

INSPECTION REPORT

2022-2023



GEMS MODERN ACADEMY

CISCE /IB CURRICULUM



OUTSTANDING

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Nad Al Sheba
	Opening year of School	1986
	Website	www.gemsmodernacademy-dubai.com
	Telephone	97143263339
	Principal	Mrs. Nargish Khambatta
	Principal - Date appointed	1 April 2014
	Language of Instruction	English
	Inspection Dates	10 to 13 October 2022





STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 19
	Grades or year groups	Pre-KG to Grade 12
	Number of students on roll	3615
	Number of Emirati students	0
	Number of students of determination	153
	Largest nationality group of students	Indian

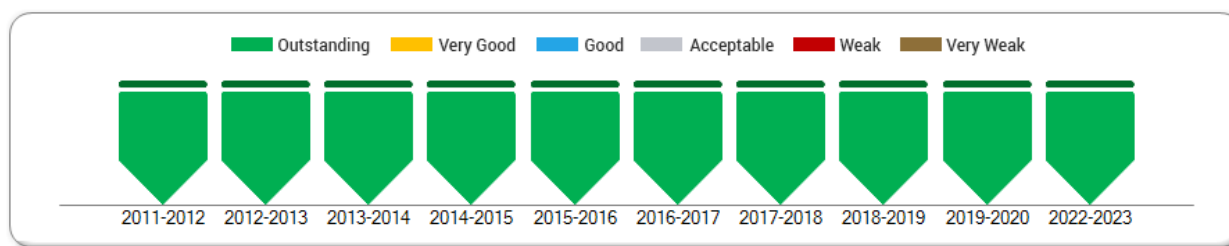
TEACHERS

	Number of teachers	230
	Largest nationality group of teachers	Indian
	Number of teaching assistants	68
	Teacher-student ratio	1:16
	Number of guidance counsellors	3
	Teacher turnover	6%

CURRICULUM

	Educational Permit/ License	Indian/IB
	Main Curriculum	CISCE/IB
	External Tests and Examinations	ICSE/ISC/ IBDP
	Accreditation	IB

School Journey for GEMS MODERN ACADEMY



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- In most subject areas, student attainment and progress are outstanding. The academic achievement of the senior students is very high in both the Council for Indian School Certificate Examinations (CISCE) Board X and XII examinations and the International Baccalaureate (IB) Diploma Programme. Progress in Arabic as an additional language is not as rapid as in the other subjects.
- Students' personal and social development, their understanding of Islamic values, Emirati and world cultures and their participation in community service and implementation of innovative ideas, is outstanding in all phases. This is a key feature of the school.

PROVISION FOR LEARNERS

- The quality of teaching to support effective learning is embedded across the school. Teaching engages students and encourages their academic success. However, there still remains some inconsistency in the school's shared understanding of the use of assessment data to provide adaptations and interventions to meet the learning needs of all groups of students.
- Curriculum provision and curriculum adaptation are outstanding across the school. The school delivers the International Baccalaureate (IB) Primary Years Programme (PYP) from KG to Grade 5. They successfully deliver a dual Indian (CISCE) and IB curriculum from Grade 6 onwards. There is access to the Award Scheme Development and Accreditation Network (ASDAN) units for students who may benefit from alternative pathways. A wide range of extra-curricular activities and experiences support students' interests.
- The school provides a safe, supportive and caring environment for students. The buildings are maintained to a high standard. The day-to-day management is highly effective. As an inclusive school, it identifies and supports students of determination, including those who are gifted and talented. The needs of almost all students are being met. Counselling services provide effective academic and wellbeing support for students.

LEADERSHIP AND MANAGEMENT

- The school leaders and governors have a strong vision and direction for the school, based on student wellbeing and student achievement. Respectful relationships between all stakeholders result in a vibrant atmosphere of success that pervades the school. Morale throughout the school community is very positive. Parents are particularly supportive and play an active role in the school. The processes for driving, supporting and sustaining change have been developed and implemented successfully.

The best features of the school:

- Students' achievements in a wide range of academic and non-academic areas, and their personal and social development
- Students' well-developed learning skills which support their current learning and future pathways
- The leadership of the school and their drive and vision that allows for and supports students to explore and challenge themselves
- The facilities provided by the school that enable students to achieve well in multiple disciplines and activities





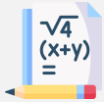

Key Recommendations:

- Ensure that the best practices in teaching, learning and assessment are effectively documented, shared with all teachers, and applied consistently throughout the school to support quality student outcomes in all subjects.
- Develop the delivery of Arabic as an additional language and in particular, the improvement in students' speaking, listening and writing skills.
- Ensure that there is sufficient inclusion staffing to allow for more effective monitoring of inclusion and intervention in the classroom.

Overall School Performance

Outstanding

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Acceptable ↓
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Learning skills		KG	Primary	Middle	Secondary
		Outstanding	Outstanding	Outstanding	Outstanding

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

	KG	Primary	Middle	Secondary
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	Primary	Middle	Secondary
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

	KG	Primary	Middle	Secondary
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	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding
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	is above expectations	Not applicable

- The school made consistent progress in international benchmarking tests over the last three years. Recent ASSET, PISA and TIMSS results show consistent improvement across phases.

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

- Leaders at all levels are well-informed about the vision and goals of the National Agenda. The school has developed detailed National Agenda and subject action plans that have clearly set targets for the impending international assessments. Modifications have been made to the curriculum to support student achievement in these assessments.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	Not applicable

- The school has recognised the importance of reading literacy for all students. It is using Scholastic Literacy Proficiency for Primary and Achieve 3000 for Middle and Secondary. Curriculum modifications and lesson plans incorporate reading skills as one of the key elements. Most teachers are successful in reinforcing reading skills in their classes. The school has also registered for the New Group Reading Test (NGRT) as a pilot project for this academic year.

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

For Development:

- Ensure there are focused interventions to support student achievement in key subjects especially in the middle school.
- Provide consistent implementations of reading assessments and the use of Lexile or reading ages in lesson and resource planning.

Wellbeing

The quality of wellbeing provision and outcomes is very high:

- Senior leaders and the governing board demonstrate a very strong commitment to wellbeing in the school. The wellbeing policy and practices provide clear guidance about the importance of wellbeing to the health, happiness and success of all. The school systematically collects, analyses and uses data, including student, parent and staff surveys/feedback to monitor and refine its whole school approach to wellbeing.
- Dedicated and specialist staff teams assist any member of the school community needing emotional support. Students are confident in seeking support, and older students regularly mentor younger students. Students are taught to be kind, reflective and helpful to others through the wide range of activities that promote wellbeing. The outstanding rapport between students and staff creates a pervading atmosphere of mutual respect. Parents are partners in the school's wellbeing journey. Staff are valued and supported and feedback from all is welcomed.
- Wellbeing development opportunities are skilfully integrated within the curriculum and across all areas of school life, including the explicit teaching of social and emotional skills. The broad range of co-curricular and extra-curricular activities are developing teamwork and challenge. Creativity, Activity and Service (CAS) in the Diploma Programme and community outreach make a significant contribution. Students feel safe and valued and demonstrate exemplary attitudes. The school is highly successful in the development and promotion of wellbeing experiences for all its community.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education based on the latest, Moral, Social and Cultural Framework. It does this through an integrated and standalone approach in the lower grades and as standalone subjects from Grade 6 upwards. These lessons are delivered in English. There are ample enrichment opportunities available for students in all grades to deepen their conceptual understanding. Teaching is interactive using online and offline resources. Technology is used to stream live 'master' classes. Some lessons are delivered by one teacher, via the TEAMS platform, simultaneously to all students in the grade and are then supported by follow-up activities by their class teachers.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Students make relatively faster progress in Middle than in the other two phases. Their knowledge of Islamic concepts and their ability to relate them to the Holy Qur'an and Hadeeth show that a majority of students are achieving above the expected standards.
- Students' ability to discuss Islamic concepts and relate them to real-life applications are strengths across the school. Skills in Tajweed and memorisation from the Holy Qur'an are still underdeveloped. Students' ability to refer to the Holy Qur'an and Hadeeth is stronger in Secondary.
- There has been some improvement in independent learning in lessons and in linking concepts to practical reality. The planned development of students' skills, by using assessments and written work to develop their thoughts and perspectives, has not yet made a sufficient impact.

For Development:

- Enhance the recent procedures for using assessment information to develop students' skills and knowledge and raise their achievement.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Acceptable ↓

- Internal assessment data are not practically utilised in all phases to support the development of student achievement. However, students' attainment is still above the expected levels based on the years of studying Arabic as an additional language. Students' attainment and progress in Primary and Middle are stronger than in Secondary.
- The extended writing skills for all students are still below the expected levels. Primary students are more proficient in using language in multiple contexts when expressing themselves. There remains a weakness in the speaking skills of upper Middle and Secondary students.
- The effectiveness of teaching strategies to improve students' progress is stronger in Primary. The absence of appropriate differentiation, and the inconsistency of teaching in the Middle and Secondary, are leading to less rapid progress being made by all groups of students in these phases.

For Development:

- Ensure all lessons meet the required learning needs of all groups of students.
- Provide more opportunities for students to use Arabic in multiple contexts to support the development of their speaking and writing skills.

English

	KG	Primary	Middle	Secondary
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- From their starting points, children in Kindergarten (KG) communicate in English with increasing confidence. Students build extremely well on this secure start, reaching high standards in every aspect of English. Across the school, students' oral and comprehension skills are very strong.
- In Primary, students develop strategies to analyse texts and identify the literacy devices evident in different genres. Older students use their very secure language skills effectively during class discussions. Drawing on their wider reading, students typically write with considerable flair.
- The English leadership team has been innovative in promoting reading literacy, for example by introducing new ways of setting comprehension tasks at different levels. Increased opportunities for reading and writing across the curricula are increasing, for example, in mathematics and science.

For Development:

- Extend opportunities for students to practise, consolidate and improve their literacy skills across the curricula.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Attainment and progress are consistently high across all phases. Students perform very well in most external assessments. In KG, children are developing their number skills very well, although their understanding of mathematical concepts is less secure. In the middle phase, students have not reached the very high targets for recent external benchmarking assessments.
- Students in KG and Primary demonstrate effective collaborative, problem-solving and independent research skills. However, in Secondary in the Indian curriculum stream, opportunities to use these skills are fewer as lessons concentrate on preparation for Board examinations.
- Curriculum adaptations including reading in mathematics, customised text on worksheets, special reasoning interventions and the incorporation of visual representation of data are helping to improve ASSET scores. The productive use of digital resources, for example, Mindspark and GeoGebra, improves students' problem-solving skills.

For Development:

- Adapt the best practices from the IB curriculum and incorporate these into lessons for students who are following the CISCE curriculum.

Science

	KG	Primary	Middle	Secondary
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, student achievement is very high. In Secondary, many students are successful in science and opt to follow more than one of the sciences the school offers.
- KG children develop inquiry skills rapidly through well-planned activities which are developed further in Primary. In Middle and Secondary, students demonstrate high levels of knowledge, skills and understanding of scientific method and concepts. They can explain their reasoning using scientific vocabulary.
- Students in Middle understand cross-curricular links and connect learning across subject areas. By the time they reach Secondary, students are becoming adept at using technology in science to communicate their learning. Most students in both curricula are able to conduct and draw valid conclusions from the experiments they complete and suggest solutions to solve problems.

For Development:

- Enhance students' skills by developing problem-solving and independent research skills in all lessons.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Children in KG are attentive and keen to learn. Such positive attitudes to learning in the other phases are evident at every turn as students collaborate and interact maturely. Students are highly skilled in using learning technologies for research and presenting their findings.
- In Middle and beyond, students contribute to discussions and offer insightful ideas confidently. They reflect maturely on their own learning and increasingly take responsibility for it as they move throughout the school. Students' critical thinking skills are very secure and evident in lessons and in their work.
- The emphasis on how to structure questions, using appropriate subject-specific language, is having an impact on learning in the school. Students' learning skills have now improved since the pandemic, during which online learning somewhat constrained their opportunities for effective collaborative work.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students in all phases have extremely positive attitudes to their school. They are self-reliant, resilient, respectful and polite. They work very effectively and collaboratively together, showing commendable support and empathy for the needs of each other.
- Behaviour is exemplary during classes and around the school. Students are self-disciplined and courteous towards adults and others. They and their teachers share strong relationships based on mutual respect. Students often take the lead in helping to develop their school. Student leadership is a strength of the school.
- Across all phases, there is an excellent awareness and commitment to following healthy lifestyles. Students are very enthusiastic, and consequently, make sensible decisions in relation to eating and exercise. Attendance and punctuality are strong.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students can talk in detail about how they practice Islamic values in school life, for example, when showing consideration to fasting students or when engaging in celebrations, for instance, the Hijri or the birthday of the Prophet Mohammed (PBUH).
- In all phases, students have a clear understanding of Emirati culture and history. They are less aware of key features of everyday life in the Emirates. They are knowledgeable about Emirati symbols and features of the landscape. They are well engaged in national activities such as National and Flag Days.
- Students demonstrate a firm appreciation of other world cultures. They participate in multi-national activities and cross-curricular projects, including study and charity trips to other countries. They recognise these links in their history, geography, social studies and moral education lessons.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate a very high standard of citizenship. Their contributions, through the many student-led initiatives and outreach projects, have a very positive effect on the school and the wider community. Children in KG willingly take on responsibilities and show care and concern for others.
- Children's strong disposition to learn and students' excellent work ethic are evident in their high level of involvement in many innovative projects and problem-solving challenges. Older students use their leadership skills to very good effect in managing their own successful projects that also involve other students.
- The understanding of environmental sustainability and conservation is strong in all phases. Students are proactive in finding solutions to improve the environment, reduce wastage and in becoming an eco-friendly school. Older students show an insightful understanding of ecological awareness and conservation in the wider world.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding

- A key feature of teaching across the school is the focus on developing students' learning skills. In KG, children have good opportunities to investigate through practical activities. Older students benefit from teachers modelling how to frame questions to express their views.
- Teachers have a keen awareness of effective subject-specific teaching strategies. For example, in Islamic education, teachers encourage students to make links between Islamic concepts and real life. In the middle and secondary phases, Arabic lessons are planned and structured to consider the number of years students have been learning the language.
- Strategies that proved successful during the pandemic are being adopted and further refined. The repertoire of digital tools for teaching, learning and assessment is being expanded. Leaders are exploring ways to strengthen and sustain a hybrid approach to teaching and learning.

	KG	Primary	Middle	Secondary
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- Assessment systems are robust and systematic across all the phases and subjects. Detailed data analysis leads in most areas to subject-specific lesson interventions that accommodate learning needs and lead to high attainment, especially in English, mathematics and science.
- The use of open-ended discussions, lines of inquiry, challenge-based learning, thinking routines and co-construction of success criteria and assessment rubrics are helping to ensure that students become more responsible for their own learning.
- The use of assessment data to influence teaching and feedback to students is effective across all phases and most subjects. It is, however, less developed in Arabic as an additional language and in Islamic education.

For Development:

- Ensure all teachers make effective use of assessment information to influence teaching so that the learning needs of all students are met.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The school's curriculum has a very clear rationale and is aligned well with the requirements of the CISCE, the IB and the UAE priorities. It is comprehensive, well-designed and promotes sufficient challenge to almost all learners. It is effective in developing the skills required for the next stages of education and work.
- The progression of themes is logical and systematic. The curriculum provides opportunities for learners that are relevant, experiential and linked with the real world. Extensive curricular choices for older students offer multiple pathways to future higher education and careers.
- Cross-curricular links and real-life examples ensure the successful transfer of learning between different subjects. The integrated approach in PYP is highly effective in ensuring whole learning experiences and achievement.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Adaptations based on surveys and feedback are highly successful in ensuring the social and emotional wellbeing of students. Further support is provided to students upon changing their curriculum options. There are some non-academic pathways available through the adoption of ASDAN units for students who need a more vocational pathway.
- The curriculum is rich and offers plenty of opportunities for enterprise, creativity and innovation for students to satisfy their curiosity and aspirations. The range of co-curricular activities within and outside the school significantly enhances students' academic and personal potential.
- The deliberate and coherent learning experiences related to the culture and society of the UAE are ensured through a variety of initiatives such as competitions, cultural events and subjects.
- There is one period per week as an introduction to Arabic for children in KG2.

For Development:

- Ensure that the provision, modifications and interventions successfully support all groups of students in meeting their needs and aspirations.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The health and safety team ensures that policies and practices are implemented very effectively through rigorous monitoring and frequent inspection. Comprehensive records are kept and staff training is regular and thorough.
- Procedures for child protection and safeguarding are robust and well-understood by students, staff and parents. Rigorous risk assessment for all visits and cyber-security measures ensure safety at all times. The supervision of students on arrival and departure is carefully managed, and very efficient arrangements for school transportation are in place.
- The premises are secure, hygienic and well-maintained. The strong promotion of a healthy lifestyle and high-quality medical care have a positive effect on health and wellbeing. The school has acted promptly to address a recommendation on evacuation procedures in a recent company inspection.

	KG	Primary	Middle	Secondary
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Staff-student relationships are exemplary. Mutual respect, trust and confidence characterise interactions between staff and students. The systems for managing students' behaviour are highly effective, while the school's approach to promoting outstanding attendance and punctuality is equally successful.
- The school has rigorous systems to identify promptly and accurately students of determination, including those who are gifted and talented. Strong support and well-matched interventions and challenges are then provided for these students.
- The wellbeing and personal development of all students are a high priority of the school and are monitored very closely. This information is used to provide highly effective personal and academic guidance and support and career guidance for senior students.

For Development:

- Encourage all families to be supportive and accepting of the school's processes for identifying students of determination so that appropriate support can be provided.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- Senior leaders are committed to providing inclusive education. An inclusion governor works actively with the department. The development plan is coherent and strategic in promoting improvement.
- Students of determination are formally identified, and a range of interventions are activated efficiently to support them. Teachers use independent learning plans to assist in designing lessons to meet student needs. However, not every identified student is included in this support programme due to parental reluctance.
- Parents are very positive about the support they receive and the various levels of communication, including a regular departmental newsletter and access to a library. New families are welcomed warmly, and the school also advises and supports enrolled families with therapy advice prior to entry.
- A large majority of teachers are skilful in matching work to student needs. Strong support is given by Learning Support Assistants (LSAs) in embedding the modified curriculum although more personnel would enhance this provision. An ASDAN pathway, a fully modified curriculum as well as vocational pathways have been designed to suit the diverse range of student needs. Learning targets on individual learning plans are realistic and achievable and reviewed regularly.
- Progress for students of determination is mainly good and continued to be so during the pandemic. There are exceptional cases of students, once needing more support now needing very little.

For Development:

- Ensure that there are sufficient experienced personnel to meet the needs of all identified students of determination.
- Improve the regular monitoring of the quality and effectiveness of support within all classrooms.

6. Leadership and management

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

- The school's leadership team, led by a highly effective and dynamic principal, has a clear and passionate vision for the school and in doing so promotes an innovative and challenging ethos firmly seated in student success, their wellbeing and self-improvement. The morale throughout the school community is very positive. The role of middle leaders is well-developed. They provide additional support in driving the processes for continuous development and improvement.
- The school leadership has recognised and prioritised areas for further development using an effective self-evaluation process. Whole-school and department action plans have been developed to implement strategies aligned with identified priorities. These strategies continue to have a positive impact on student achievement and wellbeing. Some long-term aspirational goals do not yet have effective interim checkpoints to ensure that targets can be met on time.
- Parents are very supportive and positive about the school and the opportunities that it provides for their children. Many are involved with the activities that take place daily. Communication between the school and parents is effective and transparent. It has been particularly welcomed during and after the pandemic, especially with transitions to and from online learning. The school reports regularly to parents on the academic and personal development of their children. There are numerous connections between the school and the local and wider communities.
- The school's executive and local advisory boards are very supportive of the improvement strategies being implemented in the school. They have a positive collegial relationship with the school leadership and, as such, they can exert a constructive and direct impact on school performance by holding school leaders to account for their actions. They ensure that appropriate staffing, facilities and resources are available.
- The day-to-day management of the school is very effective. The school has appropriately qualified staff who are well-deployed. A range of professional development opportunities is provided for staff and designed to support the many initiatives that have been and are being introduced. There is an extensive range of well-maintained and resourced facilities resulting in a vibrant learning environment to enhance the learning experiences of students.

For Development:

- Ensure that the staffing for inclusion provides the classroom support required to help teachers achieve the planned interventions for students of determination.
- Consider introducing interim tracking points and success criteria in the longer-term improvement and action plans to help achieve targets.

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