



GEMS METROPOLE SCHOOL - AL WAHA

UK CURRICULUM

GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Emirates Road
	Opening year of School	2023
	Website	www.gemsmetropoleschool-alwaha.com
	Telephone	04 5266555
	Principal	Jeremy Hallum
	Principal - Date appointed	9/1/2023
	Language of Instruction	English
	Inspection Dates	09 to 13 February 2026





STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 16
	Grades or year groups	FS1 to Year 10
	Number of students on roll	2212
	Number of Emirati students	26
	Number of students of determination	332
	Largest nationality group of students	UK

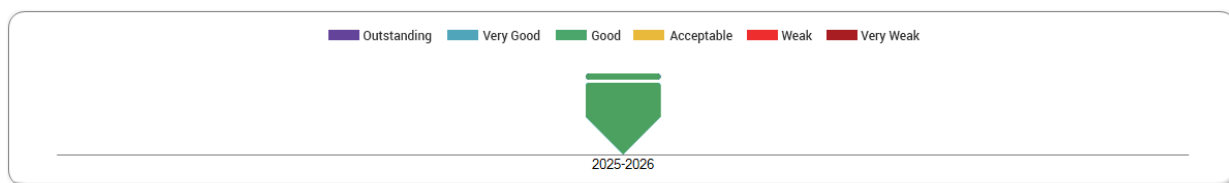
TEACHERS

	Number of teachers	145
	Largest nationality group of teachers	British
	Number of teaching assistants	61
	Teacher-student ratio	1:15
	Number of guidance counsellors	2
	Teacher turnover	19%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	iGCSE, iBTech
	Accreditation	BSME, AoBSO, Optimus SENDIA, Optimus WAS, Inclusion Quality Mark, BSO.

School Journey for GEMS METROPOLE SCHOOL - AL WAHA



Summary of Inspection Findings 2025-2026

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' attainment in the Foundation Stage (FS) is acceptable in English but good in mathematics and science. In Primary, students' attainment in English is acceptable and stronger in mathematics and science. In Islamic Education and Arabic students' achievement is generally acceptable although progress is good for Primary students. Secondary students attain good levels of achievement except in Islamic Education and Arabic, where achievement is acceptable.
- Across the school students demonstrate positive attitudes to learning and respond appropriately to feedback from their teachers. Students enjoy taking on leadership roles through wellbeing, sustainability and community initiatives, demonstrating a growing responsibility and contribution to school life. Most students demonstrate a strong appreciation of Islamic values. Students also engage in activities linked to recycling, food production and, the 'Sustainable Development Goals'.

PROVISION FOR LEARNERS

- In lessons, across the phases and subjects, teachers build positive relationships with students and demonstrate secure knowledge of their subjects. However, work is not always well matched to students' levels of ability, and the use of questioning to deepen students' thinking requires development. The overall quality of assessment systems is good and the procedures for the monitoring and tracking of students' progress are effective.
- The curriculum in all phases is interesting and motivates students. It is aligned to the requirements of the National Curriculum for England (NCfE) and meets the conditions of the Ministry of Education (MoE). Cross-curricular links are thoughtfully planned to help students transfer learning between different subject areas. Curricular links with UAE society are meaningful and help students to develop a clearer understanding of Emirati culture and values.
- Safeguarding policies and procedures are securely embedded across the school. The premises are accessible to all, and physical activity and wellbeing systems promote healthy lifestyles. Some aspects of school's safety reviews lack rigor. Students enjoy positive and trusting relationships with adults and one another. School counsellors provide appropriate academic and pastoral guidance. The support for students of determination is inconsistent.

LEADERSHIP AND
MANAGEMENT

- The principal and senior leaders set a well-defined strategic direction and vision for the school, which is shared by all members of the school's community. Leadership roles and responsibilities are clearly defined and delegated throughout the school. There are a variety of opportunities for all leaders to develop their skills further. Morale is positive throughout the school.

The best features of the school:

- The positive and respectful relationships between students and adults that support a nurturing and engaging learning environment.
- The understanding of Islamic values and Emirati culture across the school.
- Parents' support for leaders, teachers and staff and their desire to play a full role as partners in their children's education.
- Senior leaders' commitment to implementing the UAE National Agenda.
- The range of facilities and innovative spaces to support students' learning






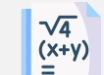

Key Recommendations:

- Raise attainment and progress in Islamic Education, Arabic and English to be at least good in all phases.
- Develop teachers' use of questioning to challenge and extend students' thinking and ensure that work in lessons is matched to their attainment levels.
- Ensure that the provision and support for students of determination is consistently applied across the school.
- Make certain that all reviews of safety procedures are robust, particularly in relation to outdoor learning facilities and spaces.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 English	Attainment	Acceptable	Acceptable	Good
	Progress	Good	Good	Good
 Mathematics	Attainment	Good	Good	Good
	Progress	Good	Good	Good
 Science	Attainment	Good	Good	Good
	Progress	Good	Good	Good
Learning skills		Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good
Social responsibility and innovation skills	Good	Good	Good

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good
Assessment	Good	Good	Good

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good
Curriculum adaptation	Good	Good	Good

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Good	Good	Good
Care and support	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	Good
Management, staffing, facilities and resources	Good

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

Focus Areas

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 :

A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Good

- The school has not yet been involved in any international assessments. Between 2024 and 2025, the school's results in external benchmark tests in English and mathematics improved from good to very good in Primary, and from acceptable to very good in Secondary. For science, the results improved to outstanding. The small number of Emirati students showed good levels of attainment in these tests.

C. Leadership: International and Emirati Achievement	Very good
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- The school's National Agenda Action Plan is well set out. It contains subject-specific objectives and ensuring a consistent team approach by the school. Senior leaders are systematically overseeing the school's preparation for upcoming international assessments. Subject leaders regularly use results from benchmark assessments to modify the curriculum in their areas. The progress of Emirati students is monitored closely, and they are supported effectively, for example by personal learning plans.

D. Teaching and Learning: Improving reading literacy	Whole school	Emirati cohort
	Good	Good

- Reading skills are at a good level in Primary and Secondary. On a whole-school basis, most students have reading literacy scores at, or above, the expected levels. Most teachers use data and reports from the New Group Reading Test (NGRT) and reading-age data to identify those students with difficulties in reading and literacy. Most teachers use a wide range of interventions to address the problems those students are experiencing and leading to improvements in reading literacy scores.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Enhance reading literacy skills to ensure more consistency across year groups, phases and groups of students.

Wellbeing

Overall, the quality of wellbeing provision and outcome is at a good level

- Leaders are fully committed to promoting wellbeing within the school's community. The wellbeing policy and practices provide clear guidance about its importance to the health, happiness and success for members of staff and students. It is yet to be fully embedded in all areas of the school. Leaders analyse and use data to monitor the success of wellbeing initiatives. As a result, the capacity to further improve is strong.
- Members of staff, students and their parents, benefit from regular communication from an approachable wellbeing leadership team. Students' wellbeing is strengthened through the pastoral curriculum and has resulted in notable improvements in students' behaviour. Staff training is regular but not always personalised to ensure a more consistent application of the wellbeing policy.
- The student council and wellbeing student leaders are becoming increasingly influential in developing wellbeing initiatives. Most teachers successfully foster a classroom climate where students are encouraged to be independent learners. This does not always extend to ensuring the needs of students of determination are fully identified and met.

For Development

- Improve staff training in wellbeing practices to ensure a more consistent application of the school's wellbeing policy.
- Ensure that the wellbeing needs of all groups of students are met.

UAE social studies and Moral Education

- Moral education and social studies are taught as two discrete subjects. The school follows the UAE's moral education and social studies programmes. The number of timetabled lessons students attend each week meet its requirements. Lessons are taught in English with social studies taught in Arabic.
- Teachers provide lessons that engage students in their learning and support the development of their knowledge and understanding. Lessons are focused on exploring values and on both historical and current global issues. Regular assessments take place. Progress is tracked and students' achievements are reported to parents.

Arabic in Early Years

- The school provide five 40-minute lessons per week in FS. Specialist early years teachers have developed a learning environment that includes Arabic displays and translated materials. Lesson planning has been reviewed, particularly to support Arabic learners and each classroom has an Arabic corner with a small selection of books and games. Teachers receive additional training on Arabic teaching strategies, and provision is monitored through learning walks and drop-ins.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Students' attainment is in line with curriculum standards across all grades. Students in Primary make stronger progress than those in Secondary. The achievement of non-Arabic students is slightly stronger than that of Arabic-speaking students.
- In Primary, most students demonstrate a clear knowledge of key Islamic concepts, including the Pillars of Islam, the Pillars of Faith, and an understanding of the importance of prayer. Secondary students display acceptable levels of knowledge and understanding about the concept of justice in Islam.
- The department has been working to develop students' understanding of the Seerah, covering major events and themes from the life of the Prophet (PBUH). However, it has been less successful in improving students' recitation and memorisation skills of the Holy Qur'an and, their knowledge and understanding of varied aspects of Islamic Education.

For Development:

- Improve students' Holy Qur'anic recitation and memorisation skills.
- Ensure that the Holy Quran, Hadith and Seerah are closely linked to all areas of learning of the subject.

Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable

- The scrutiny of students' work, lesson observations, and internal assessment data indicate that student achievement is broadly in line with curriculum expectations across both phases. Students in Secondary demonstrate stronger writing skills than those in Primary.
- Primary students are making expected levels of progress in developing foundational reading and writing skills, with most progressing to writing short paragraphs. In speaking, students' ability to use Standard Arabic remain limited. Their sentence structures and fluency in writing, are developing skills.
- Secondary students are beginning to write structured paragraphs and improve their skills in narrative writing. However, the accuracy of students' spelling and expression is not fully secure. In most lessons students can use formal Arabic in short sentences but they struggle to sustain dialogue using a varied range of vocabulary.

For Development:

- Improve students' speaking and writing skills.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable

- Students' achievement across both phases of the school is in line with curriculum expectations. Primary students are making more rapid progress across the four language skills than Secondary students.
- In Primary, students can respond to familiar questions about themselves and use short phrases related to their daily lives. They answer routine questions and understand simple instructions. While most students can compose short paragraphs using familiar vocabulary, their use of masculine and feminine forms are weaker.
- Secondary students are beginning to demonstrate more confidence in reading and writing using a limited range of familiar words and phrases. While most students with more years of study can produce extended written work, others new to learning Arabic are not provided with sufficient support to make expected progress with their reading skills.

For Development:

- Ensure that all students read as widely as possible.
- Provide students who are beginners of Arabic with more opportunities to practice newly learned vocabulary, so that they have the confidence to use it in speaking, reading and writing activities.

English

	Foundation Stage	Primary	Secondary
Attainment	Acceptable	Acceptable	Good
Progress	Good	Good	Good

- In FS, children's communication skills are developing well. The most recent external test data shows stronger levels of achievement in upper Primary and in Years 8 and 10 in Secondary. Overall, girls achieve higher outcomes than boys.
- Most students use an increasingly wide range of vocabulary. The phonics skills of younger students develop steadily. Students' reading scores in external benchmark tests are still variable. They are currently below expected levels in lower Primary and, in most year groups in Secondary.
- Following a recent learning focus across the phase, Primary students are now able to write in a wider range of styles. In Secondary, students' write with increasing fluency and skill. However, across both phases, the quality of students' spelling, punctuation and grammar is variable.

For Development:

- Close the achievement gap in student outcomes between boys and girls.
- Systematically improve students reading skills, including their higher-order reading skills, to accelerate their progress in reading.

Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- Students' attainment and progress overall are good across the school. Internal year-group analysis of the data for each phase highlights some differences. For example, attainment data in Primary is very good, but in Secondary it is good. When external data is applied these judgements are reversed.

- In FS, children make strong progress in number, understanding shapes, and using mathematical vocabulary. Upper Primary students can carry out two-stage operations and percentage calculations. Secondary students in Years 9 and 10 can factorise quadratic expressions. In all phases, problem-solving skills are less well-developed.
- Mathematics teachers have been working with some success to develop students' reasoning and problem-solving skills, and to close gaps in attainment between boys and girls.

For Development:

- Improve teaching to develop students' skills in reasoning and in solving multi-step problems.
- Address the differences in achievement of boys and girls where they exist

Science

	Foundation Stage	Primary	Secondary
Attainment	Good	Good	Good
Progress	Good	Good	Good

- The achievement of children and students across the school is good. In FS, children have moved from simple identification of familiar objects to explaining basic processes using scientific language. Primary and Secondary students have developed a clearer knowledge and understanding of the main areas of science and can communicate their ideas effectively.
- In the upper years of the school students' investigative skills and laboratory activities are underdeveloped compared to their knowledge and understanding. Opportunities for students to plan investigations, test their own hypotheses, and broaden the scope of their investigations are limited.
- Across the school students are being encouraged to develop a secure knowledge and understanding of scientific concepts and terminology. The learning of science is a vibrant part of the life of the school with students able to participate in programmes of extra-curricular activities that include scientific themes.

For Development:

- Ensure that there are regular opportunities for students to plan, carry out, record and evaluate scientific investigations across all phases.

Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Good	Good	Good

- Critical thinking skills are developing well across all phases and particularly in English, mathematics and science. Students can explain their reasoning and apply subject knowledge appropriately. However, their depth of analyses, and higher-order thinking skills, are not regular features in lessons.
- Most students can use digital technologies confidently for presentations, collaboration and accessing information. Its use to support enquiry, independent research and innovation is less reliable. In FS, children use manipulatives and outdoor learning experiences confidently, for instance, when exploring and applying new learning.
- In FS, children demonstrate increasing engagement and age-appropriate responsibility for their own learning. Primary students can describe their own strengths and areas for improvement when prompted. In Secondary, students are less coherent in articulating their learning goals and targets for improvement.

For Development:

- Create more opportunities for students to develop their independent enquiry, research and innovation skills.
- Ensure students, particularly in Secondary, clearly articulate their strengths and targets for learning.

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

	Foundation Stage	Primary	Secondary
Personal development	Good	Good	Good

- Across all phases students demonstrate positive attitudes to learning and respond appropriately to feedback from their teachers. A small minority are occasionally late to lessons during transitions. Students willingly take on roles of leadership, including in wellbeing, sustainability and community initiatives.
- Relationships are respectful overall. Older students support younger children in FS to help them to develop empathy and social responsibility. The occasional low-level disruption in a few lessons in Secondary affects the consistency of learning seen in the school.
- Student participation in sports, physical activity and wellbeing initiatives is increasing across the school with many engaging actively in house competitions, sports and extra-curricular clubs. Students enjoy a range of other activities, which help to support their growing awareness of healthy lifestyle choices.

	Foundation Stage	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good

- Across the school students demonstrate a strong appreciation of Islamic values and how they influence various aspects of life in the UAE. Most can discuss concepts such as, tolerance, generosity and respect. Some can explain how the UAE promotes equality and peaceful coexistence among people of different backgrounds.
- Students show a deep respect for the Emirati heritage and culture. Their appreciation is reflected in their enthusiastic participation in school activities and national celebrations, including the UAE's National Day and Martyr's Day.
- Students are knowledgeable about their own heritage and cultural backgrounds. They speak with knowledge and pride about the history, customs, and traditions of their home countries. However, their understanding of other world cultures is less well-developed.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Good	Good	Good

- Students across all phases take on leadership roles. In FS, children contribute through classroom responsibilities and forest routines. In Primary, students act as reading ambassadors, play leaders and house captains. Secondary students participate in councils and service initiatives that strengthen the school community.

- Most students develop a strong work ethic and are enhancing their innovation skills through participation in enrichment activities and enterprise competitions. Projects, with some initiated by students, encourage students to design solutions to an issue and to collaborate in teams.
- The school has prioritised sustainability and environmental awareness through outdoor learning, eco-clubs, and sustainability initiatives. Students engage in activities linked to recycling, food production and the 'Sustainable Development Goals'. This is helping students to demonstrate an understanding of responsible environmental choices within, and beyond, the school.

For Development:

- Improve students' punctuality between lessons and reduce the occasional low-level disruption in a few Secondary lessons.
- Enhance students' understanding and awareness of world cultures across the school.
- Increase opportunities for more students to initiate and lead projects independently.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Good	Good	Good

- Across all phases and subjects, teachers build positive relationships with their students. They demonstrate secure subject knowledge. In FS, teachers show a strong understanding of how young children learn through play and practical experience.
- Most teachers check students' knowledge in lessons but questioning to promote dialogue, and to deepen understanding, is less evident. A few lessons can be too teacher-directed, thus limiting opportunities for students to learn through inquiry, exploration and independent practice.
- Teachers' strategies to meet the needs of different groups of learners is a school focus for development. As a result, most groups of students are supported appropriately in lessons. However, there is not always enough challenge in lessons, especially for the higher attaining students.

	Foundation Stage	Primary	Secondary
Assessment	Good	Good	Good

- The overall quality of assessment is consistent across the phases. The school's systems are implemented well in most lessons. In a small minority of lessons, assessment information is not always used to ensure that all groups of students are challenged or supported.
- The school's procedures for monitoring and tracking the progress of each student are effective. They help staff to make a range efficient interventions to support most groups of students. An innovative feature of the school is its effective tracking of students' curiosity, confidence and leadership skills.
- The school's assessment procedures have been steadily developing and are now comprehensive. Most teachers give helpful oral and written feedback to their students. However, baseline measures of attainment levels of students of determination are not always accurate, which makes tracking their progress more challenging.

For Development:

- Improve the quality of teachers' questioning skills to promote extended dialogue and learning.
- Ensure consistency in the use of assessment information in lessons to provide challenge and promote progress, particularly for higher-attaining students.
- Improve the accuracy of baseline assessments for students of determination.

4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Good	Good	Good

- In all phases, the curriculum is varied and motivates students. It fulfils all curriculum requirements. The curriculum is planned so that learning builds progressively to ensure continuity and a sequenced transition from FS to Primary, and then to Secondary.
- Cross-curricular links are thoughtfully planned to help students transfer learning between different subjects. They also help to prepare students for the next steps in their education and careers. Links with external organisations provide valuable support for students to learn about initiatives elsewhere in the world.
- The curriculum is regularly reviewed and adjusted, ensuring that it meets most students' needs. An exceptionally wide range of choices for older students supports their future aspirations. A wide range of enrichment activities caters well for students' interests and, their abilities.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Good	Good	Good

- Teachers are becoming more skilled in modifying the curriculum to support the needs of different groups of students. Gaps in learning are identified, and effective support is provided to help most students make progress. Interventions and support planned for students of determination, are not always implemented consistently.
- Curricular links with the Emirati culture are meaningful and help students develop a clear understanding of the values and culture of the UAE. Students are involved in contributing to the school and wider communities, including support for local charities.
- Students have a range of opportunities to engage in activities that promote their personal and social development. Projects, clubs and competitions provide opportunities for the development of critical thinking, enterprise and innovation. However, these features are not always evident in all lessons.

For Development:

- Ensure interventions and support for students of determination are effectively delivered.
- Provide more opportunities for the development of critical thinking, enterprise and innovation in lessons.

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good

- Child protection and safeguarding procedures are securely embedded across the school. The safeguarding and welfare teams provide effective oversight through structured induction and systematic training. Wellbeing monitoring strengthens early identification of any need and students report that they feel safe in school and well-supported.
- The premises are accessible, with lifts, ramps and sensory spaces. The Hive provides targeted intervention and personalised provision for students with additional learning needs. Physical activity and wellbeing systems promote healthy lifestyles through a variety of opportunities and encourages systematic whole-school engagement.
- Health, safety and maintenance systems are organised and generally effective. However, minor inconsistencies in specialist risk assessments, temporary access controls and supervision in some outdoor areas indicate that operational assurance and review cycles still lack some rigor.

	Foundation Stage	Primary	Secondary
Care and support	Good	Good	Good

- Teachers know their students well and enjoy positive, trusting relationships based on mutual respect. Where necessary, students' behaviour is supported by positive behaviour management strategies. The management of attendance is effective.
- The school uses a range of assessments to identify the needs of students of determination. However, targets for improvement are not always based on prior attainment which presents difficulties when making accurate judgements about students' progress. Some modifications and support do not always match their learning and personal needs.
- There are secure assessment procedures to identify students with gifts and talents, and the school is successful in providing a wide range of engaging extension activities. School counsellors provide suitable academic and pastoral guidance to students. Systems for careers guidance are effective and continuing to develop.

For Development:

- Ensure that the regular review cycle of safety procedures is robust, maintaining a secure environment for all students, particularly in the outdoor learning facilities and spaces.
- Make sure that baseline data for students of determination is firmly established so that their progress can be tracked accurately.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- This inclusive school, as evidenced through the admissions process, is led with commitment and energy. Effective evaluation processes result in a good quality development plan. However, there is less monitoring of the effectiveness of the implementation plans.
- Inclusion staff and external specialists use a range of assessments to contribute to the identification process. This leads to the creation of personalised education plans which guide provision. Often, however, learning goals on the plans are not always measurable and do not allow students' academic progress to be assessed accurately.
- In discussion, parents describe support from members of staff as positive. They strongly favour the open communication systems and regular contacts the school has facilitated. These underpin the effective working partnerships which benefit their children's learning..
- Although students' key barriers to learning are identified, increased support and appropriate curricular and pastoral modifications are not always provided in practice. This is especially so for supporting those students with more complex learning needs.
- Most students of determination make gains in their academic and personal progress as a result of responsive teaching and leadership of the department. Systems for monitoring the work of the department are at a developmental stage, but students do show increasing resilience as they face both academic and personal challenges.

For Development:

- Ensure that the learning goals in student's individual learning plans are measurable so that their progress can be accurately assessed.
- Enhance support for students of determination by ensuring that appropriate support is provided in all lessons, particularly for those with more complex needs.

6. Leadership and management

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

- The principal and senior leaders set a clear strategic direction and promote a vision for the school, which is shared by the school's community. Leadership roles and responsibilities are delegated appropriately with a variety of opportunities for leaders to develop their skills further. The impact of leadership initiatives on students' outcomes, particularly at the middle leadership level, is currently uneven, although all show capacity for further improvement. Morale throughout the school, is positive.
- The school collects a wide range of internal and external student data which informs the comprehensive self-evaluation and development planning processes. School improvement planning and review at all levels are consistent and responsive, enabling leaders to respond to any teaching and learning needs which may emerge. The school knows its strengths and areas for improvement. The monitoring of lessons is systematic and mostly effective, with a focus on how teaching and learning impact on students' achievement.
- Parents are very supportive of their school and the positive and safe learning environment which it provides for their children. Communications with parents are regular and much appreciated. The school's reporting procedures are clear, informative and effective. Parents report that their views are valued, and they welcome the 'open-door' access to school leaders. The school has yet to form a representative parent association. Nevertheless, extensive local, national and international partnerships have been established.
- The Local Advisory Board (LAB) includes representation from a large majority of stakeholders and is committed to the personal, social and academic growth of all students at the school. Parents' views are captured through regular surveys, focus groups, and individual parent's feedback. The board has developed robust systems and processes to track and monitor the quality of the school's performance
- Most aspects of the day-to-day management of the school are efficiently organised and create a positive atmosphere for studying. Learning areas are of high quality, and effective use is made of most spaces. Members of staff are suitably qualified, and all benefit from regular professional development training, which is matched to the school's priorities.

For Development:

- Improve the evaluative skills of middle leaders to enhance their understanding of how teaching and assessment impact on student achievement.
- Consider establishing a representative parent association to formalise the relationship between parents and the school.

What happens next?

The school has been asked to prepare and submit an action plan to Quality Assurance and Compliance Agency within two months of receiving the inspection report. This should address:

- recommendations from QACA
- 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.

Quality Assurance and Compliance Agency

Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact qa.foundation&growth@khda.gov.ae