.
- The school excels in maintaining transparent communication with parents and ensures that they are thoroughly informed through both formal and informal channels. Parents are actively involved in writing their children’s IEPs and benefit from the school’s guidance and support services.
- Classrooms across all stages offer nurturing spaces where teachers prioritise individual student’s needs. The most successful lessons are characterised by thoughtful differentiation for students and engaging them with challenges suited to their abilities. However, the application of assistive technology for students requiring additional support is limited.
- Students’ progress towards personal learning goals is diligently monitored, informing regular updates and further enhancement. Over time, assessment information indicates that the majority of students of determination achieve progress beyond expectations and relative to their capabilities.

#### For Development:

- Ensure students, for whom assistive technology would be beneficial, have access to resources that enhance their learning experiences.

## 06 LEADERSHIP AND MANAGEMENT

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

- Under the guidance of a skilled principal, the executive leadership expertly manages significant annual growth in student and staff numbers. Supported by strong middle leaders and dedicated members of staff they uphold and enhance academic and personal development standards while promoting a community of wellbeing. The school champions inclusivity, strong relationships, and effective communication, with a focus on accountable delegation and internal leadership development. This is helping to address areas requiring improvement, despite the challenges from high teacher turnover during the expansion.
- School leaders excel in strategic improvement planning, achieving consistently good and advancing outcomes across all curriculum areas. Their precise monitoring and self-evaluation practices lead to a comprehensive understanding of the school's strengths and areas for improvement. This is ensuring swift adaptations to strategies based on the use of assessment and addressing previous report recommendations.
- The visibility and approachability of all leaders provides a welcoming culture and fostering of strong engagement with families who feel genuinely valued. Parents praise the exceptional channels of communication, detailed progress reports, and involvement opportunities. They are especially appreciative of the support for students of determination requiring additional assistance. The school is in the process of expanding its local and global community connections.
- The school's governance, a blend of corporate and local advisory bodies, provides excellent support for the school. It is successful in enhancing the facilities and fostering an inclusive environment with rising academic standards and outstanding wellbeing. Their approach offers a balance of challenge and support, encourages innovation in professional learning and leadership succession planning. Governors are exploring the possibilities of the use of artificial intelligence and technology to advance progressive education and community involvement.
- Recent investments have significantly upgraded the school's facilities, creating a diverse, resource-rich learning environment. Daily management ensures a safe, welcoming atmosphere for the expanding community. Targeted professional development for all members of staff prioritises growth opportunities, emphasising successful capacity building and succession planning.

### For Development:

- Ensure that all leaders strive to improve the quality of teaching and learning, especially in Islamic Education and Arabic.
- Strive to achieve higher teacher retention rates annually to consistently uphold and enhance the quality of teaching, and thereby more effective learning outcomes for students.





## 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](mailto:QA.Schools@khda.gov.ae)