

INSPECTION REPORT

2022-2023



GEMS INTERNATIONAL SCHOOL AL KHAIL L.L.C

IB CURRICULUM

GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

Location	Al Khail
Opening year of School	2013
Website	www.gemsinternationalschool-alkhail.com
Telephone	97143396200
Principal	Simon James Herbert
Principal - Date appointed	8/1/2020
Language of Instruction	English
Inspection Dates	23 to 27 January 2023

STUDENTS

Gender of students	Boys and girls
Age range	4 to 18
Grades or year groups	KG 1 to Grade 12
Number of students on roll	1834
Number of Emirati students	27
Number of students of determination	261
Largest nationality group of students	Arab

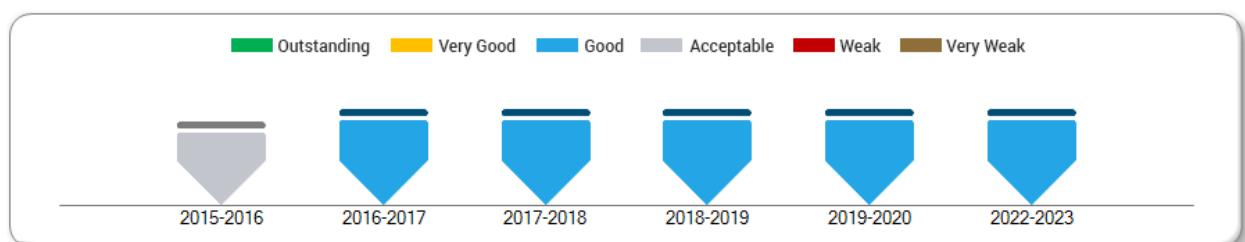
TEACHERS

Number of teachers	159
Largest nationality group of teachers	British
Number of teaching assistants	83
Teacher-student ratio	1:12
Number of guidance counsellors	3
Teacher turnover	22.8%

CURRICULUM

Educational Permit/ License	IB
Main Curriculum	IB
External Tests and Examinations	CP, DP
Accreditation	CIS, IB

School Journey for GEMS INTERNATIONAL SCHOOL AL KHAIL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students' have shown some improvement in Arabic language subjects. From Kindergarten (KG) onwards, children rapidly develop communication skills in Arabic and English. Writing remains the least developed literacy skill in all but the highest grades. Reading has improved. The understanding of number and shape are strong in KG. Older students have improved their investigation and problem-solving skills. Natural scientific curiosity in KG does not fully translate into independent practical research further up the school.
- Students display self-reliance and responsibility, especially in KG and PYP. They behave well and participate fully during lessons and in extra-curricular activities. They contribute to school improvement through the student council. Relationships are very positive, as is students' approach to a healthy lifestyle, and their knowledge of Islamic values and Emirati culture. They accept leadership and volunteering roles, although these are limited for younger children.

PROVISION FOR LEARNERS

- Teaching in KG is consistently strong in the classroom, but the use of free-flow activities outdoors is more variable. Positive relationships ensure that students display the ability to be a risk taker in their learning. The use of technology motivates students, but many lessons are too teacher led, especially in MYP. Teaching in Arabic as a first language has improved. The use of data for lesson planning has also improved. Higher achievers are not always adequately challenged.
- Cross-curricular links are strong in KG and PYP. More options and alternative pathways have been introduced in MYP and DP. The curriculum adheres to IB and Ministry of Education (MoE) regulations. The KG, PYP, and MYP programmes align successfully. Curriculum reviews and adaptations are driven by assessment data, most effectively in KG and PYP. Differentiation is inconsistent in MYP and DP.
- Safeguarding procedures are clearly understood by all. Members of staff receive wide-ranging training. Students have the confidence to seek help about welfare concerns. The environment is secure, well maintained, and hygienic. The supervision of students is robust. Students are in regular attendance but not always punctual at the start of lessons. The identification of students with additional learning needs is highly effective. Wellbeing has a high priority, supported effectively by counselling staff.

**LEADERSHIP AND
 MANAGEMENT**

- The Executive Leadership Team supports a vision of inclusion and wellbeing with ambition and aspiration, that is valued by parents. Improvement planning is systematic, but success criteria in PYP and National Agenda plans are unclear. Leadership has had a positive impact on teaching and learning in Islamic Education and Arabic. However, the monitoring of teaching by middle leaders is inconsistent. New pathways and partnerships benefit learning. The Local Advisory Board ensures that the school’s growth remains manageable and sustainable.

The Best Features of The School:

- The safe and well-resourced learning environment
- The harmonious relationships of the whole community, including teaching and administrative staff, students, and parents
- The way in which the leadership ensures that in a growing school everyone feels valued
- The prominence of wellbeing and inclusion and their impact on students’ outcomes
- The diverse curriculum pathways available to students not suited to the DP programme



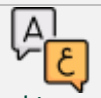



Key Recommendations:

- Improve teaching and learning in Arabic as a first language, particularly in MYP, by:
 - raising teachers' expectations.
 - increasing the use of Arabic and avoiding the over-use of English in lessons and
 - ensuring the consistency of teachers’ classroom management.
- Improve students’ achievement by ensuring that in all lessons:
 - learning is not overly teacher directed and students have more opportunities to take responsibility; and
 - work is more closely matched to students’ attainment levels and provides an appropriate level of challenge, particularly for the more able.

Overall School Performance

Good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable ↑	Weak	Acceptable ↑
	Progress	Not applicable	Acceptable	Weak ↓	Acceptable ↑
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Very good	Good	Good	Very good ↑
	Progress	Very good	Very good	Good	Good
 Mathematics	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 Science	Attainment	Very good	Very good	Good	Good
	Progress	Very good	Very good	Good	Good
Learning skills		Very good ↓	Very good	Good ↓	Very good

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Very good	Very good
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good	Good
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Good	Good	Good
Assessment	Very good	Good	Good	Very good ↑

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good ↑	Very good ↑
Curriculum adaptation	Very good	Very good	Good	Good

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Good	Very 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	Very 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.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	is approaching expectations.	is below expectations.

Students overall made better than expected progress over two cycles of the PISA and TIMSS benchmark assessments. Most Grade 8 students achieved above the targets set in both mathematics and science in TIMSS. Progress in mathematics, science and reading was in line with expectations in PISA. Over the two most recent MAP tests, progress was below expectations in all areas, except language use in MYP.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	meets expectations.	

Leaders at all levels understand benchmark reports and subject proficiency levels. They analyse the data and identify gaps in knowledge and skills. They align the curriculum closely to the US common core. Teachers regularly use benchmark type tests that require greater depth of thought from students. The National Agenda (NA) action plan is insufficiently focused upon NA priorities. The plan lacks detail of the action to be taken and of the success criteria. Action taken has not raised scores in benchmark tests.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations.	is approaching expectations.

An external reading assessment provides teachers with students' basic reading ages. The use of this information in planning lessons and working to improve scores is inconsistent. Critical thinking is promoted more effectively than independent learning skills.

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

For development:

- Ensure that improvement planning effectively addresses all NA priorities with specific success criteria.
- Ensure that teachers understand reading age assessments and use them effectively in planning lessons.

Wellbeing

The quality of wellbeing provision and outcome is at a **high level**.

- The school's clear vision for wellbeing recognises its importance to students and to staff. Although wellbeing practices are evident in school policies and considered when making plans for improvement, there is no specific policy to underpin the vision. The school uses a range of data from a variety of sources including students' views to monitor and inform its provision. This allows individual concerns to be dealt with promptly and any actions identified.
- The dedicated student support services team ensures that high-quality care, guidance and support is provided. This has a positive impact on the wellbeing of identified students. Leaders also prioritize adult wellbeing, for example through the 'My Health' program for staff, which includes social events and access to counselling. The views of students, parents, and staff are comprehensively considered using a variety of methods.
- Throughout the school community there is an awareness of everyone's responsibility to contribute to wellbeing. This is manifested in the house system and the student council. It is also embedded within the IB programmes. The school provides a wide range of activities to promote physical and emotional wellbeing, including the extra-curricular programme and a variety of health education topics. The school's wellbeing survey data show that most students feel safe and supported in their learning and wellbeing.

UAE Social studies and Moral Education

- UAE social studies and moral education is taught in English as an integrated course using the latest moral, social and cultural education framework. Where aspects of the course do not fully align, some stand-alone lessons are also taught to ensure full coverage of the curriculum. For KG, the school has produced a curriculum that is integrated within the units of Inquiry.
- In KG and PYP, students have one lesson of 40 minutes per week. Students in MYP have one 50-minute lesson per week. In DP, students have at least two integrated lessons of 45 minutes. Assessments take place at regular intervals. Attainment is tracked, recorded, and shared with parents.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑	Acceptable

- Students' achievement in PYP and the lower grades of MYP are slightly better than in DP. Girls progress more rapidly than boys. Students use success criteria well. Assessment procedures are rigorous.
- Students demonstrate understanding of Seerah, Hadeeth and Islamic etiquettes. They make good progress in Islamic morals and values through discussions of real-life situations, particularly in MYP. However, weaknesses in language skills impede the progress of Arab students.
- In each phase, teachers and students use technology well to research and link learning of The Holy Qur'an and Hadeeth to real-life practices. Students' recitation skills and their application of Tajweed rules are steadily developing, especially amongst non-Arab students.

For development:

- Improve memorization and recitation skills.
- Ensure that the quality of teaching is consistent in all phases.

Arabic as a first language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable ↑	Weak	Acceptable ↑
Progress	Not applicable	Acceptable	Weak ↓	Acceptable ↑

- Most PYP and DP students make the expected progress. Because teachers' expectations are too low, few achieve higher levels. Progress in the development of speaking, reading comprehension, and extended writing skills is slower in MYP. Although students develop an appropriate vocabulary, comprehension and writing skills are below expectations.
- The majority of MYP students use evidence to back up their written opinions, but only a minority can debate and express their views on literary texts with confidence using standard Arabic.
- The school has widened the range of teaching styles and resources to make Arabic more relevant to students' lives. However, the resources are not being used effectively enough to have a significant impact on students' achievement.

For Development:

- Encourage students to read a variety of Arabic literary texts outside school hours.
- Extend students’ responses both orally and in writing.

Arabic as an additional language

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable ↑	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- In both phases, most students make the expected progress. However, PYP students outperform MYP students because many MYP students have limited prior knowledge or understanding of Arabic. In some lessons, the level of challenge set by teachers is too low, which restricts students’ progress.
- Most PYP students understand the main points of a short passage and substitute words using their knowledge of grammar and vocabulary. While the majority of MYP students can respond appropriately to direct questions, their speaking and creative writing abilities are limited.
- Teachers have created a more stimulating learning environment and engage students through collaborative group activities. However, teachers’ expectations frequently remain too low to capitalize fully on students’ improved attitudes to learning.

For development:

- Increase the proportion of students reaching the expected reading levels.
- Improve the quality of students’ writing and ensure that there are regular opportunities for them to produce extended pieces of writing.

English

	KG	PYP	MYP	DP
Attainment	Very good	Good	Good	Very good ↑
Progress	Very good	Very good	Good	Good

- Children in KG rapidly develop their communication skills. They show a keen interest in books and can use phonic skills to decode simple words. Children’s writing skills are emerging but not yet secure. In DP students attain highly in internal and external examinations.
- Students in all phases develop spoken English skills well. Vocabulary expands and students express themselves with increasing confidence and precision. Writing remains the least developed literacy skill in all but the highest grade levels. Students have opportunities to write for different purposes, but less often at length.
- Since the previous inspection, there has been a greater focus on reading. Consequently, standards have improved for the majority. Nevertheless, too high a proportion of students are reading below the expected age-related levels.

- There are low numbers of Emirati students in each phase. School data indicate that too high a proportion of this group of students is not meeting expectations in reading and writing.

For development:

- Increase the proportion of students reaching the expected reading levels.
- Improve the quality of students' writing and ensure that they have regular opportunities to produce extended pieces of work.

Mathematics

	KG	PYP	MYP	DP
Attainment	Very good	Good	Good	Good
Progress	Very good	Good	Good	Good

- Children in KG successfully develop understanding of number and shape. Students in PYP improve inquiry and investigation skills, while students in MYP extend their understanding of algebra and trigonometry. Students following DP and CP courses develop knowledge of calculus and statistics.
- Critical thinking is a strength. Where students are given opportunities to apply problem-solving skills, they are generally successful. The more able students do not always receive sufficient opportunities to challenge themselves. The written work of MYP and DP students lacks organization to ensure clarity.
- Closer alignment of the mathematics programmes to Common Core State Standards, the new scheme in PYP and the new texts in MYP have contributed to improving achievement. Business Mathematics has allowed CP students, who might otherwise not continue with a mathematics course, to do so.
- The Emirati students generally obtain weaker internal PYP scores. They outperformed others in PYP benchmarking but underperformed in MYP and DP examinations. The progress of Emirati students varies in comparison with other students.

For development:

- Develop students' skills in writing organized solutions to multi-step problems.
- Ensure that, in all lessons, the more able students are provided with suitably challenging work.

Science

	KG	PYP	MYP	DP
Attainment	Very good	Very good	Good	Good
Progress	Very good	Very good	Good	Good

- In each phase students' attainment and progress are above curriculum expectations. A majority achieves beyond that. In KG and PYP a large majority achieves a higher level. The process of scientific inquiry begins in KG, where children ask questions about the natural environment.

- In MYP and DP, students' attainment is similar in physics, chemistry, and biology. Older students can calculate the productivity of reactions and solve complex genetics problems related to life outside school. However, independent practical research skills are not strong.
- Students in each phase perform less well than expected in external benchmark tests which require analytical skills and application of knowledge to unfamiliar situations.
- Emirati students show a similar pattern of attainment and progress to that of other students.

For development:

- Improve the performance of students in Grades 3 to 10 on international benchmark tests.
- Ensure that students in PYP and MYP develop extended practical research skills.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Very good ↓	Very good	Good ↓	Very good

- Children in KG are keen to learn new skills, but they have limited opportunities to apply recently acquired skills in the outdoor provision. In MYP, a lack of opportunity limits students' capacity to take responsibility for their own learning.
- Most students have positive attitudes to learning. They interact and collaborate well. In the early grades of MYP, some students' work ethic is less strong. During lessons in Islamic Education and Arabic as a first language, students work well individually, but collaborative learning is less effective.
- In science, students exploit every opportunity to develop research skills. Critical thinking features strongly in science, mathematics, and Islamic Education. Few students in any phase or subject develop innovation and enterprise skills, as they rarely have opportunities to acquire them.

For development:

- Ensure that children in KG can develop and apply their practical learning skills in the outdoor environment.
- Increase opportunities for students in all phases to take more responsibility for their own learning.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Very good	Very good

- Students in all phases demonstrate confidence in their own abilities, self-reliance, and responsibility as members of the school community, especially in KG and PYP. They participate well during lessons, and many engage in extra-curricular activities. Older students acknowledge the contribution of adults in their community during support staff appreciation week.
- Students' attitudes to school and towards others result in excellent behavior. They contribute to the daily running of the school and offer their ideas through the student council. Relationships between staff and students are positive. Students are very comfortable in seeking advice and guidance.
- The school community promotes and monitors healthy eating habits, for example through the 'My Health' initiative. An increased enrolment in sports and use of the fitness suite induction programme, indicate students' awareness of the importance of healthy lifestyles.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Good	Good	Good

- Students demonstrate a clear understanding and awareness of Islamic values and appreciation of their importance to life within the UAE. The awareness of Emirati culture is enhanced by engagement with the UAE ambassador initiative.
- Students have a clear understanding and appreciation of their own very varied cultures and can describe their food, festivals, and sports. They share these during Model United Nations discussions, mother tongue week and international days. They have a strong appreciation of the unique nature of Dubai as a fusion of many cultures.
- The school makes continuous efforts to improve students' awareness and knowledge of Islamic values. Events within the school, for example Islamic celebrations and Ramadan events, contribute to their appreciation of Islam.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Older students demonstrate a strong sense of community and social responsibility. They respond particularly well to opportunities to take on leadership and volunteering roles. However, these opportunities occur less frequently in KG and the lower PYP grades.

- Students in all phases display a positive work ethic. In KG, students are innovative and active learners. Innovation and enterprise skills are a feature of some students in DP but are only beginning to develop in PYP and MYP.
- Most students take a keen interest in caring for the environment. The kindness campaign is dedicated to being kind to the environment. Messages are relayed throughout the school regarding sustainability and protecting the environment.

For development:

- Ensure that all students, but especially those in KG and PYP, are able to adopt leadership and voluntary roles at an appropriate level.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Good	Good	Good

- Teaching in KG is of a consistently high standard. Teachers create positive, active learning in the indoor environments. They clearly understand that young children learn through play to deepen and consolidate their understanding.
- Positive teacher-student interactions ensure supportive learning environments. The effective use of technology and skilfully selected resources motivate students. In each phase, but particularly in MYP, teaching is often too heavily directed, rather than enabling students to take responsibility for their own learning.
- Teaching in Arabic as a first language has improved. Also improved is teachers’ use of data in lesson planning. However, learning activities are not always sufficiently challenging for higher achieving students, and teachers’ questioning is not probing enough to stretch them.

	KG	PYP	MYP	DP
Assessment	Very good	Good	Good	Very good ↑

- Assessment is more established in KG and DP because of very effective daily assessments and feedback to students. A strong focus on IB assessment and the use of IB-provided assessment tasks ensures the rigour and validity of evaluations of older students’ progress and attainment.
- Assessment in MoE subjects is more valid and rigorous, as the departments adopt the processes used across the school. Assessments are now linked more closely with MoE expectations. This ensures that students have a better understanding of how to improve their work.
- Students in all phases are increasingly involved in the assessment of themselves and other students. This is most effective when students use well-designed rubrics to structure and then

assess their work, including the identification of areas for improvement. This is more common in the upper grades.

For development:

- Improve the consistency of differentiated work in lessons, especially for higher-achieving students.
- Provide more opportunities for students to learn independently in lessons.
- Increase the consistency in the use of rubrics for students' self-assessment.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good ↑	Very good ↑

- Cross-curricular links are most effectively made in KG and PYP. Option choices in upper MYP and in DP have been extended. Additional pathways have been added in MYP through the Tareeqi Program, and in DP with the careers-related programme.
- In all phases, programmes adhere to IB and MoE regulations. Closer alignment of the KG, PYP and MYP programmes to Common Core State Standards ensures units are age appropriate. Continuity, progression, and transitions are well managed and smooth students' progress through the school.
- Curriculum reviews are driven by internal and external assessment data. Recent reviews have closed gaps, removed duplication, and aligned vocabulary and terminology. Coordinators, heads of department and year leaders meet regularly to ensure that curriculum planning is effective.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good	Very good	Good	Good

- The curriculum is most effectively adapted to meet students' needs in KG and PYP. In MYP and DP, planning and then employing differentiated tasks in lessons is more inconsistent. From KG to MYP, some lessons do not provide sufficient challenge for the most able.
- The rich curriculum, with extensive course selections in higher grades, provides opportunities for most students to explore their interests. A broad range of extra-curricular activities is offered. However, the participation rate is disappointing.
- The Tareeqi and careers-related programmes have significantly improved opportunities for students who do not find the MYP or DP appropriate. Strong Emirati culture and UAE society

links are found in the KG and PYP curricula. Further links are exploited across the school through the MSC courses.

- Children in KG have three Arabic lessons, amounting to a total of 120 minutes of teaching per week.

For development:

- Ensure that suitably challenging work is planned for the more able students during all lessons.
- Ensure that the curriculum is adapted consistently so that work in lessons is more closely matched to students' needs.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Effective procedures for safeguarding, including child protection, are shared with all staff, parents, and students. Staff receive wide-ranging training to ensure students' safety, including online safety. Almost all students have the confidence to ask for help should a welfare concern arise.
- The school environment is secure, safe, and hygienic. The buildings are extremely well maintained. Supervision of students, including on school transport, is very effective. General safety checks are regular and rigorous. The school has taken measures to alleviate traffic issues at the start and end of the school day.
- The importance of a healthy lifestyle is strongly promoted by the clinic and by physical education staff, as part of their student support service. The school provides education on issues such as obesity. Help is given with a wide range of diet and exercise programmes.

	KG	PYP	MYP	DP
Care and support	Very good	Very good	Good	Very good

- Staff-student relationships are very positive. Behaviour is managed successfully with only a few exceptions in MYP. Students are respected as individuals, helping to raise their self-esteem. Attendance is promoted well, but some students do not arrive on time for lessons.
- Highly-effective systems are in place for identifying students of determination and those with gifts and talents. Extensive support, based on individual plans and targets, is put in place to help these students to optimize their personal and academic progress

- Senior leaders promote wellbeing successfully. Supported by very effective personal counselling, this contributes to the positive atmosphere. Academic and career guidance is well structured, especially in DP and upper MYP. This helps to engage parents and to guide students on appropriate pathways towards their future careers.

For development:

- Establish ways to improve the punctuality of all students arriving at lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and the inclusion team promote a clear vision of an inclusive school which welcomes all and enrolls students with a wide range of additional needs. The improvement plan has measurable actions with which to enhance provision for students of determination.
- The school has effective procedures, including diagnostic assessments, to identify students of determination. Appropriate interventions are identified in comprehensive individual education plans, included in lesson plans, and implemented during lessons.
- Parents are very enthusiastic about the support provided for their children and their involvement in individual support plans. They are delighted with the regular communication and the reports which they receive, both formally and informally. They feel well informed about their children's progress.
- Learning support assistants are generally deployed effectively by teachers. However, sometimes they do not allow students sufficient independence and this acts as a barrier to students' development. Planning identifies individualized modifications to support personal, social, and communication skills.
- Most students of determination make good progress from their starting points towards their academic and personal goals. The school is very successful in promoting students' confidence and self-esteem. Consequently, students have positive attitudes towards learning, which underpins their success.

For development:

- Ensure that adult support is such that it encourages students of determination to develop as independent learners.

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	Very good

- The Executive Leadership Team exercises collective responsibility for the vision of the school under the direction of an inspiring principal. Their vision of an inclusive school is shared at all levels. It combines a strong sense of universal wellbeing, but with ambition and aspiration for individuals. There is a shared responsibility for more widespread improvement in students' achievement. Executive leaders acknowledge this as a priority for the school to become a premium IB setting.
- In response to the previous inspection report, improvement planning is more systematic, identifying five key priorities with more measurable outcomes. However, success criteria in PYP and National Agenda planning are not sufficiently clear. Some shortfalls in Arabic have been addressed There is improvement in teaching quality in Islamic Education. There is an increased sharing of best practice through lesson observations. Data analysis is having an impact but is not integrated fully with the formal monitoring of teaching by middle leaders.
- Parents are aware of the five key improvement priorities. They value the inclusive community and appreciate the support of teachers and leaders to find individual pathways for their children. They receive regular reports of their children's progress and can access their work online. Parents are active partners in their children's learning. The school is re-establishing national and international links. New partnerships benefit learning and enhance students' higher education, community service and employment opportunities.
- Members of the Local Advisory Board are partners in ensuring that the school's growth remains manageable and sustainable. Corporate governors and parent members are equally responsible for challenge and support. They view as essential the provision of a range of pathways to meet the aspirations and ambitions of individuals. The Board monitors outcomes, inclusion, safeguarding, and wellbeing during meetings, but is less proactive in engaging directly with middle leaders.
- The day-to-day management of the school is very well organized. The training of all teachers to IB standards is ongoing. The range of literature in the libraries reflects students' home languages and interests. While the building has some capacity for growth, the limits of the site for outdoor space is leading to creative development upwards. Learning is enhanced by new facilities supporting inclusion, robotics, aviation, aeronautics, and space. However, the KG outdoor space is not used effectively for learning.

For development:

- Increase the role of middle leaders in improving the quality of teaching and learning and in increasing attainment and progress.
 - Ensure that all sections of the school have clear and precise criteria to measure the success of their improvement plans.
-

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 QA.Schools@khda.gov.ae