

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."  
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



# Inspection Report 2018-2019

**GEMS World Academy**

11 YEARS OF INSPECTIONS

**Very Good**

**IB**



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**School Information**

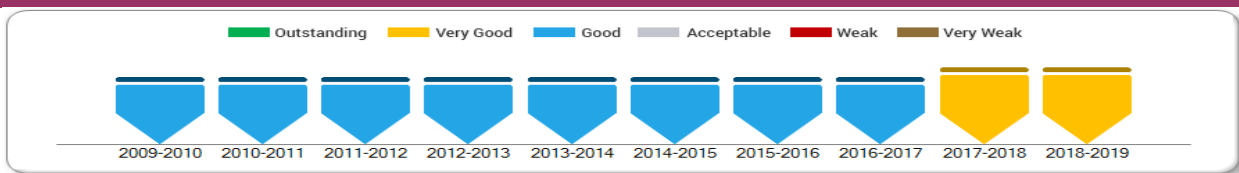
<b>General Information</b>	Location	Al Barsha
	Opening year of School	2008
	Website	www.gemsworldacademy-dubai.com
	Telephone	04-3736373
	Principal	Stuart Walker
	Principal - Date appointed	8/1/2015
	Language of Instruction	English
	Inspection Dates:	21 to 24 January 2019

<b>Students</b>	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Foundation to Grade 12
	Number of students on roll	1551
	Number of Emirati students	93
	Number of students of determination	289
	Largest nationality group of students	European

<b>Teachers</b>	Number of teachers	164
	Largest nationality group of teachers	British
	Number of teaching assistants	78
	Teacher-student ratio	1:10
	Number of guidance counsellors	7
	Teacher turnover	14%

<b>Curriculum</b>	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	MYP, DP, BTEC
	Accreditation	IB, NEASC, CIS
	National Agenda Benchmark Tests	CAT4, MAP, PBST

**School Journey for GEMS World Academy**



## Summary of Inspection Findings 2018-2019

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

- In Kindergarten (KG), children's outcomes are outstanding. In the other phases, outcomes in Islamic education are good. In Arabic, these are acceptable but are better in the primary years programme (PYP). In English, outcomes are outstanding in PYP and are very good in the upper two phases. Outcomes in mathematics and science are very good in PYP, the middle years programme (MYP) and the diploma programme (DP). Progress is outstanding in DP science.
- Students in each phase demonstrate excellent attitudes to learning and enjoy school, with the exception of a small number in MYP. Attendance, punctuality and behaviour are largely very good. Relationships are mainly positive and based on trust and respect. Students are global citizens. They reflect Islamic values well and are knowledgeable about UAE and other cultures. They have a strong sense of social and environmental responsibility.

### Provision for learners

- Teaching continues to be outstanding in KG and PYP and very good in the upper phases. Teachers' subject knowledge and their use of technology and resources ensure they maintain the momentum of students' learning. Almost all teachers plan lessons effectively to meet the needs of all students. In KG, PYP, and DP, skilful teaching, informed by very good or outstanding use of assessment, promotes inquiry and independent learning.
- The curriculum is tailored to address students' needs, aspirations and interests. Continuity between phases is very good. All students have opportunities to innovate and to develop enterprise skills. Stimulating, relevant learning for all groups ensures engagement and challenge, particularly in KG. An alternative programme for students of determination helps to develop their independence. Many lessons and extra-curricular activities provide critical thinking and entrepreneurial opportunities.
- Rigorous procedures ensure students' protection and welfare. Leaders and managers maintain a very safe and fully accessible environment. There is a very caring atmosphere, and a robust anti-bullying policy is applied to address any incidents. Students of determination and exceptional learners are identified effectively, and their needs are addressed. Students are provided with high-quality counselling and personal advice regarding their careers and future pathways.

### Leadership and management

- Senior leaders' vision of an inclusive and aspirational learning environment is shared widely. They pursue academic excellence and ensure students make good or better progress, whatever their starting points are. Priorities identified by data analysis are reflected in curriculum adaptation and lesson planning. Parents are closely involved in their children's learning. Local partnerships are exploited well. Governors bear financial responsibility, and all development requests are met. Staff are well-qualified, and the specialist resources are comprehensive.

### What the School does Best:

- The inclusive nature of the curriculum which meets the needs and aspirations of all students and leads to academic and social success
- Leaders' active involvement in promoting, encouraging and supporting innovation
- The outstanding provision in KG and children's excellent learning skills which lead to outstanding progress in English, mathematics and science
- The highly inclusive ethos of the school and effective systems for meeting the needs of a diverse range of students, including students of determination and exceptional learners
- The focus on the emotional well-being of all students through support and guidance sessions.







### Key Recommendations:

- Address the behaviour and attitude to learning of a small number of students in some lessons in MYP to ensure that this does not impede learning.
- Improve the teaching and learning in Arabic language lessons by:
  - ensuring students are engaged and make good use of their time
  - using assessment results to plan the learning activities and to inform progress
  - practising the target language skills during lessons, particularly speaking skills
  - facilitating more group work to ensure students use the language frequently.

**Overall School Performance**

**Very good**

**1. Students' Achievement**

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	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	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 English	Attainment	Outstanding	Outstanding	Very good	Very good
	Progress	Outstanding	Outstanding	Very good	Very good
 Mathematics	Attainment	Outstanding	Very good	Very good	Very good ↑
	Progress	Outstanding	Very good	Very good	Very good
 Science	Attainment	Outstanding	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Outstanding ↑
<b>Learning skills</b>		<b>KG</b>	<b>PYP</b>	<b>MYP</b>	<b>DP</b>
		Outstanding	Outstanding	Very good	Very good

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Very good	Very good	Very 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	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](#).

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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:

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter (NAP) for the academic year 2018-2019.

#### School's Progression in International Assessments

**meets expectations**

- The school did not meet its targets in the most recent Trends in International Mathematics and Science Study (TIMSS) and Programme for International Student Assessment (PISA) assessments. Mathematics is stronger than science in TIMSS. In both assessments, the school exceeds the performance of other schools in Dubai. Science is better than English and mathematics in MAP assessments. The overall performance in these assessments is good. When cognitive ability is used to determine potential achievement, outcomes in English, mathematics and science are very good.

#### Impact of Leadership

**is above expectations**

- School leaders are proactive in planning for improvement in key disciplines to meet and even exceed expectations in external and benchmark assessments. These plans are well-developed at the middle leadership level. Practical approaches are being followed in meeting students' identified content-related and cognitive needs, within the context of the International Baccalaureate (IB) curriculum.

#### Impact on Learning

**is above expectations**

- In all phases, students have regular opportunities to develop their critical thinking, inquiry and research skills. These arise in the context of the IB curriculum, build on students' well-developed information technology (IT) skills and happen through the advisory, core and theory of knowledge sessions. These aspects of learning are stronger in the KG and PYP and are most apparent in science.

**Overall, the school's progress towards achieving its UAE National Agenda targets is above expectations.**

#### For Development:

- Develop appropriate strategies to reach the school's targets in TIMSS and PISA.
- Establish a well-developed approach to the measurement of progress over time.
- Ensure that opportunities for critical thinking and investigation are central to students' learning in all subjects and phases.

## Reading Across the Curriculum

- IB diploma results in many subjects show that DP students achieve high standards in reading across the curriculum. Other international tests indicate that students' reading levels are weaker in MYP.
- Students acquire age- and grade-appropriate vocabulary in most subjects. They understand how to use reading strategies to determine meanings of unfamiliar language in English, mathematics and science.
- Liaison between library staff and teachers is well-established in KG and PYP. The librarian trains teachers in DP on information literacy skills, and there are plans to extend this programme.
- Leaders have clear plans to coordinate reading across the curriculum. The literacy committee represents several disciplines, and awareness of the need for shared reading strategies is developing.

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

### For Development:

- Ensure all leaders collaborate to share reading strategies across the curriculum and to implement a consistent reading assessment programme throughout the phases.

## UAE Social Studies

- The social studies curriculum provides a sound basis for the development of students' understanding of Emirati history, culture and values.
- Students analyse information and data about current issues in the UAE and use their critical thinking skills to draw valid conclusions.
- The majority of students attain levels of knowledge, skills and understanding that exceed the UAE social studies curriculum standards, and attainment levels are reported to parents alongside other academic reports.
- Regular internal assessments and students' work show that a majority of students make better than expected progress from their starting points.

**The school's implementation of the UAE social studies programme is above expectations.**

## Innovation

- Students demonstrate creativity, reflection and independence in learning. They use technology confidently and develop entrepreneurial skills. Their inquiry and critical thinking are strong but are not consistently evident in all lessons.
- The students' innovation committee initiates a range of projects for all ages that benefit the school and wider community.
- Lesson plans encourage critical thinking, problem-solving and innovation, but these skills are not always evident in the delivery of lessons.
- Students are motivated by a comprehensive range of imaginative and dynamic extra-curricular opportunities that are open to all, irrespective of age, needs or abilities.
- There is a detailed strategic plan, which highlights the need to embed innovation within the IB disciplines. Leaders secure the necessary funding for exciting developments and exploit their partnership with parents and the local community to apply students' ideas in the real world.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Assessment data suggest that attainment is outstanding, except in Grades 3 and 8. However, lesson observations and work scrutiny reveal that students' attainment is at a lower level. In spite of the inflated data in the lower grades, outcomes in the upper grades are slightly better.
- Most students in each grade demonstrate good knowledge about Islamic teachings. However, this proves to be shallow when students are challenged to show deeper understanding. For example, students in lower PYP know the five pillars of Islam, but most cannot name the five daily prayers.
- Since the previous inspection, each Islamic education lesson is underpinned either by a verse from the Holy Qur'an or Hadeeth. In MYP and DP, where teaching is better, students' engagement in debates about Islamic topics deepens their understanding.

For Development:

- Improve teaching in PYP by monitoring classroom practice more rigorously and by offering teachers more targeted professional development.
- Produce more detailed strategic plans that are based upon realistic findings from data analysis.

Arabic as a First Language

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

- Most students' achievement is in line with age-related curriculum standards. However, PYP students demonstrate better attainment and greater progress. The quality of their work in lessons and of their written work is better than in MYP and DP. Not all students in the two upper phases reach their potential due to the low expectations set by their teachers.
- Students show secure competencies when reading aloud. Their speaking skills are less developed. Younger students demonstrate greater confidence in their overall language skills.
- The department has introduced some new teaching methods to improve students' engagement in learning, but the impact of these on outcomes is not yet apparent. As a result, both attainment and progress of almost all students remain acceptable in MYP and DP.

**For Development:**

- Improve students' achievement by providing them with opportunities to reflect and to articulate their understanding.
- Improve students' writing skills by providing them with regular opportunities to write for engaging purposes and by following up on all feedback given on their written work.

**Arabic as an Additional Language**

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

- All students reach at least acceptable attainment and progress when compared to their starting points. PYP students make better progress. They are more enthusiastic about learning Arabic, resulting in a greater level of engagement in lessons. Students show an interest in a variety of topics, especially when involved in active learning tasks.
- During most lessons, students display a limited ability to speak in full sentences or to use accurate grammar. Most can form correct, short sentences using a limited number of common words. Their reading and listening skills are stronger, but too often, students request an English translation.
- The department has increased its use of technology, including portable devices and online assessment applications, but the impact of this on developing students' language skills is limited.

**For Development:**

- Improve students' independent speaking skills to enable them to use the language readily in their daily life.

**English**

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

- Students' reading, speaking and listening skills are consistently strong, both in KG and PYP. IB diploma outcomes for language and literature are excellent in Grade 12, but these levels of achievement are not consistent throughout the DP.
- Students in Grade 12 confidently analyse a broad variety of media and literature, including challenging modern texts. Older students in MYP are articulate. Their language reveals advanced levels of understanding and an ability to express opinions eloquently. Younger students thoroughly enjoy reading and eagerly appreciate both fiction and non-fiction books during visits to the library.
- Students who learn English as an additional language (EAL) make outstanding progress from their low starting points, particularly in PYP. First language learners write intelligently and review their work accurately. Most use learning technologies routinely to carry out research and to record their findings. The more able students in MYP are capable of achieving even higher levels than they presently do in written assignments.

**For Development:**

- Ensure that the more able students are sufficiently challenged to achieve the highest possible levels, particularly in writing.

## Mathematics

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

- Attainment is above curriculum standards in all phases but is best in the KG. This is reflected in external assessments, especially in the benchmark assessments in the upper phases. Internal and external assessment results are becoming better aligned.
- Students show better than expected progress over time in each phase. Many make very good progress, especially those who receive additional support or extra challenge.
- Children in the KG understand the impact of addition on numbers and use related mathematical terms confidently. Students in PYP can link mathematical concepts from data handling to other disciplines. Those in MYP and DP have very good knowledge of key mathematical concepts and can apply these to a variety of questions. Their ability to understand the practical links to other disciplines and real life is developing.

### For Development:

- Ensure that the relevance of complex mathematical operations to real life is more explicit during lessons in order to deepen students' understanding, especially in MYP and DP.

## Science

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

- In the KG, children's scientific understanding is well developed. Most students in DP make better than expected progress from their starting points. In the other phases, students' achievement is above curriculum expectations due to their engagement in challenging, practical and inquiry-based activities.
- Students demonstrate secure understanding of scientific thinking and enquiry skills. Their independent, investigative skills are a developing feature of their learning. In DP, students' development of critical thinking, reasoning and problem-solving skills is strong.
- The introduction of a new science continuum in the KG and PYP, along with other curricular initiatives, is increasingly helping students develop their practical and investigative skills. In turn, these are accelerating students' progress in acquiring knowledge and deepening their understanding of scientific concepts.

### For Development:

- Provide frequent opportunities for students to develop their independent, investigative skills.

## Learning Skills

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

- In the KG, children are motivated, eager and actively involved in their own learning. Students in PYP can collaborate and communicate their learning very well. In MYP and DP, students know how well they are doing in their work and how to improve it.
- Students apply their learning to the real world and make connections confidently between areas of learning. Their skills of evaluation and addressing misconceptions continue to be very strong features, particularly in design and technology, the performing arts and physical education.
- Students are continually developing their skill profile for the IB curriculum on their digital portal. Their skills of enterprise are evident in entrepreneurial and business hub initiatives. Their critical thinking and inquiry skills, whilst very strong overall, remain inconsistent in some disciplines.

### For Development:

- Ensure students' critical thinking and inquiry-based skills are equally strong in all phases and disciplines.

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

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

- Most students in each phase demonstrate excellent attitudes towards learning and enjoy their time at school. Their attendance is good. They are generally punctual and behave extremely well. However, there are small groups of students who display a poor attitude towards learning and cause low-level disruption during some lessons in MYP.
- Otherwise, relationships in most phases of the school are largely positive between students and staff. These are built on mutual trust and respect. Teachers often treat older students as young adults, which reinforces those relationships.
- Students know very well how to lead a healthy lifestyle. This is demonstrated by their choices of healthy food and their regular engagement in physical exercise. The teachers of physical education and clinic staff give constructive advice that promotes students' health.

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

- Students reflect Islamic values well in their daily life. They demonstrate a broad knowledge of famous Islamic landmarks, such as the Sheikh Zayed Mosque in Abu Dhabi. They explain why the development of Dubai needs to go hand-in-hand with respecting the values of Islam. Students in PYP can identify and explain most Islamic events.
- Students are confident when talking about the culture of the UAE and famous local landmarks. They can explain in detail how Dubai has developed. Students in each phase can speak about national events and festivals. They can readily recommend places of interest a visitor should see.
- The school is rich with displays, flags and pictures of other nations. This has a positive impact on students' respect for other cultures and ensures that they all live together in harmony as global citizens. In the KG, children develop significant knowledge of other cultures through their classwork.

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

- Through several extra-curricular activities, students demonstrate a strong sense of social responsibility and contribute actively to school life and to the wider community. They are confident and participate in a range of activities and competitions at both the national and international levels.
- Children in the KG are very active in leading learning and initiating innovative projects, while students in the MYP are successfully involved in projects with an entrepreneurial or commercial focus. An example is their work on designing and building mini-speakers.
- Students in each phase engage in entrepreneurial actions that lead to significant social benefits. Through the eco-school club, student-led projects promote environmental awareness and aim to reduce waste and consumption within the school.

**For Development:**

- Ensure that some students' behaviour and attitude towards learning do not impede their achievement or that of others in MYP.

### 3. Teaching and assessment

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

- Teachers have a thorough knowledge of their subjects and make effective use of resources, including digital technology to maintain the momentum of students' learning. In PYP and DP, skilful teaching promotes students' inquiry and independent learning. This is strong but inconsistent in the KG.
- Teachers increasingly promote critical thinking and problem-solving. This is more consistently evident in KG and PYP lessons. Greater teacher expectations and more opportunities for student reflection are features of the better lessons.
- Almost all teachers plan lessons effectively to meet the needs of students with differing learning styles and abilities. A greater understanding of data-driven learning is increasing teachers' capacity to develop differentiated strategies.

	KG	PYP	MYP	DP
Assessment	Outstanding	Outstanding	Very good	Very good

- In each phase, there is a wide range of well-analysed data. This is used successfully to measure students' academic, personal and social development and is most well-developed in the KG and PYP. The school participates in external benchmark assessments and works to ensure that internal and external outcomes are better aligned.
- Cognitive ability and benchmark assessments are used well to identify students' potential and their individual needs, as well as to inform their next steps for improvement. A range of in-school and online support allows students to improve from their starting points in a targeted way. These are more developed and effective in English, mathematics and science.
- Teachers know their students very well. Most students are developing an awareness of how their potential is linked to their learning targets.

#### For Development:

- Promote consistently-high expectations of students' learning in all lessons.
- Ensure that data, including comparable data, are consistently used to sustain improvement over time, especially in Islamic education and Arabic.

#### 4. Curriculum

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

- The curriculum is closely tailored to meet students' needs, aspirations and interests. Arrangements are in place to ensure the continuity of students' learning from one stage of education to another.
- Particular strengths include regular and thorough curriculum reviews to identify where improvements can be made. For example, the recent introduction of additional stand-alone science units in PYP enables students to apply their scientific inquiry skills more consistently. Students in each phase are provided with excellent opportunities to innovate and to develop enterprise skills.
- Since the previous inspection, the school has focused heavily on the development of inquiry skills across the curriculum. There is evidence of significant improvement, but this is slower in some areas than in others.
- Moral education is taught in Grades 1 to 12 following the Ministry of Education (MoE) curriculum. The time allocated to lessons meets the requirements, and the subject is assessed and reported upon in the same way as for other subjects.

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

- The curriculum provides stimulating, relevant learning programmes for all groups of students. This ensures full engagement and challenge, particularly in the KG. A recently-introduced alternative programme for students of determination is beginning to help them develop independence and important skills for life and work.
- The school has established a culture that encourages innovation and entrepreneurship through partnerships with the public, private and media sectors. It provides a comprehensive range of opportunities for students to develop problem-solving and innovative thinking skills during lessons and during extra-curricular activities.
- A range of projects, literature, artwork and displays link Emirati culture and heritage to school life, through the moral education programme. These contribute to the development of students' awareness, understanding and appreciation of the UAE.
- Arabic is taught in two sessions each week to all children in KG 2.

#### For Development:

- Develop more activities and opportunities within the curriculum that meet all students' needs, particularly in DP.

## 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 procedures for the care, support and welfare of students, including child protection. All staff, including external contractors, have received thorough training. Systems are regularly reviewed, and the school's policy is clearly defined. Staff and students are informed of changes as they occur.
- School leaders and managers take every step to make the school as safe as possible and have ensured full access to anyone with restricted mobility. The clinic staff maintain and promote students' health and well-being. The management of buses is extremely efficient. Ample staff help younger children and ensure students' arrival and departure are safe.
- The school has a very caring atmosphere, and bullying is rare. An anti-bullying policy exists to address any incidents swiftly.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The school sets clear expectations for behaviour and attendance and shares these with students and parents. In most phases, the school is successful in promoting outstanding attendance and punctuality. Relationships between staff and students are highly respectful and positive across most phases.
- The school has comprehensive approaches to identifying not only students of determination but also exceptional learners. Through rigorous and systematic monitoring, staff ensure that students receive prompt and highly-effective support. As a result, a significant number are making outstanding progress in learning in each phase.
- The school provides a safe, secure and nurturing environment for its more vulnerable students. High-quality counselling and support are available to all students when required. The school provides senior students with outstanding personal advice on career choices and higher education pathways.

### For Development:

- Develop strategies to ensure that all students arrive punctually to lessons, especially in MYP.

## Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- Senior leaders and the inclusion governor have made commendable progress in realising a vision for inclusion which takes full account of the school's diverse range of learning needs. This ensures that all students learn and achieve in a safe and supportive environment.
- Data are used very well, and highly effective systems exist to track and review students' progress. This ensures that tasks and activities take full account of individuals' needs, including those of students with gifts and talents. As a result, they are challenged appropriately in their learning.
- Parents make a significant contribution to the school's high-quality provision for students of determination. They feel confident in approaching the director of student services with any concerns and welcome the regular reviews of their children's progress and the opportunities to share their own views.
- Students of determination and of those with gifts and talents benefit from adapted assessments and highly-skilled teaching, in groups and individually. During lessons, almost all teachers take full account of students' needs when planning learning. Teachers work well together to review their work and ensure that learning is matched accurately to students' needs.
- The school routinely monitors students' progress to inform their next steps in learning. Assessment information shows that in each phase, all students of determination and exceptional learners are achieving or exceeding the expected levels. Students are very well supported by counsellors to develop their personal and social skills.

### For Development:

- Extend teachers' understanding of students' needs and of appropriate interventions to support them to make better progress in their learning.

## 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

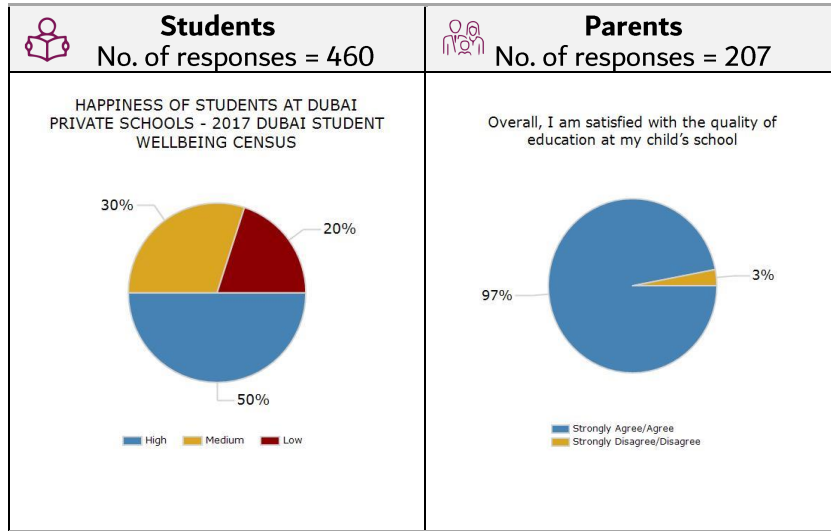
- Senior leaders bring together four different but complementary styles of leadership, and they collectively drive school improvement. Their educational vision of an inclusive, aspirational learning environment is shared with other leaders and staff. They pursue academic outcomes and seek to ensure all students make progress, whatever their starting points are. Distributed leadership provides further capacity to improve. Middle leaders are developing their skills, but the impact of some is limited by the time they have available to monitor teaching and learning.
- Senior and many middle leaders accurately evaluate the work of their departments. They have a realistic understanding of the strengths and the areas for development in their departments. Priorities are identified clearly through data analysis, most importantly by comparing external assessment results with cognitive ability predictions. This has had a positive impact on curriculum adaptation and is now reflected in all lesson plans. The monitoring of teaching is becoming more systematic and now includes peer evaluations.
- Parents are very closely involved in their children's learning. Many are at school daily, and they are fully informed of their children's progress through user-friendly online communication systems. They highly value the school and appreciate that all children in the community are welcomed, whatever their individual needs are. Strong local partnerships are led by the active and well-supported parents' association, which has close links with senior leaders.
- There are two levels of governance in this school. Although some corporate directors are parents, the local advisory board provides a voice for other stakeholders, including staff and students. The centralised governors bear financial responsibility and appropriately fund all the well-structured requests for development. There is a strong focus on improving the academic and personal outcomes of individual students. Therefore, the school's inclusive ethos is well-supported by appropriate staffing and resources.
- There is a sustained effort by all staff to ensure that the school's daily routines are extremely well-organised and have a positive impact on students' achievements. Staff are well-qualified and benefit from high quality training that is well-matched to the school's priorities. The learning technologies and premises are of the highest quality and are used effectively by staff and students. There are extensive libraries and specialist facilities across the school, including facilities for design and technology, music, the performing arts, physical education and science.



### For Development:

- Ensure middle leaders have sufficient time to carry out their responsibilities in monitoring and evaluating teaching and learning.

**The Views of Parents and Senior Students**

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>While a majority of students feel positive about their school, a noteworthy proportion express some concerns about relationships, trust and respect. Only 53% feel they have a strong relationship with an adult at school. Of those who responded, 50% express concerns about social isolation or verbal bullying. The inspection has revealed some related issues in MYP. The vast majority of students appreciate the extensive range of activities on offer.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Parents who responded to the survey reflect positive views of the school as a whole, especially regarding the way they are informed of their children's progress. However, only 68% feel their children have a close relationship with an adult at school, and only 62% indicate that they feel bullying is not an issue. Inspectors found the parents they interviewed, formally and informally, universally positive about the school.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)