

# Inspection Report



## GEMS World Academy

2014-2015



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

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## School information



### General information

Location	Al Barsha
Type of school	Private
Opening year of school	2008
Website	www.gemsworldacademy-dubai.com
Telephone	04-3736373
Address	Al Barsha South, Dubai
Principal	Jason McBride
Language of instruction	English
Inspection dates	9 <sup>th</sup> - 12 <sup>th</sup> March 2015



### Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Pre K - Grade 12
Number of students on roll	2034
Number of children in Pre-K	49
Number of Emirati students	18
Number of students with SEN	36
Largest nationality group of students	American



### Teachers / Support staff

Number of teachers	172
Largest nationality group of teachers	American
Number of teacher assistants	76
Teacher-student ratio	1:12
Number of guidance counsellors	6
Teacher turnover	26%



### Curriculum

Educational Permit	IB
Main Curriculum / Other	IBDP, MYP, PYP/ MoE
Standardised tests / board exams	MAP, PSAT, CEM, IB
Accreditation	IBO / CIS



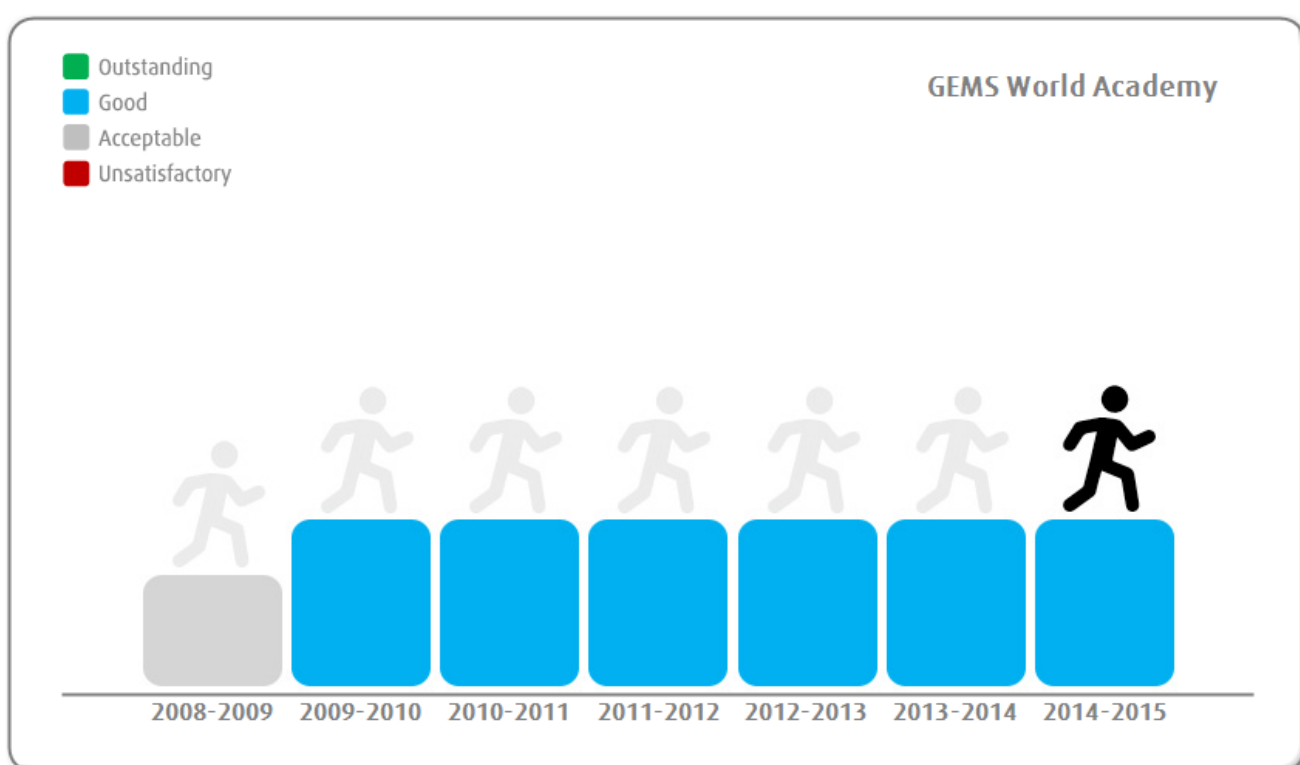




Dear Parents,

GEMS World Academy was inspected by DSIB from 9<sup>th</sup> - 12<sup>th</sup> March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- In the Kindergarten, children's attainment and progress in English, mathematics and science remained outstanding.
- In the primary years programme (PYP), students reached outstanding levels of attainment and made rapid progress in English, mathematics and science.
- Through learning from an enriched curriculum, students' reached outstanding levels in personal, community and environmental responsibility.
- There were outstanding arrangements for students' health and safety and for their guidance and support.
- There were outstanding links with the community and with parents who fully appreciated the school's outstanding facilities and resources.

### Areas for improvement

- In Islamic Education and Arabic, raise students' attainment and improve their progress by strengthening leadership, increasing teaching quality, revising the curriculum and improving the accuracy of assessment.
- In the middle years programme (MYP) and the diploma programme (DP), improve students' progress further in English, mathematics and science by keeping closer checks on progress and routinely setting more challenging work.
- Make best use of individual education plans in all lessons for the lower attaining students and those with special educational needs in all phases of the school, except in the Kindergarten where practice was already very good.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau**  
**Knowledge and Human Development Authority**

## A closer look at GEMS World Academy



### How well does the school perform overall?

Overall, GEMS World Academy provided a '**Good**' quality of education for its students.







- Students' attainment and progress were good or outstanding in English, mathematics and science throughout the school. Their attainment and progress were mostly acceptable in Islamic Education and Arabic languages. Students were keen to learn and to solve problems together.
- Students' personal and social development was a significant strength of the school. They took an active interest in developing the school community and helping to solve environmental problems.
- Teaching methods were suitably varied and teachers had secure knowledge in most subjects. Teachers generally engaged their students' interest and enthusiasm and encouraged them to work productively together and independently. The teachers of older students did not always challenge them sufficiently.
- In most subjects, the very well planned curriculum provided students with exciting learning opportunities. It encouraged them to link their learning in school to the world outside their classrooms. Sometimes, the curriculum was not modified sufficiently to help low attaining students and those with special educational needs.
- The school was a safe place in which to learn. There was outstanding attention paid to health and safety arrangements. Students were very well looked after and received well-judged guidance.
- All aspects of leadership and management were at least good and supported the school's improvement.



### How well does the school provide for students with special educational needs?

- Students with special educational needs made good progress, especially when teachers understood their students' specific learning requirements as outlined in the individual education plans.
- The school enrolled students with diverse learning needs and disabilities. Previous school records and other information, such as medical histories, were considered before decisions were made to admit such students.
- In the diploma programme, accommodations were permitted after parents provided a psycho-educational report on their children. In the other phases, modifying the content of the curriculum was a challenge for the majority of teachers and practice was inconsistent.

## 1. How good are the students' attainment, progress and learning skills?





		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not Applicable	Good	Acceptable ↑	Acceptable ↑
	Progress	Not Applicable	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Unsatisfactory ↓
	Progress	Not Applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
 English	Attainment	Outstanding	Outstanding	Good	Good
	Progress	Outstanding	Outstanding	Good	Good
 Mathematics	Attainment	Outstanding	Outstanding ↑	Good	Good
	Progress	Outstanding	Outstanding ↑	Good	Good
 Science	Attainment	Outstanding	Outstanding	Good	Good
	Progress	Outstanding	Outstanding	Good	Good
		KG	PYP	MYP	DP
Learning skills		Outstanding	Outstanding ↑	Good	Good

↑ Improved from last inspection



↓ Declined from last inspection



## 2. How good is the students' personal and social development?

	KG	PYP	MYP	DP
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding 	Good	Good	Good
Community and environmental responsibility	Outstanding	Outstanding 	Outstanding 	Outstanding 

## 3. How good are teaching and assessment?

	KG	PYP	MYP	DP
Teaching for effective learning	Outstanding	Outstanding 	Good	Good
Assessment	Outstanding	Outstanding 	Good	Good

## 4. How well does the curriculum meet the educational needs of all students?

	KG	PYP	MYP	DP
Curriculum quality	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Good	Good	Good

## 5. How well does the school protect and support students?

	KG	PYP	MYP	DP
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding

## 6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Good
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Outstanding



## Overall school judgement

Good

## Key strengths


- The provision for children in Kindergarten was outstanding. It enabled them to make outstanding progress and reach very high standards.
- There were outstanding attainment and progress by students in English, mathematics and science in the primary years programme (PYP).
- The students' outstanding personal development and community and environmental responsibility, derived from an enriched curriculum.
- There were outstanding arrangements for students' health and safety and for their guidance and support.
- The school had outstanding links with the community and with parents, who fully appreciated the school's outstanding staffing, facilities and resources.


## Changes since the last inspection

- The number of students on the roll had increased.
- In Islamic Education, students' attainment had improved to become acceptable in the MYP and DP. Their attainment and progress in learning mathematics had improved to outstanding in the PYP, but in DP, their attainment in Arabic as a first language had declined to become unsatisfactory.
- Students' learning skills had improved to be outstanding in the PYP.
- Children's understanding of Islamic values and awareness of Emirati and world cultures had improved to become outstanding in the Kindergarten.
- Students' community and environmental responsibility was outstanding throughout the school.
- The quality of teaching and the assessment of learning had improved to outstanding in the PYP.

## Recommendations

- Raise students' attainment and improve their progress in Islamic Education and Arabic languages by significantly strengthening leadership of these subjects, improving the teaching quality, revising the curriculum and improving the accuracy of assessment.
- Improve students' progress further in English, mathematics and science in the MYP and DP by tracking students' progress more closely and routinely setting more challenging work for students.
- Modify the curriculum more carefully for the lower attaining students and those with special educational needs in all phases following Kindergarten.



 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning skills?

Kindergarten		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In English, most children achieved above grade level expectations when answering questions, using content-specific vocabulary and during oral presentations. They made outstanding progress in reading and comprehension. Most children had an excellent ability to answer inferential and literal questions based on the content of their lessons.
- In mathematics, most children could identify and group two dimensional and three dimensional shapes. They could describe and create patterns, interpret simple graphs and estimate and compare the sizes and weights of everyday objects. Number recognition skills were highly developed and children made effective use of different resources to explore these concepts.
- Most children were familiar with simple scientific vocabulary. They could predict and draw simple conclusions from hands-on experiments, such as floating and sinking objects. Their observational skills were highly developed and most children could gather information using a variety of tools. They made connections between the environment and human behaviour when discussing pollution


Primary Years Programme		
Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable	Good
Arabic as an Additional Language	Acceptable	Good
English	Outstanding	Outstanding
Mathematics	Outstanding 	Outstanding 
Science	Outstanding	Outstanding

- In Islamic Education, most students could identify and explain the importance of being a good Muslim. Students had clear understanding of Islamic etiquette, values and morals. Most students could explain the Pillars of Islam clearly. The progress of the majority of students in understanding the Pillars of Islam was good. A majority of the older PYP students could explain how Islam had influenced their lives.
- In Arabic as a first language, most students had acceptable listening and speaking skills. Their independent reading skills were limited to pre-learned words, phrases and sentences. Students' writing skills were least well developed. However, from low starting points, this level of attainment showed that the students had made good progress.



- Students of Arabic as an additional language could read and understand spoken and written phrases. They could pronounce most of them accurately and read with adequate fluency. However, their writing skills were comparatively underdeveloped. This overall level of attainment represented good progress from their starting points.
- In English, students' reading skills were well above the curriculum expectations. Well-developed comprehension skills enabled most students to extract information from texts. The effective use of paragraphs in their written work provided clear structures for the organisation and sequencing of ideas. Students listened carefully to their teachers and fellow students, responding clearly and thoughtfully. Students' abilities to share ideas underpinned the rapid progress being made in the development of their language skills.
- In mathematics, most students developed numerical skills above the expected levels. They counted and applied orders of operations. They used long division and demonstrated advanced understanding of geometrical shapes. Their rich vocabulary and well developed language skills effectively supported their progress in solving problems.
- In science, students had developed age-appropriate skills and knowledge very rapidly. Most had progressed beyond them. Over time, most students developed outstanding practical skills. Students could solve problems and engage in critical thinking. They could make strong connections between their work in science classes and the real world.



### Middle Years Programme

Subjects	Attainment	Progress
Islamic Education	Acceptable 	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good


- In Islamic Education, almost all students knew the key principles of Islamic faith and worship in line with expectations. Most students could identify and explain the six Pillars of Islam. They could explain the chapters of the Holy Qur'an to acceptable levels and link their understanding of concepts and morals to the Islamic sources. Most students made good progress in understanding the moral guidance of Islam, but made slower progress in their recitation skills.
- In Arabic as a first language, most students demonstrated secure listening and speaking skills in response to teachers' questions. The majority of students had the expected skill levels when reading a range of Arabic texts. Writing was the least developed skill and was characterised by mistakes in spelling, grammar and word choices.
- In Arabic as an additional language, most students had acceptable listening and speaking skills. They understood classroom instructions and could form simple sentences following a model. Students' writing skills were generally weak.
- In English, most students could read aloud with expression to engage the listener. Their comprehension skills were sufficiently well developed to infer meanings beyond the literal. Most students could write with intended purpose, audience and desired effects in mind. The spelling, punctuation and grammar of most students were accurate. Their speaking and listening skills were sufficiently well developed to enable them to explore current issues creatively.

- In mathematics, the majority of students attained above the curriculum expectations. They applied their knowledge to problem solving, for example, when investigating the construction of the Sydney Harbour Bridge. Students made slower progress developing their skills in advanced algebra and their understanding of functions. The majority made good progress in developing their investigative skills.
- In science, most students were developing good understanding of the scientific method. They applied their scientific learning to real life examples using highly creative contexts. Their problem solving, investigation, research and critical thinking skills were well developed.

### Diploma Programme


Subjects	Attainment	Progress
Islamic Education	Acceptable 	Acceptable
Arabic as a First Language	Unsatisfactory 	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, almost all students knew the key principles of Islamic faith and worship in line with expectations. Most could identify and explain the six Pillars of Faith in Islam and also explain the relevant chapters of the Holy Qur'an to acceptable levels. Their linking of concepts and morals to Islamic sources was of age appropriate quality. Their progress in understanding chapters of the Holy Qur'an was acceptable, as it was in developing recitation skills.
- In Arabic as first language, students' skill levels in listening, speaking, reading and writing were below those expected. Most lacked confidence in expressing their ideas and opinions in formal Arabic. Their writing lacked accuracy and creativity. Assessment information indicated that most students made acceptable progress in relation to their starting points.
- In English, the majority of students' literary analysis skills were well above the curriculum expectations. They analysed novels and explained the motives of different characters and their contributions to the plot. They explained the use and intended effects of different literary features. They wrote concisely, logically and persuasively on complex subjects using correct grammar and syntax. The good speaking and listening skills of almost all students enabled them to participate in discussions and explore issues deeply.
- In mathematics, the majority of students attained above the curriculum expectations. They developed advanced skills in trigonometry and calculus, and applied their knowledge to a variety of complex real world problems. Students made good progress during independent research and in developing their analytic thinking skills.
- Students' attainment was good in science. Their higher level thinking and research skills were well developed. Students confidently designed, planned and conducted investigations and then used detailed data analysis to form valid conclusions. The majority of students made better than expected progress in developing good scientific skills, knowledge and understanding.

	KG	PYP	MYP	DP
<b>Learning skills</b>	Outstanding	Outstanding 	Good	Good
<ul style="list-style-type: none"> <li>Most students were highly motivated and keen to learn. They were fully engaged and, when given the opportunities, were able to rise to new challenges. They readily took responsibility for their own learning.</li> <li>Students in the Kindergarten and the PYP were enthusiastic and responsive independent learners. They collaborated well and displayed a mature approach to learning that was beyond their ages.</li> <li>Students worked very effectively in pairs and small groups. They shared ideas and listened respectfully to the views of others. Most students could make connections with the real world, particularly when making personal responses to moral and social issues.</li> <li>The development of strong enquiry and critical thinking skills was evident in the Kindergarten and the PYP, but the development of these skills was less consistent in the MYP and DP. Students showed considerable proficiency in their abilities to find things out for themselves. From an early age they were very competent in the use of information technology as a tool to support learning and to carry out research.</li> </ul>				

## 2. How good is the students' personal and social development?

	KG	PYP	MYP	DP
<b>Personal responsibility</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students had highly positive and responsible attitudes towards learning and were mostly determined to work hard and succeed. They were always eager to learn, reflect and refine their work. These positive and responsible attitudes made a strong contribution to the school's smooth running and also to students' academic progress.</li> <li>Students were self-disciplined. They were remarkably respectful of one another.</li> <li>Positive relationships among students and with their teachers contributed to the effectiveness of lessons and the daily life of the school.</li> <li>Students made good choices with regard to healthy eating and exercise and they were enthusiastic and inquisitive when learning about health.</li> <li>Attendance at the school was acceptable. Almost all students understood the link between attendance and success at school.</li> </ul>				

	KG	PYP	MYP	DP
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Outstanding 	Good	Good	Good
<ul style="list-style-type: none"> <li>Children in the Kindergarten had a very well developed grasp of good social behaviour and responsibility for oneself and others. Older students could explain some of the values of Islam and how they are echoed in the various celebrations, food, dress code, and habits. The MYP and DP students showed adequate understanding of Islam as a religion.</li> <li>Students could identify the distinctive features of the UAE. They were aware of the rapid growth that has taken place in Dubai over the past decades and the challenges that this posed for the future. Students knew about the features of Dubai and what made this city distinctive.</li> <li>Students had good knowledge and understanding of their own and others' cultures; Kindergarten children's knowledge was outstanding. They could make comparisons between different cultures and appreciated the diverse society of Dubai</li> </ul>				

	KG	PYP	MYP	DP
<b>Community and environmental responsibility</b>	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑


- Children in the Kindergarten had a strong sense of their responsibilities within their classes and the school. Older students were highly and proactively involved in their community at local as well as international levels. They understood what actions needed to be taken to support charity causes in communities in need.
- Most students, especially those in the MYP and the DP, were resourceful and creative. They initiated activities and projects that were of great value to others and raised extensive funds for charitable purposes. They understood that creativity, determination, perseverance and reflection were all ways to success.
- Students were acutely aware of and proactive when conducting initiatives for environmental preservation and protection. They cleaned beaches, renegotiated a more environmentally friendly recycling contract and sought technological solutions to everyday issues.

### 3. How good are teaching and assessment?

	KG	PYP	MYP	DP
<b>Teaching for effective learning</b>	Outstanding	Outstanding ↑	Good	Good

- Most teachers made very effective use of their strong subject knowledge to plan work that motivated and engaged students' interests. Teachers in the Kindergarten had excellent understanding of how young children learn; all areas of learning were covered. A strong emphasis upon early reading, writing and mathematics gave children very good foundations for further learning.
- In the most effective lessons, teachers made very good use of assessment information to plan work that was closely matched to students' ability levels. Probing questions were used to challenge and extend students' thinking. In a few lessons in the MYP, there was too much focus on teaching to the middle ability students; higher attaining students were not sufficiently challenged.
- Very effective class management, based on excellent relationships between adults and students, was a feature of almost all lessons. High expectations and well understood routines ensured that learning moved at a good pace. However, in a few lessons in the MYP and DP, teachers' expectations of students' progress were too low.
- A suitable mix of individual, small group and whole class learning provided variety. It enabled students to share ideas and learn from each other as well as from their teachers. Ongoing checks of students' progress in lessons enabled difficulties to be identified and misunderstandings clarified; learning continued at a fast pace.
- In the Kindergarten, PYP and DP, teachers provided many opportunities for the promotion of critical thinking skills and independent learning. However, there was inconsistency in the development of these skills in the MYP classes.
- In Arabic as a first language, the majority of teachers had adequate subject knowledge but their understanding of how students learn was inconsistent across all phases of the school. Most lesson plans showed lesson objectives (what students will do in the lesson), but not the expected students' outcomes (what students will learn as a result of what they do). There was insufficient focus on meeting the needs of all learners where a narrow range of teaching strategies was used. Challenge and differentiations were not seen in enough lessons. Limited effective use was made of ICT by students to support learning.



	KG	PYP	MYP	DP
<b>Assessment</b>	Outstanding	Outstanding 	Good	Good
<ul style="list-style-type: none"> <li>The school carried out regular assessments of students' progress and attainment. Assessment information was linked to the curriculum expectations. New initiatives were introduced to improve the process of recording and validating the data. Assessments were consistently moderated across each subject and between the phases.</li> <li>The school used the annual DP examinations, together with international assessments such as Measures of Academic Progress, for benchmarking and diagnostic purposes. Internal assessments of learning in the MYP and DP were moderated. However, the interpretation of the assessment criteria in MYP was inconsistent across different subjects.</li> <li>Information from the assessment outcomes was recorded, compared and analysed to monitor students' progress and identify areas for intervention. The school introduced a range of new initiatives and tools to make this process more effective. The presentation of data, the accuracy of its interpretation and the consistency of tracking required further development across all phases.</li> <li>Most teachers in the Kindergarten and the PYP regularly used assessment data to plan lessons and identify strategies to match tasks to their students' abilities. However, in the other two phases, the use of assessment information to ensure appropriate levels of challenge for students was inconsistent.</li> <li>Teachers had good knowledge of their students' strengths and weaknesses. Students received constructive, verbal comments on their work and some written comments on how to improve it. There were outstanding practices of ongoing assessment, for example in art, music and design technology and in the Kindergarten across all subjects but the quality of marking, goal setting and follow-up was inconsistent across other phases.</li> </ul>				

#### 4. How well does the curriculum meet the educational needs of all students?

	KG	PYP	MYP	DP
<b>Curriculum quality</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The curriculum had a clear rationale and was well balanced in terms of time allocation, subject breadth and choice. In all phases it focused on the development of both knowledge and skills to deepen students' understanding.</li> <li>Progression across grades and phases was very well managed to ensure consistency of learning.</li> <li>The curriculum was enriched and innovative, often providing substantial challenge in the learning.</li> <li>Clear and interesting cross-curricular links were built into the curriculum, helping students to develop greater coherence and enabling them to deepen their understanding. The delivery of the curriculum provided opportunities in all subjects for creative and critical thinking, research and independent learning.</li> <li>Review of the curriculum was a dynamic and ongoing process. It involved regular and systematic input from teachers and senior staff members to ensure that it met students' learning needs.</li> <li>In Arabic as a first language, the curriculum was based on the UAE Ministry of Education requirements. Arabic as the first language enhanced the largely textbook-based curriculum. The use of ICT to develop research and critical thinking skills was not well developed. There were few opportunities for students to apply Arabic language skills in practical, real life situations. Since the last inspection the school had revised the written curriculum for Arabic as a first language. This had led to limited challenge.</li> </ul>				

	KG	PYP	MYP	DP
<b>Curriculum design to meet the individual needs of students</b>	Outstanding	Good	Good	Good
<ul style="list-style-type: none"> <li>Adaptation of the curriculum for students with English as an additional language (EAL) had been done, allowing these students to access the full curriculum in structured ways. The provision for students with special educational needs was good overall. However, the curriculum was not modified consistently for the low attaining students, especially in the MYP. Curriculum modifications to ensure that girls obtained maximum benefits from their studies were observed, especially in science. The Arabic curricula required further design modifications to improve students' outcomes.</li> <li>The DP was not fully accessible to the low attaining students and those with special educational needs, due to the high level of challenge posed by the IB curriculum. The school had introduced extra options into the DP, such as Theatre Studies and Nature of Science to ensure that a wider range of choices were available for DP students.</li> <li>There was a comprehensive extra-curricular programme to enrich the students' educational experiences. Field trips, guest speakers and cultural activities were some examples. Student initiated activities formed a dynamic part of the curriculum offerings. Community and charitable activities were integral to the school programme and played a key role in Community, Action and Service (CAS) within the DP.</li> <li>The school offered two 40 minutes sessions of Arabic per week for the 22 Arab students in KG2. The curriculum was adapted from the MoE guidelines and the school expectations for the teaching of Arabic as a first language.</li> </ul>				

## 5. How well does the school protect and support students?

	KG	PYP	MYP	DP
<b>Health and safety</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Child protection procedures were thorough and every effort was taken to ensure the safety and welfare of the students. There were effective security procedures in place and all members of staff were fully aware of their roles and responsibilities. There were outstanding arrangements to ensure the safety of students, whether using bus transport or private vehicles.</li> <li>Healthy living was systemically promoted in all aspects of school life. This was consistently reinforced through various displays around the school, in students' projects and during lessons. The school's meal choices were consistent with the policy of healthy living.</li> <li>Comprehensive policies and records were kept on fire drills, evacuation and lock down procedures. Medical staff members were highly qualified and all students' health records were up to date.</li> <li>The school had outstanding premises suitable for students with all educational needs.</li> <li>Outstanding sports facilities and a wide choice of sporting activities promoted healthy living very well.</li> </ul>				

	KG	PYP	MYP	DP
<b>Quality of support</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The outstanding quality of relationships between the staff and students, based upon mutual respect, underpinned students' very good behaviour. Students had high levels of trust and confidence in adults.</li> </ul>				

- Rigorous management supported regular student attendance and punctuality. Students' attendance patterns were carefully analysed for irregularities; unexplained absences were immediately followed up. Parents received regular, informative reports on their children's attendance and punctuality.
- The identification of students with special educational needs was thorough and students received good support from the specialist staff and most teachers.
- Effective communication between teachers, students and parents ensured that there was clear understanding of the students' needs and how the most suitable support could be provided. The use of well-constructed individual education plans enabled students to make good progress from their individual starting points.
- Students had ready access to the school's team of counsellors, who provided very good support and guidance, including advice on careers and further education options.

### How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>• The leaders of the special educational needs department were committed, highly motivated, organised and focused on the academic, social and emotional needs of their students.</li> <li>• When processing admissions, the school analysed previous school records and other information provided by parents to determine whether children had special needs or required extra learning support. Parents also provided statements on the medical histories of their children.</li> <li>• The implementation of a modified curriculum was a challenge for the majority of teachers. While all teachers' planning included differentiation strategies, the approaches were not always aligned with the learning targets in the individual education plans or successfully taught during lessons.</li> <li>• Almost all the parents sampled were complimentary of the support and guidance the school offered over time to meet the individual needs of their children. However, concern was raised that some students had to exit the school before attempting the IB Diploma.</li> <li>• A customised software product was used to produce a range of data on the progress of these students. It was based on the foundation elements and skills in the Common Core curriculum for English and mathematics. The school was inconsistent at measuring these students' progress over time but lesson observations and work samples provided evidence of good progress over time in the key subjects.</li> </ul>	

### 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> <li>• The Principal had a clear vision for school improvement, which had been communicated well through the senior and middle leaders. Their actions were coherent and had a shared purpose. The management of growth and change were consistent and had enabled the school to absorb a large increase in student numbers and make progress over time.</li> </ul>	

- Senior leaders had taken active measures to train the middle leaders for a range of increased responsibilities. They were involved in and accountable for self-evaluation and change management. This was a process that was continuing and supported the inclusion of staff members who were new to the school.
- Relationships amongst leaders were professional and supportive. Regular meetings, briefings and shared high expectations ensured that enthusiasm for learning all subjects was communicated to students; this also raised teachers' expectations of them.
- The school had established a strong record of improvement over time in aspects of provision and in students' overall academic performance. This record showed the positive influence upon school performance by senior leaders. However, there had not been enough improvement to students' attainment in learning Arabic languages, or in the teaching of the older students.

	Overall
Self-evaluation and improvement planning	Good

- The school had good systems for evaluating its effectiveness, which involved a wide cross-section of the school community and a strong base for judgements. Most of these systems produced clear pictures of the school's strengths and weaknesses. These gave the school a firm platform on which to build improvements and action plans.
- These plans which charted a sequence of improvements over several years, were at both the strategic and operational levels and had the right priorities.
- Some judgements made in the process of self-evaluation were not accurate enough. Thus they did not lead the school to take action in areas such as raising students' attainment in Arabic languages or improving aspects of teaching quality, particularly in the MYP and DP.
- The overall effect of the school's self-evaluation had been largely positive in that it had recently led to improvements in teaching mathematics and science and a general raising of teaching quality in the PYP.

	Overall
Parents and the community	Outstanding

- Parents had high levels of involvement with the school. The Parents' Association was very active in supporting school activities and was linked closely with students in financing and helping to run charitable events. They saw themselves very much as partners with the school for the betterment of their children's education. They regularly supported the school's social and educational events.
- Two-way communication between home and the school was very well developed and took a variety of forms including electronic, face to face meetings and letters. The breadth of communications was so wide that it was being revised to simplify things. The school's 'open door' policy ensured that parental concerns were heard and acted on promptly.
- Reporting to parents on their children's progress took a variety of forms. There were regular term reports and meetings and parents could request additional attention if they needed it. They indicated that the Kindergarten and PYP staffs responded more readily than MYP staff, but that all queries and requests were met.
- The school had strong community links, which extended the curriculum and gave students a variety of first hand experiences that made learning in school relevant to the real world. For example, as a design and technology project, students made a combined tool box, lunch box and seat for workers to use on local building sites.






	Overall
<b>Governance</b>	Good
<ul style="list-style-type: none"> <li>• The governing body had wider representation of stakeholders than previously but parents were not represented at the board level. Governors consulted parents about their views and took action when required.</li> <li>• Governors had a clear, collective view of the school's strengths and weaknesses and regularly held leaders to account for the school's performance. They also supported the school through funding, advice and training and assessed the work of the senior staff carefully.</li> <li>• Through funding and monitoring, the influence of governors on school performance had helped to ensure incremental improvements. Governors had planned to strengthen their oversight and promotion of higher student attainment in Arabic languages, among other priorities.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Outstanding
<ul style="list-style-type: none"> <li>• The school day was managed well by a support and administrative staff who followed clear procedures and observed routines. Timetabling and scheduling were generally clear and understood by both the staff and students. However, a few classes in the MYP were not getting the same amount of teaching time as their peers because of timetabling issues. Students' positive attitudes toward school made a strong contribution to its overall smooth running.</li> <li>• The teachers were well qualified and had a range of experience to enable them to contribute fully to school life. New staff members were properly inducted and supported by more established teachers and had benefited from further professional development.</li> <li>• The school facilities had been extended to provide for the growth in student numbers. There was an extensive range of specialist teaching areas, from library facilities for Kindergarten children to science and information technology labs for the older students. The accommodation was very well cared for. Teachers' and students' work contributed to a most effective learning environment.</li> <li>• There was an outstanding range of resources of high quality to help teachers work well with students. These resources also enabled students to conduct research or enhance their learning experiences.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 <b>Parents*</b>	<b>This year</b>	149	11%
	<b>Last year</b>	205	19%
 <b>Teachers</b>	93		54%
 <b>Students</b>	91		27%

- Only a few parents responded to their survey. About a quarter of the students and half of the teachers responded.
- Most parents and students were satisfied with the quality of education, safety arrangements and reporting.
- Of those who responded, most parents were very satisfied with their children's progress in most subjects. However, about a third of students and their parents were unhappy with students' progress in Arabic as an additional language.
- Most parents and teachers believed that students' awareness of other cultures was a strength, alongside the breadth of the curriculum and the resources to support it.
- Most students appreciated the opportunities to develop their leadership skills and most parents thought that the school was led well.

\*The percentage of responses from parents is based on the number of families.

## 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

## How to contact us

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)