

GOOD



2019-2020

# INSPECTION REPORT



























CBSE CURRICULUM

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## School Information

General Information	 Location	Near IMG Worlds of Adventure
	 Opening year of School	2016
	 Website	www.gemsheritageindianschool-dubai.com
	 Telephone	+97143894888
	 Principal	Dr. Anjuli Murthy
	 Principal - Date appointed	04/08/2018
	 Language of Instruction	English
	 Inspection Dates	21 to 24 October 2019
Students	 Gender of students	Boys and girls
	 Age range	4 to 16
	 Grades or year groups	KG 1 to Grade 10
	 Number of students on roll	1,363
	 Number of Emirati students	0
	 Number of students of determination	77
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	77
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	30
	 Teacher-student ratio	1:18
	 Number of guidance counsellors	1
	 Teacher turnover	10%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Central Board of Secondary Education (CBSE)
	 External Tests and Examinations	CBSE, Granada Learning (GL)
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET

### School Journey for GEMS HERITAGE SCHOOL (BR. OF GEMS WELLINGTON ACADEMY) – DUBAI BRANCH



## Summary of Inspection Findings 2019-2020

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

Student outcomes	<ul style="list-style-type: none"> <li>The skills of the children in Kindergarten (KG) have improved, especially in mathematics and science. In the primary phase, progress has improved in Islamic education and very high standards are now being achieved in English, mathematics and science. In the middle and secondary phases, attainment has improved in English, mathematics and science. Arabic has improved in lower primary, but not sufficiently for the overall phase judgement to change.</li> <li>Across the school students are well-behaved, courteous and have positive attitudes. They appreciate Islamic values and understand the role they have within the UAE. They are very proud of their own culture. Students are responsible and continue to demonstrate leadership skills, especially in the middle and secondary phases. Students lead initiatives to improve the school’s environment and are very keen to conserve energy</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>Teachers plan clear, well-structured lessons. They interact positively with students and provide learning activities that actively engage them. The quality of assessment is now effective in the KG. In the other phases, assessment is successful in English, mathematics and science but not as strong in social studies and Arabic, as it is not related closely to the curriculum standards. The quality of feedback from teachers in students’ workbooks varies significantly.</li> <li>The school now implements the Early Years Foundation Stage (EYFS) curriculum in the Kindergarten. In other phases, the curriculum is aligned to the CBSE framework. Regular reviews of the curriculum have led to more innovative and critical thinking activities. Teachers are now observing the results of international assessments when modifying the curriculum. The school offers a rich component of performing arts and sports and an extensive co-curricular programme.</li> <li>The school has very effective health and safety policies and procedures. Its transport arrangements are very safe and well organised. The campus provides a stimulating, safe and secure environment. Relationships are mutually respectful across all phases. Teachers identify students’ learning needs well. The revised individual education plans help teachers to meet students’ learning needs more effectively. Curricular and vocational guidance is developing.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>The strong, coherent leadership provided by the governors and senior leaders has helped the school to continue to improve. Leaders regularly review students’ achievement and lessons to improve students’ outcomes. The school is very well managed. It is supported effectively by its strong partnership with parents. Students benefit from the modern campus which provides an ideal setting for the curriculum and learning.</li> </ul>

### The best features of the school:

- The governors and senior leaders provide strong, supportive leadership which is helping the school to continue to improve and generate strong loyalty within the school community
- The personal and social development of students supported by the very strong partnership with parents in the education of their children
- The leadership of the Kindergarten and its stimulating environment in which children have fun, enjoy learning, and achieve high standards
- The commitment of teachers to the school and their willingness to share good practice and continue to develop their professional skills
- The safe, modern, stimulating campus which supports a rich curriculum with extensive facilities for specialised sports, the performing arts and technology.








### Key recommendations:

- Draw on the best practices in teaching and use of assessment to build on students' learning outcomes across the school, especially those of the higher achievers.
- Improve the impact of middle leadership.
- Improve student progress in Arabic by:
  - ensuring that the programmes of work are appropriately matched to the age and the number of years students have studied Arabic
  - paying sufficient attention to each language skill in teaching and the use of assessment
  - ensuring that feedback to students on their written and oral work is constructive and acted upon.

## Overall School Performance

Good

### 1. Students' achievement

		KG	Primary	Middle	Secondary
 <p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Acceptable
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
 <p>English</p>	Attainment	Good	Very good ↑	Very good ↑	Very good ↑
	Progress	Good	Good	Good	Very good ↑
 <p>Mathematics</p>	Attainment	Good ↑	Very good ↑	Good	Good ↑
	Progress	Good ↑	Good	Good	Good
 <p>Science</p>	Attainment	Good ↑	Very good ↑	Very good ↑	Good
	Progress	↑ Good	Good	Good	Good
 <p>UAE Social Studies</p>	Attainment	Acceptable			

	KG	Primary	Middle	Secondary
<b>Learning skills</b>	Good ↑	Good	Good	Good

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

	KG	Primary	Middle	Secondary
Personal development	Very good ↑	Very good	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑	Very good ↑
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good ↑

## 3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good ↑	Good	Good	Good
Assessment	Good ↑	Good	Good	Good

## 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Good	Good	Good
Curriculum adaptation	Good ↑	Good	Good	Good

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Care and support	Good	Good	Good	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			Good	

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

## National Priorities

### 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 for the academic year 2019-2020.

#### School's progression in international assessments

**meets expectations.**

- With no Programme for International Student Assessment (PISA) or Progress in International Reading Literacy Survey (PIRLS) tests and only one round of the 'Trends in Mathematics and Science Studies' (TIMSS) test, it is not possible to measure progression in these assessments. In ASSET, for Grades 3 to 9, the school has demonstrated acceptable progress in English, mathematics and science. In the same subjects, students have shown outstanding progress in English and mathematics, and very good progress in science when compared to their potential as evaluated by CAT4. In the Kindergarten, the school has started to use the GL baseline and baseline progress tests, alongside progress tests in English and mathematics, to assess attainment and measure progress.

#### Impact of leadership

**is above expectations.**

- The National Agenda action plan addresses successfully all points raised in the previous report. Leaders analyse all available data thoroughly and use this analysis to adjust the curriculum. Comprehensive assessment data is made available to teachers but the monitoring of its use in modifying learning experiences is inconsistent.

#### Impact on learning

**meets expectations.**

- Students can problem-solve and engage in critical thinking but are not showing sufficient flexibility with reasoning to challenge assumptions and test hypotheses on a regular basis. They can research independently but need to be more critical of their results and develop the skills to construct their own understanding from what they have learned.

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

#### For Development:

- Ensure all teachers are skilled in using N.A.P. data to modify teaching to match the needs of all students.
- Monitor teaching to check the efficiency of these modifications.
- Improve students' abilities to analyse information critically and to ask 'what if' questions to test ideas and hypotheses.



## Moral education

- Appropriately selected teachers plan lessons based on the MEP textbooks, supplemented by a good range of other resources. They develop strong, respectful relationships in class. Consequently, students thoroughly enjoy the subject. Occasionally, the most able students are not fully challenged in lessons.
- Regular summative assessments for projects, and notebook presentation, provide teachers, students and their parents with a clear picture of students' strengths and areas for development. Written comments in workbooks by teachers do not always give students sufficient guidance on how to improve their work.
- The curriculum is planned well to ensure there is skills progression from Grades 1-10. It covers all the key concepts and has effective cross-curricular links, especially with social studies. Celebrations, such as of 'Earth Day', add to students' awareness of relevant topical matters.

**The school's implementation of moral education is meeting expectations.**

### For Development:

- Ensure that the quality of teaching identifies and challenges the higher attaining students.
- Provide more skillfully written comments in students' workbooks in order to promote learning.

## Reading Across the Curriculum

- Reading assessment data indicate that most students in all phases are improving their reading skills and competencies. Most are meeting or exceeding grade level expectations as a result of the recent initiatives which also include Arabic.
- Staff development activities are impacting positively in improving reading literacy instruction across the school and the development of subject specific vocabulary.
- The range of initiatives to promote students' reading skills and interest in reading is impacting positively on students' reading competence and confidence.
- School leaders are committed to developing students' reading skills. However, the various projects have not been incorporated into a strategic reading across the curriculum (RAC) development plan.

**The school's provision, leading to raised outcomes in reading across the curriculum, is developing.**

### For Development:

- Produce a whole school reading across the curriculum (RAC) strategic development plan and monitor its impact systematically.
- Provide children in the Kindergarten with their own library.

## Innovation

- Students in all phases benefit from problem-solving activities to develop their ideas. School projects provide opportunities for students to develop their innovation and enterprise skills.
- The school promotes the culture of innovation and enterprise by empowering the student council and embracing initiatives such as, 'DSNT', 'VCREATE', 'STEAM' and the Renaissance Centre.
- Across the school, teachers continue to develop critical thinking, problem-solving and independent learning successfully. In the majority of lessons, technology is used to enhance learning and at times its use is innovative.
- The curriculum offers ample opportunities to develop innovation skills through various initiatives. These lessons motivate students to use their ideas and imagination.
- Senior leaders empower staff and encourage them to continue to improve their practice and provide more opportunities for students to exercise initiative and be innovative.

**The school's promotion of a culture of innovation is developing.**

### For Development:

- Ensure that the many aspects of innovation evidenced in the Renaissance Centre, and within extra-curricular activities, are incorporated into teaching and learning in classrooms.

## Main Inspection Report

### 1. Students' achievement

#### Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Good ↑	Acceptable

- In lessons, most students' understanding of Islamic concepts is in line with curriculum standards. Progress is above expectations in the primary and middle phases as reflected in students' notebooks. The progress of students in Grade 9 is continuing to improve.
- Across the school, students relate their learning with their own lives. Their knowledge of Islamic faith, and their understanding of Islamic morals, are secure. The recitation of the Holy Qur'an, and the application of Tajweed rules, are improving well in Primary and Middle.
- Students in the middle and secondary phases have gaps in their knowledge of Seerah, especially those who joined the school recently. Improvements in critical thinking skills are developing students' ability to explain the rationale of Islamic laws. However, their references to the Holy Qur'an and Hadeeth is developing more slowly.

#### For Development:

- Ensure that students apply the rules of recitation correctly and memorise longer chapters of the Holy Qur'an and Hadeeth.
- Ensure that students, especially those in the in middle and secondary phases, know the key events and characters in Seerah.

#### Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- Students' language skills across the grades are in line with curriculum expectations. Although progress is uneven among the different levels of learning the language, overall, it remains within expectations. Students in the lower primary grades have stronger language skills, and show rapid progress, compared to other grades because of more effective teaching and learning.
- Students speak confidently within familiar contexts. They find it more challenging to apply their language skills in unfamiliar situation. Students understand basic instructions in Arabic. Reading for comprehension and writing remain the least well-developed skills.
- Students learn in a positive learning environment which includes an online learning platform. However, teachers do not use a wide range of resources to enhance learning in lessons.

#### For Development:

- Use assessment data more effectively to modify the curriculum to meet the different learning needs of students, especially for the beginners.
- Improve assessments to cover all language skills.
- Extend the good practices adopted in Grades 1 and 2 into all other grades.

## English

	KG	Primary	Middle	Secondary
Attainment	Good	Very good ↑	Very good ↑	Very good ↑
Progress	Good	Good	Good	Very good ↑

- In Kindergarten, children quickly improve their learning of English, as an additional language. In the other phases, students' language skills are progressively developing, and their writing skills are continuously improving. Students can write for different purposes and are progressively developing their creative and extended writing.
- Students' improvement in reading is impacting strongly on the development and use of vocabulary in their speaking and writing activities. Students enjoy explaining their learning orally and do so with confidence.
- Improvements in reading and critical thinking skills are supporting students' comprehension and skills of analysing texts from different genres. Although students work well collaboratively, the amount of independent student-led learning and use of technology is more limited.

### For Development:

- Provide more opportunities for students to take greater responsibility for their own learning.
- Make greater use of technology to conduct guided research activities.

## Mathematics

	KG	Primary	Middle	Secondary
Attainment	Good ↑	Very good ↑	Good	Good ↑
Progress	Good ↑	Good	Good	Good

- The skills of children in Kindergarten have improved significantly. They exhibit the most independence. Improvements in the quality of teaching has resulted in higher secondary student attainment. The attainment made by students in lessons in the middle phase is also relatively strong.
- Almost all students are fully engaged in learning activities in class. However, the tasks are not always well-matched to students' needs, especially for the higher achievers. Teachers do not always monitor sufficiently closely students' achievement in lessons or give constructive feedback to students in workbooks.
- The increase in time allocated to mathematics in the Kindergarten has had a positive effect on achievement. Teachers have made some improvements to their lessons by using data, but further advances can be made. Critical thinking is seen at the start of most lessons but is not integrated throughout the learning experience.

### For Development:

- Monitor more frequently and more accurately the level of achievement being reached in lessons.

## Science

	KG	Primary	Middle	Secondary
Attainment	Good ↑	Very good ↑	Very good ↑	Good
Progress	Good ↑	Good	Good	Good

- Improved approaches to scientific investigations have resulted in stronger attainment in the primary and middle phases. In the secondary phase, students perform less well in examinations than during lessons, where they are given opportunities to investigate and experiment.
- In all phases, students are developing their enquiry and research skills successfully. Most students make predictions, record their results and write a relevant conclusion successfully. All students use digital technology effectively to enhance and complement their learning.
- Across the school, students' critical thinking skills have improved as a result of beginning every lesson with a case study. However, students are not always sufficiently challenged and do not consistently take enough responsibility for their own learning.

### For Development:

- Provide students in all phases with greater challenges and more opportunities to learn independently.

## UAE Social Studies

	All phases
Attainment	Acceptable

- Overall, students' knowledge and skills in UAE social studies are in line with grade related expectations. Students in the middle and secondary phases are more confident learners of social studies as they have better research and critical thinking skills.
- The recall of knowledge is emphasised in the programmes of work and assessments. As a result, students' knowledge of the components of the curriculum are stronger than their skills of analyses and evaluation. They are able to communicate and present information from different viewpoints.
- The school's curriculum is focused on UAE and Indian cultures which is relevant to the students. However, the curriculum and summative assessments do not match the UAE curriculum standards as closely as these should at each grade.

### For Development:

- Adjust the programmes of work and assessments to reflect more closely the UAE social studies standards.
- Ensure teachers give appropriate emphasis to the range of topics in, and the required depth of understanding required by, the social studies curriculum.

## Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Good ↑	Good	Good	Good

- Students' learning skills are strong across all phases. They develop and apply their listening, problem-solving, inquiry and critical thinking skills in all subjects. Students are self-motivated and keen to participate in learning and, when given the opportunity, take responsibility for their own learning.
- Students are consistently making more meaningful links in their learning to other subjects, the wider world and their personal experiences. Many engage in innovative and enterprising projects. Their use of technology to support independent learning and research is more evident in the KG and Secondary.
- in all phases, students interact very well with their teachers and other students. They participate in collaborative learning activities enthusiastically and communicate their thinking with growing confidence. Students are becoming skilful at reflecting upon and evaluating their own work and that of others.

### For Development:

- Provide students with more opportunities to take responsibility for their own learning and use technology to support the development of their independent and higher-order thinking skills.

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

	KG	Primary	Middle	Secondary
Personal development	Very good ↑	Very good	Very good	Very good

- Across the school, students have positive attitudes. They are self-reliant, resilient, respectful and polite. They work effectively and collaborate well with each other, showing support and empathy for the needs of their peers. Instances of reported bullying are rare.
- Students are self-disciplined and courteous towards adults and other students. Students and staff share very strong relationships based on mutual respect. Student leadership continues to be a strength, especially in the middle and secondary phases as they are keen to take the lead on projects to improve the school.
- Students are committed to following a safe and healthy lifestyle. This is evident in their choices of food and commitment to regular exercise.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Very good ↑	Very good ↑

- Across all phases, students have a secure knowledge of Islamic practice. They appreciate Islamic values of respect and modesty. Middle and secondary phase students can discuss a variety of topics, including the importance of tolerance and how Islam influences contemporary life in the UAE.
- The school provides a range of cultural activities for students to engage with, such as National Day celebrations and charity events, some of which are student-led. Students appreciate the heritage of the UAE and speak knowledgeably about the role of the father of the nation, Sheikh Zayed.
- Students are very proud of their own culture and celebrate other cultures through language lessons, art, music and dance. Middle and secondary phase students speak in-depth about the literature and art of other cultures.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Very good ↑	Very good ↑

- Students understand their responsibility towards their school and wider community. They initiate, lead and implement voluntary activities that develop their sense of giving and environmental awareness. Student council members play important roles within the school.
- Students have a very positive attitude towards their work. They are resilient and embrace challenges and look for ways to meet these. They display initiative and, within the limited opportunities available, are developing the skills of making economic decisions.
- Students are very well aware of sustainability and other environmental issues. Older students lead and participate in initiatives to improve the school's environment. They are very keen on implementing energy conserving initiatives.

#### For Development:

- Improve primary students' knowledge and understanding of world cultures.

### 3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good ↑	Good	Good	Good

- Across the school, teachers have a secure knowledge of their subject and can convey it confidently to students. Teachers plan well-structured lessons with clear learning objectives and opportunities for students to work in groups and individually.
- Teachers interact with students very well and have developed a positive working ethos. Most teachers use questioning effectively to check student's understanding and recall of facts. The use of skilled questioning to probe deeper reflection and understanding is not consistent.
- Most teachers provide students with learning activities that involve them actively and increase their critical thinking, problem-solving, research and independent learning skills. However, this is not a consistent or secure feature across the school.

	KG	Primary	Middle	Secondary
Assessment	Good ↑	Good	Good	Good

- Assessment procedures in the KG are now effective and linked to the EYFS curriculum. The tracking of achievement is also very successful. Similar approaches to assessment are being applied in other phases of the school.
- Assessment is most successful in Islamic education, English, mathematics and science. However, assessments in social studies are not fully aligned to the curriculum, and in Arabic, do not cover all language skills adequately. The use of assessment data is stronger in Islamic education and science. The quality of teachers' feedback in students' workbooks varies significantly.
- The introduction of baseline assessment and progress testing is clarifying achievement made by children in the KG. Comprehensive data sheets are in place containing the assessment profile of each student. Students of determination are well-monitored through their individual education programmes (IEPs).

#### For Development:

- Build on the recent improvements in teaching across all grades by sharing best practice in the school.
- Ensure assessment procedures in Arabic are valid, used consistently and closely monitored.



#### 4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Good	Good	Good

- The school's implementation of the EYFS curriculum in the KG with its emphasis on phonics, mathematics and science is providing a stimulating environment full of exploration for children to access all seven areas of learning.
- A diverse range of opportunities within the school provide choice for students to pursue their interests and aspirations. Cross-curricular links and real-life applications enhance students' deeper learning of concepts. In addition, various inter-house competitions and calendared activities, are supporting inter-disciplinary learning.
- The school's curriculum is reviewed regularly with inputs from all stakeholders and focuses on developing innovation and critical thinking skills. It complies with the National Agenda and requirements of the UAE, as well as the CBSE framework for each subject and phase.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good ↑	Good	Good	Good

- The curriculum has been adapted with the addition of elements from ASSET and TIMSS. The school has introduced the Award Scheme Development and Accreditation Network (ASDAN) curriculum for some students of determination and is providing new pathways of learning.
- The school is affiliated with several agencies which provide more opportunities for students to develop their talents and enhance their skills under the guidance of trained professionals. A systematic approach for developing creative and innovative skills is offered to students, through the DSNT and VCREATE programmes.
- Students' appreciation and understanding of the UAE is extended through a wide range of special events, cultural programmes, projects and assemblies.
- Arabic is introduced in KG 2, for one period each week and children learn simple words and basic phrases.

#### For Development:

- Integrate the use of ASSET and TIMSS tasks into the curriculum to improve students' conceptual understanding.
- Adjust the curriculum, especially in Arabic and mathematics, to meet the different needs of all groups of students more effectively.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- The school has a wide range of policies and procedures for health and safety, including safeguarding, anti-bullying and cyber security. The school staff are highly effective in ensuring the care, welfare and protection of all students.
- The arrangements for transport are very well-organised. Exceptional supervision arrangements ensure the safety and security of all students and staff who use the buses. The security present at entrances, and around the school, is very well-managed.
- The school grounds are used successfully to promote learning. The premises and facilities provide an excellent, stimulating, safe and secure learning environment, for all students and staff. Safe and healthy lifestyles are promoted productively within the curriculum.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- This school has an open and welcoming ethos, where all students are valued and appreciated. Relationships are mutually respectful and the expectation of positive behaviour and good manners are achieved across the school. Staff know their students well and want the best for them.
- Attendance monitoring procedures are efficient. Staff use the revised categories when identifying students of determination. However, students with gifts and talents are still under-represented across the school. Teachers do not always provide sufficient challenge for the higher achieving students.
- The revised IEPs are more efficient in supporting students of determination, with teachers using these more skilfully to differentiate learning in lessons. Career and university guidance are gradually being introduced into the middle and secondary phases.

### For Development:

- Improve the identification and support for students with gifts and talents across the school.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The leadership of inclusion has improved with the support of the principal and a governor with expertise in inclusion. The department's development is guided by an action plan and enhanced with external support from an inclusion champion from another school within the group.
- Students' learning needs are identified well through teacher referrals, assessments, checklists and lesson observations. Staff prepare detailed IEPs and needs using the revised categories. They prepare appropriate support in class, with individual or other interventions but have limited capacity to support students with more complex learning needs.
- Parents appreciate the support received from the school. They are involved in discussing their children's learning targets and benefit from workshops on addressing barriers to learning. Frequent communication through e-mails, telephone calls, meetings and a home-school diary ensure a collaborative approach to helping students to progress.
- The IEPs provide clear guidance for teachers and learning support assistants to support and modify the curriculum for students of determination in lessons. The strongest teachers meet students' learning needs well with effective differentiation strategies aligned with IEP targets. However, this is not a consistent feature across the school.
- With improved tracking, monitoring, reviews and detailed IEPs, students are now more involved in lessons. The result is that they are making better progress in achieving their academic targets and in their personal and social development.

### For Development:

- Improve students' progress by applying more effective differentiation strategies in all lessons.
- Improve the department's expertise in complex educational needs, including autism, to ensure students with these needs are supported more effectively.

## 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	Good

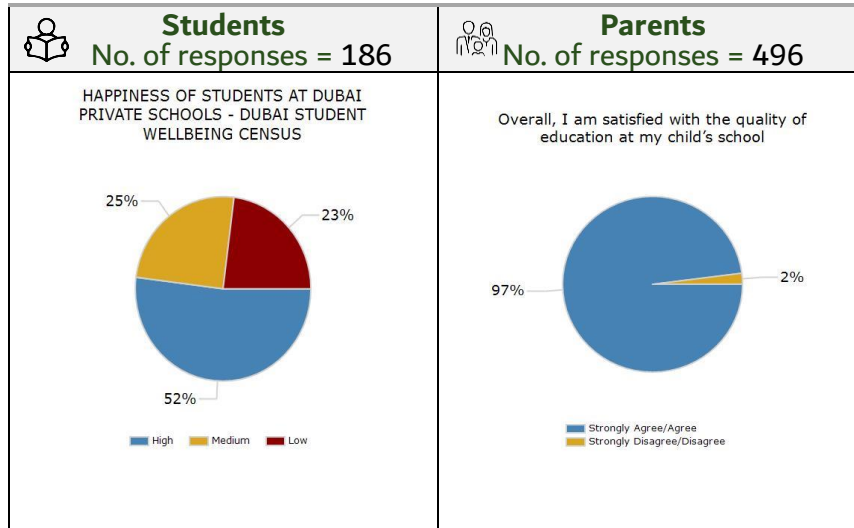
- The executive principal, principal and vice-principal provide strong, supportive and coherent leadership. Senior leaders have the capacity to continue to innovate and improve the school. The impact of middle leaders is varied as some are still developing their skills. Relationships and communication between leaders and teachers are strong. Leadership is shared well across the school. Leaders project an inclusive vision to provide a high-quality education underpinned by the CBSE framework and the UAE's National Priorities.
- The school's well-organised and systematic approach to self-evaluation has enabled it to improve since the last inspection. Senior and most middle leaders use attainment data carefully to monitor students' progress. They regularly check students' workbooks and the quality of lessons. These procedures provide the school with mostly accurate information on its performance. The well-structured action plans focus the efforts of staff on improving the school. However, these have not yet had sufficient time to improve achievement in Islamic education and Arabic.
- As a result of effective communication and reporting on students' academic, personal and social development, parents are effective partners in their children's learning. They are also consulted on school improvement priorities. The school's open approach to its stakeholders is evident by its policy of enabling parents to attend assemblies and observe lessons. The school is developing its links with the local community to enhance the curriculum and make learning more relevant.
- The governing board has had a very positive influence on the school. In addition to providing adequate funding, it has provided helpful, well-targeted support to assist the school in meeting last year's inspection recommendations. Its members bring considerable expertise to the school and include a parent, a performing arts specialist, and corporate members with expertise in inclusion and other areas of education. Governors know the school well and hold the principal to account very effectively for its performance.
- The school is well-managed. It has a flexible timetable which provides opportunities for alternative pathways and extra-curricular activities. The campus is a spacious and stimulating environment with extensive specialist sporting facilities, a performing arts centre and a design and technology centre. Most staff are suitably qualified, but there is a lack of expertise in providing for students with more complex learning needs. A wide range of professional development opportunities support the needs of teachers and managers.



### For Development:

- Develop the effectiveness of middle leaders and the impact they have on their areas of responsibilities.
- Improve the effectiveness of self-evaluation to enable students in Islamic education and Arabic make more rapid progress.
- Ensure all staff have the expertise and relevant qualifications to carry out their roles and responsibilities.

## Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <b>Students</b>	<ul style="list-style-type: none"> <li>The students who responded to the survey scored higher than the Dubai average on a number of measures. Students' levels of satisfaction, happiness, friendship, sleep patterns and optimism are in line with Dubai averages. Students' emotional engagement with teachers, and feeling safe at school, have improved this year. The inspection findings agree with the survey.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents who responded to the survey are satisfied with the quality of education provided by the school. They praise the school's leadership, teachers, and the safe environment of the school. They feel that their child works hard but a few have concerns about the possible negative influence of digital devices at school. The inspection found that parents are highly supportive of the school.</li> </ul>

## 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 [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)