



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

GEMS FOUNDERS SCHOOL MIZHAR

UK

GOOD

GEMS FOUNDERS SCHOOL MIZHAR
UK

Inspection Dates
05 - to 09 February 2024

Principal
Mr. Akram Tarik

LEARN MORE ABOUT THE SCHOOL

LEARN MORE ABOUT THE SCHOOL FEES

4016
Students

524
Emirati Students

361
Students of Determination

232
Teachers

53
Teaching Assistants

3
Guidance counsellors

OVERALL SCHOOL PERFORMANCE

GOOD

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' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- Students' very strong personal and social development and their innovation skills, with exceptional role models in post-16
- A dedicated, highly invested staff ensure outstanding day-to-day school management establishing a safe, inviting, and happy community in this very well resourced, highly popular school
- Consistently good and improving standards of achievement with mostly very effective teaching seen across all phases of the school
- Comprehensive and highly accurate approaches to school self-evaluation and improvement planning implemented by very capable leaders, supported and challenged by excellent governance and highly engaged parents
- Excellent inclusive education practices and very strong care, guidance, and support, leading to very high levels of well-being across the community

POINTS TO IMPROVE

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

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **VERY GOOD**



The school very successfully prioritises well-being, led by a highly capable team that effectively integrates it into the ethos of the school. Stakeholder engagement and tailored support enhance the nurturing environment. Holistic strategies across the school improve students' social skills, emotional awareness, and resilience, fostering a very positive, welcoming and happy school climate. This approach significantly aids students' development, making them feel valued and encouraging positive contributions to the school community, thus reflecting the school's strong commitment to well-being.

STUDENTS' ACHIEVEMENTS

Students make at least good progress across most of the curriculum, making very good progress in post-16 science and primary mathematics. In Arabic, students' progress is not as strong in post-16 for first language learners and in secondary for those learning it as an additional language. Across all phases, attainment is good, and improving in English, mathematics, and science, but remains only acceptable in Islamic education and Arabic.

ENGLISH

	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	GOOD
PRIMARY	GOOD	GOOD
SECONDARY	GOOD	GOOD
POST-16	GOOD	VERY GOOD

MATHS

	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	GOOD
PRIMARY	GOOD	VERY GOOD
SECONDARY	GOOD	GOOD
POST-16	GOOD	GOOD

SCIENCE

	ATTAINMENT	PROGRESS
FOUNDATION STAGE	GOOD	GOOD
PRIMARY	GOOD	GOOD
SECONDARY	GOOD	GOOD
POST-16	GOOD	GOOD

ARABIC AS FIRST LANGUAGE

	ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	ACCEPTABLE	GOOD
SECONDARY	ACCEPTABLE	GOOD
POST-16	ACCEPTABLE	ACCEPTABLE

ARABIC AS SECOND LANGUAGE

	ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	ACCEPTABLE	GOOD
SECONDARY	ACCEPTABLE	ACCEPTABLE
POST-16	NOT APPLICABLE	NOT APPLICABLE

ISLAMIC

	ATTAINMENT	PROGRESS
FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PRIMARY	ACCEPTABLE	GOOD
SECONDARY	ACCEPTABLE	GOOD
POST-16	ACCEPTABLE	GOOD

LEARNING SKILLS

FOUNDATION STAGE	GOOD
PRIMARY	GOOD
SECONDARY	GOOD
POST-16	GOOD



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students are very well-behaved. They show responsibility and respect, underpinned by values of kindness and honesty. Post-16 students set an excellent example in their conduct and attitudes. Students actively engage in leadership, 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, and they celebrate cultural diversity through various school events, contributing to a respectful and inclusive environment.



PERSONAL DEVELOPMENT

FOUNDATION STAGE	VERY GOOD
PRIMARY	VERY GOOD
SECONDARY	VERY GOOD
POST-16	OUTSTANDING

UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES

FOUNDATION STAGE	VERY GOOD
PRIMARY	VERY GOOD
SECONDARY	VERY GOOD
POST-16	VERY GOOD

SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS

FOUNDATION STAGE	VERY GOOD
PRIMARY	VERY GOOD
SECONDARY	VERY GOOD
POST-16	VERY GOOD

PROVISION FOR LEARNERS

Teachers exhibit strong subject expertise, planning engaging lessons, though differentiation could improve in some areas. Teaching quality varies, and most ranges from good to outstanding across all phases. While internal assessments align with benchmarks, leveraging insights for interventions and consistent, detailed feedback remain areas for enhancement.

The curriculum fully meets statutory requirements, offering a diverse knowledge and skill set, especially in the secondary phase, to foster challenge and innovation. Cross-curricular and project-based learning enhance continuous development, complemented by initiatives like the High-Performance Award Programme and a varied extracurricular provision, fostering a high-performance ethos while embracing Emirati culture.

Student safety is paramount, with clear, effective policies, through staff training in safeguarding, and well-managed transport ensuring a secure environment. Students confidently address concerns, including online safety. Health and hygiene are promoted through medical checks and risk assessments. The school's supportive atmosphere is strengthened by highly positive student-staff relationships and proactive behaviour strategies, alongside dedicated support for students of determination, featuring personalised education plans and counselling, notably in career guidance for older students.



TEACHING

FOUNDATION STAGE	GOOD
PRIMARY	GOOD
SECONDARY	GOOD
POST-16	GOOD

ASSESSMENT

FOUNDATION STAGE	VERY GOOD
PRIMARY	GOOD
SECONDARY	GOOD
POST-16	GOOD

CURRICULUM DESIGN

FOUNDATION STAGE	VERY GOOD
PRIMARY	GOOD
SECONDARY	VERY GOOD
POST-16	VERY GOOD

CURRICULUM ADAPTATION

FOUNDATION STAGE	GOOD
PRIMARY	GOOD
SECONDARY	GOOD
POST-16	GOOD

HEALTH & SAFETY

FOUNDATION STAGE	OUTSTANDING
PRIMARY	OUTSTANDING
SECONDARY	OUTSTANDING
POST-16	OUTSTANDING

CARE & SUPPORT

FOUNDATION STAGE	VERY GOOD
PRIMARY	VERY GOOD
SECONDARY	VERY GOOD
POST-16	VERY GOOD

INCLUSION

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

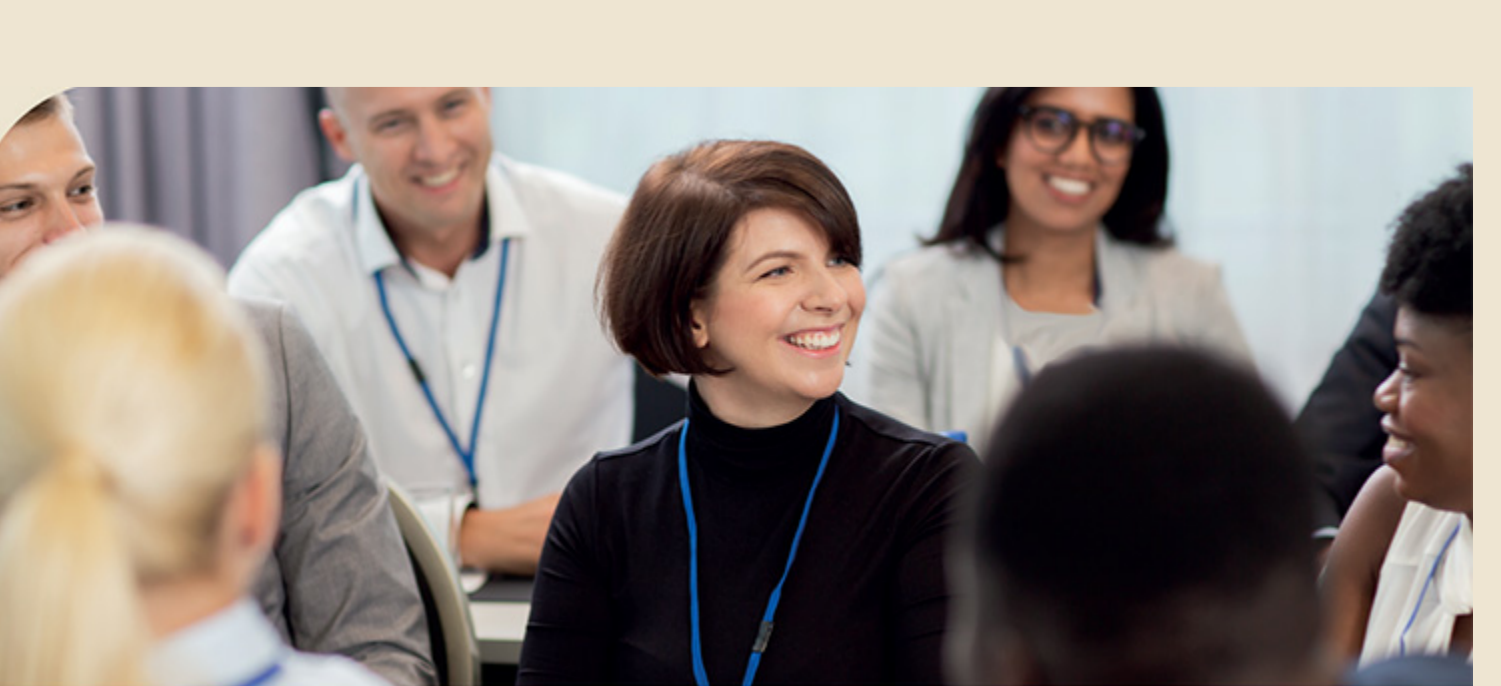
The school's commitment to excellent inclusion, led by the link governor, principal, and staff, is evident in its strategic approach and robust inclusion policies, ensuring very high-quality provision. Rigorous entry assessments and targeted tools facilitated tailored support, ensuring individual needs are met. Transparent communication with parents and their involvement in creating IEPs are key, alongside nurturing classrooms that focus on individual needs. Regular monitoring of student progress informs continuous improvement, with many exceeding their expected progress



LEADERSHIP AND MANAGEMENT

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

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



[CLICK HERE TO ACCESS THE FULL INSPECTION REPORT FOR THIS SCHOOL](#)