

INSPECTION REPORT

2022-2023



GEMS WORLD ACADEMY

IB CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha
	Opening year of School	2008
	Website	www.gemsworldacademy-dubai.com
	Telephone	97143736373
	Principal	Dr. Saima Rana
	Principal - Date appointed	8/1/2020
	Language of Instruction	English
	Inspection Dates	23 to 27 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1851
	Number of Emirati students	85
	Number of students of determination	181
	Largest nationality group of students	Indian

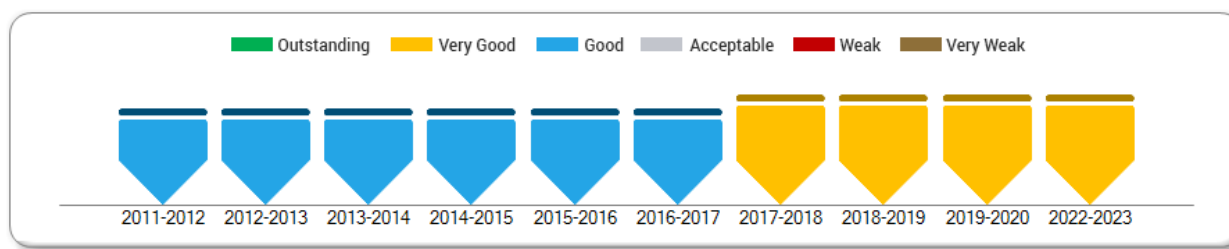
TEACHERS

	Number of teachers	174
	Largest nationality group of teachers	British
	Number of teaching assistants	82
	Teacher-student ratio	1:11
	Number of guidance counsellors	6
	Teacher turnover	15%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IBDP
	Accreditation	IBO

School Journey for GEMS WORLD ACADEMY



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Progress by children in Kindergarten (KG) is outstanding. Students' attainment in Islamic education in the Primary Years Programme (PYP) is acceptable; Arabic as an additional language is weak in the Middle Years Programme (MYP). In the other key subjects, students' attainment and progress range between good and outstanding. The children's learning skills are outstanding in the KG and very good elsewhere. Students' achievements are broadly very good, with outstanding progress in Diploma (DP) science.
- Students' personal development is outstanding throughout the school. Highly commendable behaviour is evident, with increasing student autonomy a regular feature in the best lessons. Students' appreciation of Islamic values and their lives in Dubai are evident while valuing and celebrating the international range of cultures on campus. Students' capacity to be socially responsible, environmentally aware, innovate and work purposefully is very strong.

PROVISION FOR LEARNERS

- Teaching is outstanding in classes for the youngest children. There is high-quality teaching in the other three phases. Teachers know their students very well and work diligently to personalise learning. There are still some inconsistencies because assessment data are not always understood fully to support lesson planning. Teaching is stronger when critical thinking and independent learning are features of lessons. The use of focused and planned assessment strategies is an area for further development.
- A robust curriculum is offered with comprehensive, skills-based opportunities for learning. All lessons focus on appropriate standards; in the better lessons, the scope has been widened to challenge the high-attaining students. This results in increasingly positive external examination outcomes in the DP and MYP. Overall, the curriculum is adapted very well to meet students' needs.
- Positive relationships are evident in the school. Teachers are contributing to the identification of students' needs, learning styles and the appropriate strategies to ensure success. In most grades, the provision for students of determination and the challenge for those with gifts are uneven.

LEADERSHIP AND MANAGEMENT

- The school's leadership team has undergone significant changes recently. The team is now established and shares a clear vision. Building on this, very clear distribution of leadership, lines of accountability and excellent communication with all stakeholders will further strengthen leadership.

The best features of the school:

- The outstanding provision in KG leading to excellent rates of progress in key areas of learning
- A much-improved school environment, offering all students an exceptional setting for learning and outstanding safety and care
- The outstanding attitudes and behaviour of students
- A highly-committed parent body that plays a key role in supporting the curriculum
- Cohesive senior leadership teams working to support the implementation of an outstanding curriculum

Key Recommendations:

- Improve teaching in the PYP, MYP and DP phases so that all students make consistently rapid progress.
- Expand the senior leadership roles to contribute to all aspects of the school's performance and support all improvement initiatives.
- Ensure that all Islamic education and Arabic teachers meet the learning needs of all groups of students.

Overall School Performance

Very good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable ↓	Good	Good
	Progress	Not applicable	Acceptable ↓	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Weak ↓	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 English	Attainment	Very good ↓	Very good ↓	Very good	Very good
	Progress	Outstanding	Very good ↓	Very good	Very good
 Mathematics	Attainment	Very good ↓	Good ↓	Very good	Very good
	Progress	Outstanding	Good ↓	Very good	Very good
 Science	Attainment	Outstanding	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Outstanding
Learning skills		KG	PYP	MYP	DP
		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	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Outstanding	Very good	Very good	Very good
Assessment	Outstanding	Very good	Very good	Very good

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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 assessment	meets expectations	is approaching expectations

- International assessment data show improvement in students' overall scores in the PISA 2018 tests of mathematics and reading. The school did not meet its set targets in the TIMSS tests in 2019 or PISA science test in 2018. Progression in National Agenda benchmark tests is outstanding in English.

	Whole school
Leadership: data analysis and curricular adaptation	is below expectations

- The leadership team appreciates the vision and value of the National Agenda. Still, it has yet to conduct a gap analysis based on recommendations from the PISA, TIMSS and MAP reports. Adaptations to the curriculum should explicitly refer to subject skills and content gaps identified in these reports. Measurements of the effects of curriculum adaptations on students' progress are in an early stage of development. The National Agenda action plan requires further adjustments.

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

- The currently implemented reading assessment enables the school to measure and monitor students' reading literacy levels. The promotion of critical thinking is strongest in science.

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

For Development:

- Conduct and act upon a 'gap analysis' based on the recommendations from the PISA, TIMSS and NAP reports.
- Improve students' reading skills across the school.

Well-being

The quality of wellbeing provision and outcomes is at a high level:

- The school has made well-being a priority. A strong well-being vision filters through the life of the school in accordance with the mantra, 'safe, secure and successful.' A wide range of internal and external data is collected and analysed to inform improvements. Students are being encouraged to take greater ownership of the well-being agenda. The school has engaged stakeholders to expand their wellbeing team and are looking to grow this further. Leaders recognise the need to consider all information to inform future developments, including that arising from new initiatives.
- Strategies are in place to care, guide and support all members of the school community. Highly qualified and experienced staff members are accessible throughout the day. A new interactive platform provides students with the ability to express their emotional health on a daily basis. The school is actively trying to promote staff well-being and a sense of belonging. The learning environment which has moments of well-being throughout the day. This includes the use of mindfulness breaks.
- Moral, social and cultural education are fully embedded within the curriculum. The school offers an awareness program which covers a range of well-being topics. Assemblies and awareness events provide further support to the well-being curriculum. More explicit curriculum mapping across subjects and phases is being considered. Students carefully consider their own and others health and safety, making well informed decision. They report feeling safe at school and an absence of cyber bullying. They are motivated and demonstrate their wellbeing through positive attributes, attitudes and engagement with others and the curriculum.

UAE social studies and Moral Education

- The school integrates UAE social studies and Moral education throughout its curriculum with the Moral, Social and Cultural (MSC) framework standards. These are integrated with the curriculum standards for each subject. Students across a range of subjects and extra-curricular activities learn local, national and global past and current issues. There is an assessment tracker for teachers to monitor students' achievement of the standards.
- Lesson plans identify which MSC standard is being covered. Standards are incorporated into the PYP Units of Inquiry. For example, a Grade 3 unit on equality aligns with the Moral education theme of empathy. Integration is cross-curricular in the MYP and DP phases and fits into subjects, for instance, in a Grade 10 lesson about social movements.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Throughout the phases, students demonstrate good outcomes in almost all strands except in the PYP. The different tools used to understand students' levels of attainment reveal that a majority in the MYP and DP phases exceed the curriculum standards.
- Students in all phases understand Islamic values well, although this is less apparent in the PYP. Across the school, students' recitation skills of the Holy Qur'an and Tajweed are strong. They meet expectations in other strands of Islamic education, although these skills are less secure when Islamic education is taught in English.
- Since the last inspection, the Islamic department has sought to address the recommendations from the report and has partially addressed them. Leaders have been trying to simplify the curriculum and make it more accessible for all students but recognise that it takes time to improve students' learning.

For Development:

- Raise students' expectations of what they should know, understand and do.
- Encourage students to become more independent learners in lessons.

Arabic as a First Language

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

- The PYP students achieve better language skills than those in the MYP and DP phases. Teachers' good knowledge of their students' skills in the primary phase enhances students' attainment and progress. Weaknesses in the existing language skills of MYP and DP students are limiting their progress over time.
- Among the MYP and DP students, skills related to rhetoric and grammar are below the expected curriculum levels. Their extended writing skills are also underdeveloped. Students' skills in using standard Arabic in linguistic expressions fluctuate within ranges. The skill of decoding new words is strong in the PYP but underdeveloped in the MYP.
- The misalignment of the curriculum to the Ministry of Education (MoE) standards in the DP limits expectations and challenges for all students.

For Development:

- Ensure that teachers' use of Arabic in the MYP and DP matches students' language levels.
- Raise the expectations for DP students by accurately matching their learning with MoE curriculum standards.

Arabic as an Additional Language

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

- The PYP students achieve better language skills compared to those in the MYP. Identifying students based on their years of study and individual needs improves progress in the PYP. The misunderstanding of students' actual levels of language skills in the MYP is leading to weak attainment by them.
- The PYP students are distinguished by their collective ability to express themselves orally. Their good level of understanding is evident in their written work. MYP students often find it more difficult to demonstrate their recently acquired linguistic skills from one lesson to the next.
- Applying language acquisition skills in the PYP is beginning to enhance their confidence to use language in multiple contexts. This confidence is not evident among students in the MYP.

For Development:

- Ensure that students in the MYP develop their linguistic skills more rapidly by teaching to meet their needs.
- Implement an MYP curriculum based on the students' years of studying Arabic.

English

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

- There is strong progress in KG in developing the four English skills. On entry to the PYP phase, students often repeat work, and regression is evident, suggesting a lack of emphasis on building knowledge and skills sequentially.
- A large number of students for whom English is an additional language receive high-quality support and, therefore, access lessons more easily. Writing is the least well-developed of the four language skills, most notably in the transition from PYP to MYP.
- New reading strategies have been introduced to raise students' comprehension and enjoyment of reading across the whole school. These strategies are beginning to enhance students' abilities to read and comprehend in their classrooms but are not yet reflected in the assessment data.

For Development:

- Ensure seamless, sequential learning of language skills across and between all four phases.
- Provide more significant opportunities for students, especially in the PYP, to master basic grammar, punctuation and spelling skills before moving to the MYP.

Mathematics

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

- Students' attainment on external curriculum-related examinations is very strong in the DP. Boys and girls attain relatively equally throughout the school. Progress in students' ability to solve word problems is slow, especially in the PYP.
- Children in the KG have a good sense of numbers. In the PYP, students are confident when handling data. In the MYP, students have good skills in geometry. Trigonometry is the strength of students in high-level courses in the DP.
- Critical thinking skills need further development across the phases. Too few opportunities are provided for investigations, discussions, use of technology and applied mathematics during lessons.

For Development:

- Improve students' attainment and progress in the PYP.
- Challenge students with tasks that develop their critical thinking and investigative skills.

Science

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

- Across the school, a large majority of students show better than expected attainment and progress in lessons and their written work. The KG children describe what they see through a magnifying glass; Diploma Programme students explore simple harmonic motion. Almost all students can answer questions, make predictions and conduct experiments to advance their understanding of science.
- The MYP and DP students perform strongly on international exams, with the achievement of the PYP students steadily improving.
- Students show increasing practical skills and the abilities to make hypotheses, design and conduct experiments and explain observations in all phases.
- Emirati students engage in science learning purposefully and have similar levels of achievement to other students in the KG and PYP phases. Still, their achievements decline slightly in the MYP and DP phases.

For Development:

- Ensure that students continue to develop their abilities to provide detailed responses and think critically in all science lessons.
- Ensure that students are explicitly taught specific skills that are tracked across all phases to achieve specific goals.

Learning Skills

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

- Children in the KG are independent, active learners. They innovate, problem-solve and use a wide range of practical resources confidently. In other school phases, students may not consistently use higher-order thinking skills to inform their learning.
- Students across the school have positive attitudes toward learning. They can work independently and without direction for periods commensurate with their ages. Interactions between students and teachers are positive and respectful.
- An initiative has been recently introduced to enable students, across all phases, to recognise where they need to improve their work. This is effective in some subjects and grades, but it is not always used by all teachers and students across the school.

For Development:

- Ensure that students in all subjects and phases from the PYP to the DP develop their critical thinking, problem-solving, independent research and inquiry skills.
- Ensure that all students from the PYP to the DP use their teachers' feedback to improve their work.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding ↑	Outstanding

- Students show excellent attitudes towards learning. They are keen to learn, self-reliant and always ask for their teachers' feedback to improve further. They behave exceptionally well throughout school, which positively affects their educational journeys.
- The exceptional relationships between teachers and students reflect the ethos of the school. The school advocates for the wellbeing of all its employees and students, which leads to a calm and peaceful environment.
- The school encourages the adoption of healthy lifestyles, and students adhere very well to this vision. Workshops led by the medical team enhance students' awareness of being healthy and fit at all times. Although students are keen to attend school, their attendance needs further improvement, especially in the KG.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students in all phases show appreciation of the role and values of Islam in the UAE's society. They recognise that the harmony between different cultures plays a significant role in people's enjoyment of their lives.
- The school's staff and students are respectful of the heritage and culture of the UAE. The different events organised throughout the year enable all parties to understand and appreciate the levels of diversity that the UAE promotes.
- Students show excellent awareness of their own and other cultures. The yearly events, such as national and international days, lead students to acquire and appreciate aspects of various cultures.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students are proactive and responsible members of the school community. They make excellent use of opportunities to develop their leadership skills. They take pride in voluntary roles and use their positions to ensure that the leaders hear the students' collective voice.
- Students display excellent entrepreneurial skills. They use every opportunity to develop these skills. For example, they raise funds within the local community to support the school's chosen charity. They excel in their desire to be innovative, which is demonstrated by their national campaigns and competitions.
- Students regularly participate in a wide range of projects which deepen their understanding of the environment and sustainability. They care exceptionally well for the school and take pride in their organic garden. Children in the KG could be included more fully in school-wide projects.

For Development:

- Provide a wider range of creative, innovative, and entrepreneurial activities in the KG.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Outstanding	Very good ↓	Very good	Very good

- Teachers in the KG skilfully question children and provide open-ended activities to challenge, support and motivate these young learners. In the other phases, activities are less well-matched to the students' abilities. As a result, their critical thinking skills are developed inconsistently.
- Independent learning, involving problem-solving, investigation, independent research and inquiry, are intrinsic features of only some lessons. Students' opportunities to develop these skills are inconsistent, especially in mathematics and science lessons in the PYP.
- Across the school, most teachers have secure knowledge of their subjects. Learning environments have been upgraded and are now vibrant and supportive. Resources are of high quality and plentiful; they support students' learning when used effectively.

	KG	PYP	MYP	DP
Assessment	Outstanding	Very good ↓	Very good	Very good

- Internal assessment processes are coherent, consistent and linked well to the curriculum standards across the school. They enable tracking of individual student's knowledge, academic progress and personal and social development.
- The school conducts external assessments linked to the curriculum expectations of the DP. It participates in a range of tests to benchmark students' performance to international standards in the PYP and MYP. The analysis of available assessment information enables the school to monitor students' progress as individuals and as groups.
- Teachers' knowledge of their students' strengths and weaknesses and using this information for teaching and curriculum adaptations requires further development. The quality of written feedback to students, while very high in specific grades, is not yet consistently high across all phases and subjects.

For Development:

- Improve the use of assessment information so that teaching is personalised and matches the learning needs of all students.
- Ensure that the written feedback given to students informs their next steps in learning.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is well-planned, broad and balanced in all phases, with innovation and challenge featuring strongly. It aligns with the UAE's and IBO's requirements, although it may not yet be fully aligned with DP Arabic.
- Students have access to an excellent range of curriculum choices throughout the school, with an IB approach in the KG which provides the children with a wide range of age-appropriate activities. The PYP students are also offered some choices within subjects, which are enhanced further in the MYP and DP.
- Well-planned, meaningful links to other subjects and the real world feature in most classrooms. Critical thinking skills are becoming an increasing feature of the curriculum across the school. The curriculum is reviewed frequently. Transitions between the phases are very well planned but may not be fully implemented in classrooms.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Adaptations for students of determination and basic skills in English exemplify how the curriculum successfully meets the needs of groups of students.
- Students have access to an extensive offering of stimulating extra-curricular activities, including Spanish, yoga, STEM, Model United Nations and cross-country running.
- Opportunities for enterprise, innovation and creativity abound through a range of activities in and outside the classrooms. Examples include corporate partnerships, external competitions and mentoring. Learning experiences include classroom units; for instance, Grade 3 students study migration and Grade 4 students the 'Souk.' Experiences outside of the school are exemplified by students planting 'ghaf' trees.
- The school provides two 45-minute lessons of Arabic each week for children in the KG and one lesson for those in the Pre-KG.

For Development:

- Review the curriculum for Arabic in the DP to ensure it meets the needs of all groups of students.
- Review the implementation of the curriculum in the PYP to ensure that students' progress improves as they move through the Programme.

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 school has rigorous policies and procedures for safeguarding and child protection. It is highly effective in keeping students safe from all kinds of abuse, including bullying and cyberbullying. The supervision of students on campus and on school buses is highly effective.
- The school maintains rigorous systems and quality checks in relation to building maintenance. The premises are of high quality, clean and hygienic. The medical team ensures that students receive swift attention. The data they collect could be analysed to identify key areas for more significant support.
- The promotion of personal safety and healthy living is highly successful. Aspects of healthy living are systematically built into many aspects of school life. Students participate in a wide range of activities and opportunities to help them make healthy lifestyle choices.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Students', parents' and staff members' wellbeing are all priorities for the school. This is evident in many aspects of daily life. The school has deployed systems to monitor wellbeing daily at an individual level.
- The school has developed effective systems to identify students of determination. This identification results in timely and appropriate interventions, including Individual Education Plans (IEPs) with suitable and measurable targets. However, the written strategies to support individual students within their classrooms may be inconsistently implemented.
- The inclusion team has developed effective additional sessions that very successfully support students' progress. These sessions are skills-based and tailored to the individual needs of each student of determination.

For Development:

- Consistently implement personalised teaching and learning to enable progress by all groups of students, including students of determination and those who are gifted.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↓

- School leaders and governors have demonstrated a commitment to inclusive education. Their policy actively welcomes students of determination. However, the inclusion team is not represented at the senior leadership level, which sometimes restricts its ability to affect whole school changes.
- Identification information and internal and external diagnostic reports provide a strong basis for students' IEPs. However, teachers are still developing their skills in personalising their teaching to support students of determination.
- Parents receive regular updates on their children's progress through both informal and formal methods. They are involved in writing their children's IEP and can access resources to support them.
- Many students of determination benefit from a range of interventions to support their individual needs. Further interventions could diversify the life skills provision for these students.
- Students' progress is monitored effectively using assessment data, 'SMART' targets and qualitative information from support sessions. This process informs future interventions.

For Development:

- Ensure that the inclusion team continues to develop personalised teaching strategies in all classrooms.
- Expand the existing pathways to provide skills-based options that engage all students of determination.

6. Leadership and management

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

- Highly competent senior leaders and most middle leaders collaborate to ensure that each student knows their wellbeing is a priority. They work diligently and, at times, creatively towards achieving it. Ever closer agreement is emerging around what outstanding and very good IB teaching are. A strong leadership model is embedding these practices. There are links between highly-informed instruction and learning outcomes of the highest quality. These are seen in the KG and some other areas of the school.
- The self-evaluation document accurately reflects the students' achievements. This leads to improvement planning that sets ambitious targets. While the whole school's knowledge of the self-evaluation document is evident, students', parents' and teachers' voices could better inform it. Collegial oversight by senior leaders is required to raise self-evaluation and improvement planning to the highest quality.
- Genuine partnerships with the parent body are now evident throughout the school. The excellent community-based approach in the KG is a model for the whole school. The school reaches out regularly to parents, seeking their views across a range of issues. Outstanding communication channels support ongoing improvements by students. Charitable and mutual links with other communities have been re-established since the pandemic.
- Governors support the school very effectively and provide very well-informed leadership mentoring. Ample resourcing and continuous interest in students' holistic development are evident. Governors oversee compliance and campus development. They enable the effective operation of the Local Advisory Board (LAB) to maintain standards and facilitate improvements. Governors are yet to unite the students, parents and teachers to achieve outstanding teaching and learning in the IB model.
- The school runs exceptionally smoothly, with strong procedures embedded into the day-to-day management. While most staff members are suitably deployed, there are opportunities to enhance leadership, for instance, by a whole-school approach to inclusion. The premises and facilities are modern, accessible and well-suited to support learning. Technology is plentiful. Specialist equipment and spaces are accessible and of high quality, well suited to enhance learning by most students.

For Development:

- Add additional leadership capacity to secure outstanding teaching, learning and assessment.
- Ensure that middle leaders are mentored and held to account for outcomes in all subjects.

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