

GOOD



2019-2020



























INSPECTION REPORT

IB CURRICULUM

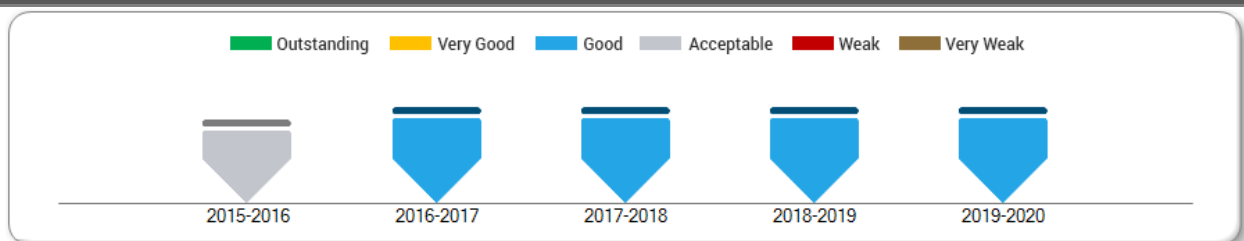
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School Information

General Information	 Location	Al Khail
	 Opening year of School	2013
	 Website	www.gemsinternationalschool-alkhail.com
	 Telephone	+97143396200
	 Principal	Glen Radojkovich
	 Principal - Date appointed	8/1/2017
	 Language of Instruction	English
	 Inspection Dates	27 to 30 January 2020
Students	 Gender of students	Boys and girls
	 Age range	4 to 17
	 Grades or year groups	PreK-Grade 12
	 Number of students on roll	1439
	 Number of Emirati students	41
	 Number of students of determination	192
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	122
	 Largest nationality group of teachers	British
	 Number of teaching assistants	43
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	3
	 Teacher turnover	33%
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	IB
	 External Tests and Examinations	IB diploma
	 Accreditation	CIS
	 National Agenda Benchmark Tests	MAP

School Journey for GEMS INTERNATIONAL SCHOOL- AL KHAIL



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Student outcomes</p>	<ul style="list-style-type: none"> The most consistently high achievement is in Kindergarten (KG). Attainment in mathematics, English and science is good or very good across the school. In all phases, attainment is lower in Islamic education and Arabic than other subjects. Students have well-developed learning skills throughout the school, with the learning approaches in KG ensuring that the youngest children get off to a particularly strong start. Students have positive and responsible attitudes to school and to learning. Children in KG and students in the Primary Years Programme (PYP) are particularly self-reliant. Students understand the links between healthy food, exercise and good health and make good choices. They have a strong knowledge of the global cultures and their own traditions, but their understanding of the UAE and its heritage is in line with expectations.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> Teaching is most effective in KG and PYP, where teachers use student-centred approaches most consistently. Other phases have a mixture of student-centred and teacher-directed approaches. Teachers of Arabic and Islamic education do not follow the International Baccalaureate (IB) approach to teaching and learning. Most teachers use assessment information well, particularly in KG. Assessment information is not used well in Arabic and Islamic education. IB programmes provide a coherent approach to curriculum across the school. They provide real world contexts and support students with making connections between subjects. Transitions between programmes are carefully planned, although the PYP to Middle Years Programme (MYP) transition is still developing. The curriculum is modified most effectively to meet the needs of all students in KG and the PYP. The school is a safe and healthy environment for learning. It has thorough and well-managed procedures for child protection and for ensuring that the campus is safe. The school promotes healthy lifestyles in assemblies and around the school. There are effective systems to identify students of determination and those with gifts and talents.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> Leaders set a clear sense of purpose, closely linked to the IB programmes. Educational leadership is most consistent in KG and the PYP. It is less effective in Arabic and Islamic education. Leaders at all levels effectively promote positive relationships and clear communication. The school uses a concise set of improvement goals but does not track their development sufficiently rigorously. Parental involvement is strong.

The best features of the school:

- The highly positive attitudes of students, and the commitment to inclusion throughout the school
- The participation of parents and the community
- The high level of safety, care and guidance throughout the school
- The consistently high achievement in KG and the PYP, and the very well-developed learning skills throughout the school.








Key recommendations:

- Develop systems for improvement planning and monitoring of teaching that are sufficiently rigorous to ensure progress in all aspects of the school's goals.
- Ensure that governors review the planning process, both to hold the school to account and to support it with experience from high performing schools within the group.
- Ensure that teaching is of a consistently high quality throughout the school, particularly in the MYP, so that all classes:
 - provide student-centred approaches and a range of activities that reflect IB values
 - have a high level of expectations and challenge
 - use assessment well to focus clearly on individual students' needs and provide constructive feedback on how to improve.
- Develop a range of classroom practices for Arabic and Islamic education that, while aligning the content with Ministry of Education (MoE) expectations, reflect the richness of best IB practices for learning and teaching.

Overall School Performance


Good

1. Students' achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Weak ↓	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Very good ↑	Good	Good	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
 UAE Social Studies	Attainment	Good			

	KG	PYP	MYP	DP
Learning skills	Outstanding ↑	Very good	Very 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	Good

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Good	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	Acceptable 
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](#).

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter for the academic year 2019-2020.

School's progression in international assessments

meets expectations.

- As a relatively young school, there is insufficient information to provide a judgement about progression in international assessments. Attainment in Measures of Academic Progress (MAP) tests in 2019 was sustained at good in language usage and science. Reading remained acceptable, and mathematics dropped from good to acceptable. Achievement in relation to potential, as measured by comparing cognitive ability tests (CAT4) against MAP performance, is very good in English, mathematics and science. The key skills necessary for improvement in external benchmark assessments are integrated into lessons and mapped against the IB learner profile.

Impact of leadership

meets expectations.

- School leaders are addressing recommendations from the National Agenda benchmark reports. Planning for transition and continuity has improved and rigorous data analysis confirms that outcomes in MAP subjects remain good. Most leaders ensure that teachers use CAT4 information to plan lessons.

Impact on learning

meets expectations.

- School leaders and teachers are promoting opportunities for critical thinking for all students, who use an increasing range of techniques to generate ideas. Students carry out enquiry and research increasingly effectively, both within and beyond the classroom. However, their acquisition of the full range of independent learning skills is limited, due to inconsistent opportunities in lessons, particularly in MYP.

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

For development:

- Improve MAP performance, especially for those who are achieving below their potential.
- Ensure that all students develop their thinking skills through integrated programmes of reasoning, problem-solving and decision-making activities.

Moral education

- The moral education programme has been successfully integrated into the PYP curriculum and is supplemented with stand-alone lessons for particular elements. The integration of the key aspects of this curriculum is less well developed in MYP and the Diploma Programme (DP).
- Teachers ensure effective implementation of the curriculum by providing interesting resources and planning activities that make lessons engaging, and by encouraging the active participation of students. The IB values of caring, principled and international mindedness become more explicit through moral education lessons.
- The assessment processes in place to monitor outcomes of this subject are in line with the school assessment policy and are linked to knowledge, skills, understanding and behaviours. Teachers inform parents of outcomes in order to help students to understand their personal strengths and areas for development.

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

For development:

- Ensure that processes are in place to monitor the effectiveness of the moral education programme, particularly where it is integrated into the curriculum.

Reading across the curriculum

- The school collects information on reading levels and carefully analyses it to ensure its accuracy and usefulness in supporting particular groups of readers.
- In the majority of subjects, explicit teaching of new and key vocabulary supports learning well. Across the school, not all teachers are effective teachers of literacy.
- Leaders' clear commitment to improving literacy is more focused on English than Arabic. Policy statements do not strategically guide teaching in either language.
- The school has increased its library resources, especially in English. Older students do not consistently apply their reading skills in Arabic.

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

For development:

- Include specific guidance in the reading policy about how to improve students' reading as a tool for effective learning in each subject, including Arabic, and monitor its impact.
- Ensure that reading for pleasure in Arabic is considered of equal importance to reading in English.

Innovation

- There are innovative learning opportunities across all phases, such as KG children's routine research, PYP students' report writing and DP students' filming of their own scripts.
- Students are involved in a wide range of innovation activities and enterprise projects. They have initiated and led most of these projects within the school and in the community.
- Teachers in KG regularly foster students' innovative and creative skills. PYP students' increasingly take responsibility for their own learning, but this is not systematically developed in later phases.
- Curriculum plans include opportunities to promote innovation in a number of subjects. A weekly PYP innovation and challenge meeting reviews progress.
- Leaders promote a culture of innovation in which all members of the school community are encouraged to propose new ways to improve the school.

The school's promotion of a culture of innovation is systematic.

For development:

- Systematically enable students in MYP and DP to take responsibility for their own learning in lessons.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- The Arab Muslim students' achievement in PYP is slightly better than non-Arab Muslim. In MYP, the girls are progressing marginally faster than boys. The progress of more able students in DP is noticeably slower than the other groups of students, due to teachers' low expectations.
- In PYP, the students have an adequate knowledge of the stories of the Prophet (PBUH) and pillars of Islam. They make rapid progress in developing a basic knowledge of the majority of Islamic concepts, but slow progress in developing its skills. In MYP and DP, achievement is inconsistent across the elements of Islamic education.
- Teachers start their lessons with memorisation activities which have limited impact on improving students' recitation skills. There is insufficient coherence between lesson objectives and students' abilities, as they focus on developing basic knowledge rather than skills.

For development:

- Develop students' understanding of Islamic law and their ability to use the verses of the Holy Qur'an and Hadeeth as points of reference.
- Adopt teaching strategies and modify the curriculum to meet the needs of all groups of students.
- Ensure that all the Islamic education teachers are fully qualified to teach the subject in all the phases they teach.

Arabic as a First Language

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

- Most PYP and MYP students make the expected progress, although teachers' low expectations mean that few achieve higher levels. Progress is slower in the DP in speaking, reading comprehension and extended writing.
- Students develop an appropriate vocabulary, although comprehension and writing skills are less well developed. The majority of DP students use evidence to back up their views in writing, but only a minority are secure in using classical Arabic when debating and expressing their opinions on literary texts.

- The school has added books and an on-line digital reading platform that have the potential to make Arabic more relevant to students' lives. However, these resources are not used effectively to have a significant impact on attainment.

For development:

- Ensure that students read a range of Arabic literary texts outside school hours.
- Challenge students to provide more extended verbal answers and writing.

Arabic as an Additional Language

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

- Across the school most students make the expected progress, with better progress in PYP than in the MYP. Attainment is lower in MYP because students who are new to the school often join with limited Arabic, and the challenge in some classes is too low.
- Most PYP students understand the main points from a short passage and use their knowledge of grammar and vocabulary to substitute words. The majority of MYP students respond appropriately to direct questions, but their speaking and creative writing skills are underdeveloped.
- Teachers have developed a more stimulating learning environment and use collaborative group activities to increase students' engagement. However, teachers' expectations are often too low to take full advantage of students' improved attitudes to Arabic.

For development:

- Use accurate assessment information to adapt the lesson objectives and teaching to meet the needs of the different ability groups.
- Raise teachers' expectations so that students are challenged to develop their linguistic skills,, especially speaking and independent writing.

English

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

- The school's internal assessment data match external data. However, the evaluation of progress in MYP does not match students' progress in lessons and in their recent work. Expectations of the quality of students' writing are not high enough.
- KG children rapidly acquire impressive spoken language skills. Emergent writing communicates meaning clearly and at length. Older PYP students collectively write powerful, empathic eye-witness accounts. Overall, MYP writing lacks suitably ambitious vocabulary. Across the phases, students' reading is developing well.

- Recently introduced online resources match texts well to students' reading levels, and students enjoy a wider range of appealing literature. Insufficient attention to spelling and grammar, and students' limited involvement in self-assessment, hinder their progress in, and presentation of, writing across the phases.

For development:

- Improve students' writing for a range of purposes and audiences.
- Improve teachers' and students' understanding of high-quality outcomes through better-defined learning outcomes and success criteria, and use these in lessons to assess the quality of students' work.

Mathematics

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

- Almost all KG children make rapid progress because they have many opportunities to develop their mathematical understanding through active, play-based learning. The majority of students in other phases progress well because they know their strengths and weaknesses and try to improve.
- Students are developing well across all areas of mathematics. They show independence in using information technology to compare data for practical purposes. Grade 11 students can graph normal distribution curves and calculate probabilities, and justify their thought processes.
- Progress is improving gradually because students interact and collaborate purposefully across a range of learning situations, and can generally communicate their learning clearly. Progress is best in lessons where teachers provide specific feedback.

For development:

- Build upon the positive practice within PYP in order to improve progress rates for older students.
- Improve the consistency of use of assessment information in both MYP and DP phases.

Science

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

- KG children and students in the PYP achieve very well and have very well-developed inquiry skills through a practical approach, using real-world contexts. Students' achievement in MYP and DP is not as strong because they do not have as many opportunities for inquiry and investigation.
- Students use technology well to enhance learning, and their problem-solving and research skills are strong. However, skills such as graphing and presentation skills are not well developed.

- A strong focus on the reading and comprehension of science from a variety of sources builds a broad scientific vocabulary which students at all levels use confidently to explain their understanding of science.

For development:

- Improve students' achievement in MYP and DP by developing a more challenging, student-centred learning environment, incorporating more inquiry-based science.
- Ensure that the quantity and depth of science in the PYP is sufficient to prepare students well for the MYP phase.

UAE Social Studies

All phases

Attainment

Good

- The school's internal assessment data indicate that the majority of students attain levels that are above curriculum expectations. Students' recent work indicates that attainment in MYP is slightly better than in PYP, and girls' achievement is marginally stronger than the boys.
- In MYP, students can explain the features of the location of the UAE and its impact on famous figures. In PYP, as part of the integrated curriculum, students speak confidently about Emirati transport and compare it with types of transport in ancient civilisations.
- Recent alignments between the curriculum, assessment tools and the MoE social studies standards across the school are starting to have a positive impact on students' outcomes, particularly in the MYP.

For development:

- Ensure that all elements of the programme are addressed and that transition and progression between the PYP and MYP are effectively planned.
- Enhance the social studies programme and approach in PYP by linking them more closely to the MoE standards.

Learning Skills

KG

PYP

MYP

DP

Learning skills

Outstanding ↑

Very good

Very good

Very good

- KG children eagerly collaborate, and confidently and habitually use technology in their investigative learning. They routinely take responsibility for their own independent learning. In other phases, students continue to develop their independent learning skills, particularly in PYP.
- In all subjects and in all phases, students collaborate well, and usually link their learning well to other subjects and to the wider world. In English, mathematics, and science, students develop well their capacity for critical thinking and problem-solving, particularly in open-ended, investigative learning.

- Across the phases, students in all subjects are keen to learn and enjoy learning, but in Islamic education and Arabic they do not have regular opportunities for critical thinking. Students are increasingly aware of their strengths and development needs as learners.

For development:

- Ensure that students enjoy progressive opportunities in all subjects to demonstrate their learning skills, through suitably demanding contexts for critical thinking and investigative learning.

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

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

- The large majority of students have positive and responsible attitudes to school and to their learning. This results in predominantly excellent student behaviour and strong relationships with staff and peers. Strong self-reliance is evident in KG and PYP, while some MYP students require more support and direction.
- Students are well informed about the links between healthy food, exercise and good health. They generally make good food choices and are fully engaged in the school's extensive extra-curricular sports programme.
- Levels of attendance are very good. However, students are not always punctual in arriving at school or to class. Some students do not understand the link between attendance and achievement.

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

- KG children's awareness of Emirati culture is stronger for their age than students in other phases. Girls' knowledge of world cultures is slightly better than boys'. Students' understanding of the influence of Islamic values on modern life in the UAE is inconsistent.
- Students are proud to share their knowledge of the other cultures and their own traditions. However, their understanding of the influence of Islamic values on life in the UAE, and their awareness of Emirati culture and heritage, are less well developed.
- The school offers some opportunities to enhance students' knowledge of the Emirati culture and the impact of Islamic values on the modern life in UAE. However, these have limited influence on students' overall understanding of the heritage of the UAE.

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

- Students are involved in a range of community initiatives and activities, especially MYP and DP students. DP students' awareness of environmental issues and challenges is stronger than in PYP.
- Students have a very strong work ethic and are very keen to complete their tasks. They are actively involved in a wide range of environmental and innovation initiatives, and participate in some entrepreneurship projects internationally.
- The IB Creativity, Activity, Service (CAS) programme involves senior students in mentoring aspects of Service as Action in the MYP. As well as experiencing high quality learning opportunities, DP students act as role models for younger students who are learning to manage their own projects.

For development:

- Deepen students' understanding and appreciation of UAE heritage, and of Islamic values and their influence on the UAE.
- Ensure that students' innovation and contribution to the local community is more consistent across grades and phases.

3. Teaching and assessment

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

- Teaching in the KG is consistently highly effective because all teachers understand well how children learn best. Teachers skilfully plan well-organised, exciting activities both indoors and outdoors. Teachers' questioning helps children to develop critical and creative thinking, and to be independent and collaborative learners.
- Teachers continue to develop many of these elements well through PYP. However, the positive influence of IB approaches is less evident in MYP and DP. Primary students' skills in collaborative inquiry are not always developed across the key subjects in MYP.
- Ongoing IB training and coaching has increased teachers' understanding of student-centred learning. This has had the greatest impact on teaching in KG and PYP. However Islamic education and Arabic have not been sufficiently included in these initiatives.

	KG	PYP	MYP	DP
Assessment	Very good	Good	Good	Good

- The use of assessment information and personalised support for children’s learning in KG remains a strength of the school. Teachers’ knowledge of their students and support for their learning is strongest in PYP, where students are regularly and actively engaged in assessment of their own learning and that of their peers.
- Most teachers are able to identify those students who are not making the expected progress. Teachers’ assessment of Islamic education and Arabic are not sufficiently rigorous or well-aligned to current UAE MoE curriculum standards.
- Internal assessment processes and alignment with external benchmark tests have been further strengthened across the school, as has the analysis of assessment data to monitor students’ progress. Assessment information is not consistently used to influence teaching, the curriculum or students’ progress across all core subjects.

For development:

- Ensure that teaching throughout the school offers high levels of challenge, with student-centred approaches and a range of activities that reflect IB values.
- Develop assessment in Arabic and Islamic education so that it fully reflects curriculum standards, and provides both teachers and students with productive feedback.

4. Curriculum

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

- As a result of considerable curriculum development and improvement, the IB philosophy and values are a strength of the KG and PYP. In these phases, the curriculum provides child-centred and challenging activities set in real world contexts, with clear and purposeful links across subjects.
- The IB curriculum demonstrates progression and continuity. A review of scope and sequence and very careful planning have supported improved transition, although the creation of a smooth transition from PYP into MYP is still in development.
- Academic counselling on subject choice and options for next steps in education is strong, enabling students to choose subjects appropriate for their chosen careers. The DP provides excellent pathways for academically strong students, but there is no pathway for students with more vocational strengths.

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

- Curriculum flexibility ensures that programmes are modified to meet the demands from the National Agenda, the MoE and the International Baccalaureate Organisation (IBO). However, modification to meet the needs of all students in lessons is still inconsistent, especially in MYP and DP.
- Students have opportunities to engage in activities that promote enterprise, innovation and creativity across the curriculum. They make a valuable social contribution and participate in a wide range of extra-curricular activities, with CAS an integral and important feature of the IB diploma programme.
- The curriculum in all phases includes learning experiences that develop students' knowledge and understanding of the UAE 's values, culture and society. Interesting UAE contexts appear in students' choice of internal assessment projects within IBDP geography and politics.
- Arabic is taught in the KG phase for two periods of 45 minutes per week.

For development:

- Ensure that curriculum modification is applied more consistently across the phases to provide appropriate and challenging work for students of all abilities.
- Consider the addition of alternative pathways in DP, such as the International Baccalaureate Career-related Programme (IBCP) and the courses offered by the Business and Technology Education Council (BTEC).

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

- The safety of students, staff and parents is a key priority. The systems and procedures for ensuring health and safety are thorough, including an online system for referral to allow for quick response. Safety procedures in practical design workshops have been successfully addressed since the last inspection.
- Fire drills, risk-assessments and evacuation procedures are effective and well-recorded. The building is well maintained. The medical team works well with the pastoral team to ensure that all incidents are recorded. The school effectively promotes the emotional well-being of students and staff.
- The school promotes healthy lifestyles in assemblies and around the school. Students understand the importance of a healthy diet and regular exercises. The “My Health” programme promotes the wider participation of the school community in regular exercises.

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

- Positive behaviour management is very effective in the KG, PYP and DP phases, but is less so in the MYP. The school promotes regular attendance successfully. In MYP and DP systems to manage lateness to lessons lack rigour.
- The school has clear and detailed systems in place to identify students of determination and those with gifts and talents. Support for children of determination in KG is very effective. The quality of support in other phases is often good, but variable. In Islamic education and Arabic, teachers are not skilled at building on what students already know and can do.
- The school's support for students' personal development is particularly successful. The inclusion team and counsellors work closely together to support students and their families, and promote emotional well-being. Older students value the high-quality careers guidance.

For development:

- Ensure that targeted coaching and monitoring is provided to all teachers who are not skilled at planning personalised learning in lessons.
- Review the management of behaviour in MYP, and promote the importance of punctuality to lessons in the secondary phases.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- This is an inclusive school where all members of the school community welcome students of determination and encourage them to take a full part in school life. The Inclusion Champion leads a team of experienced teachers and enthusiastic learning support assistants, and is developing their specialist skills.
- There are very effective procedures to identify students' needs accurately. The format of individual education plans has improved to include appropriate and measurable targets and valuable strategies to remove barriers to learning. Staff carefully plan effective interventions that are well matched to students' needs.
- The school provides parents with a range of useful information about their children's achievements through reports and meetings. Parents of students of determination do not have sufficient opportunities to meet together and to receive more guidance from staff about how they can help their children.
- A life-skills programme enables students of determination in Grades 6 and 7 to make accelerated progress in their academic and personal development. However, the school does not offer any alternative pathways for older students.
- Students make the best progress when they work with specialist support teachers who are skilled at personalising learning. Although there is some very good practice in other lessons, not all class and subject teachers plan tasks which help students to reach their next steps in learning.

For development:

- Review the range of vocational pathways and life skills programmes which meet the diverse needs of students of determination.
- Develop the school's partnership with all parents of students of determination so that they can share experiences and develop their knowledge and skills in supporting their children.

6. Leadership and management

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

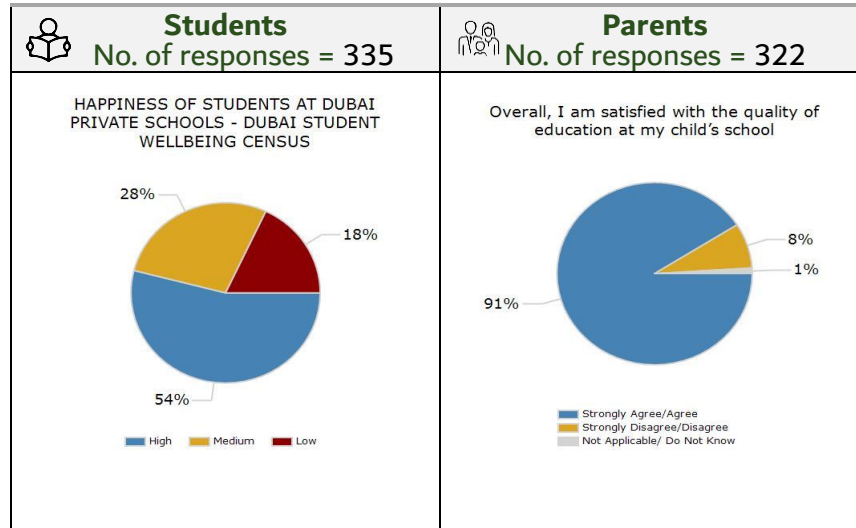
- Leaders set a clear sense of purpose, closely linked to the IB programmes, and which embraces inclusion. Leaders at all levels effectively promote positive relationships and clear communication. Educational leadership is strongest in KG and PYP, where leaders collaborate to spread best practices throughout the school. However, leadership has had little impact on Arabic and has been inconsistent in the secondary phases.
- The school has identified a set of concise goals that are highly appropriate for the school. However, there is no systematic method for identifying the specific actions needed to achieve its goals, and to evaluate the impact on school improvement. Staff are appraised twice per year, and partake in a largely teacher-driven professional development process. However on-going monitoring of teaching is insufficiently rigorous to ensure that IB approaches are used consistently throughout the school.
- The school effectively promotes an ethos of partnership with parents, evident in the regular information sessions and the recently implemented media platform, which includes daily updates about school life. Communication and information sharing with parents of students of determination is developing. Community partnerships are strengthened through the service in action programme, enterprise initiatives and a range of external visitors, through which students develop a wide range of skills that have a positive impact on their learning and development.
- Parents are represented in governance through the local advisory board, whose members speak knowledgeably about the school. Governors have not adequately addressed all of the recommendations from the last inspection, in particular with regard to holding the school fully to account for students' learning outcomes. Governors share many examples of best practice supporting, for example, highly effective procedures for health and safety and for child protection.
- The day-to-day management of the school is highly effective. Nearly all staff are suitably qualified and benefit from targeted professional development. The facilities are of a very high quality and have recently been enhanced by a new play area and a fitness suite. The school is well equipped with resources, including a wide range of technologies. The rich learning resources in English are not matched by those for Arabic.



For development:

- Develop improvement planning that contains specific and measurable actions, and which tracks their impact on the school's targets for improvement.
- Develop the procedures for monitoring teaching by senior leaders so that it is ongoing, tracked, and guides interventions that ensure consistently effective teaching and learning.
- Ensure that all teachers of Islamic education have suitable qualifications for the phases they teach.

Views of Parents and Students

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



 Students	<ul style="list-style-type: none"> Almost all students who responded report being happy and satisfied with life. They report a very high rate of connectedness with adults in school and emotional engagement with teachers. Academic self-concept is also high, although a significant minority of senior students still report a low rate of engagement. Inspection findings support these results.
 Parents	<ul style="list-style-type: none"> Most parents are satisfied with the overall quality of the school. They appreciate the safe environment, inclusive values and the school's response to their views. Almost all say that teachers have helped their children to develop learning skills. They express some concern about Arabic and the management of homework in MYP. Inspection findings support these results.

What happens next?

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

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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