

INSPECTION REPORT

2022-2023



GEMS AL KHALEEF INTERNATIONAL SCHOOL - DUBAI

US CURRICULUM

GOOD

CONTENTS

| | |
|--|------------------|
| <i>Contents.....</i> | <i>2</i> |
| <i>School Information.....</i> | <i>3</i> |
| <i>Summary of Inspection Findings 2022-2023</i> | <i>4</i> |
| <i>Overall School Performance</i> | <i>6</i> |
| <i>Focus Areas</i> | <i>8</i> |
| <i>Main Inspection Report</i> | <i>10</i> |

SCHOOL INFORMATION

GENERAL INFORMATION

| | | |
|--|----------------------------|----------------------------|
| | Location | Al Warqaa 4 |
| | Opening year of School | 1992 |
| | Website | www.gemsakns.net |
| | Telephone | 97142173900 |
| | Principal | Ghadeer Munther Abu-Shamat |
| | Principal - Date appointed | 1/25/2015 |
| | Language of Instruction | English |
| | Inspection Dates | 31 October to 03 Nov 2022 |

STUDENTS

| | | |
|--|---------------------------------------|------------------|
| | Gender of students | Boys and girls |
| | Age range | 4 to 18 |
| | Grades or year groups | KG 1 to Grade 12 |
| | Number of students on roll | 2441 |
| | Number of Emirati students | 1034 |
| | Number of students of determination | 103 |
| | Largest nationality group of students | Emirati |

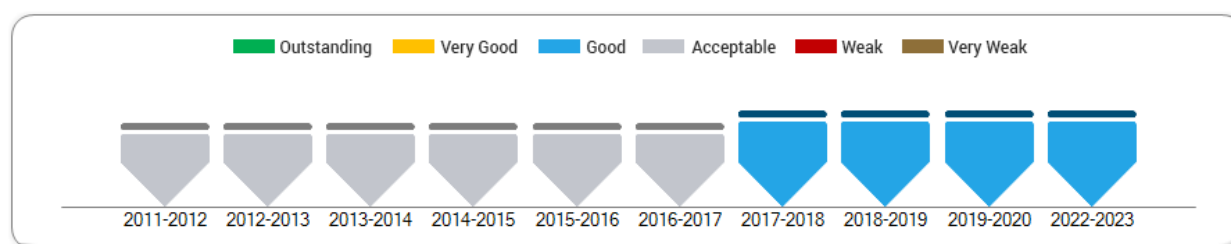
TEACHERS

| | | |
|--|---------------------------------------|--------|
| | Number of teachers | 158 |
| | Largest nationality group of teachers | Jordan |
| | Number of teaching assistants | 42 |
| | Teacher-student ratio | 1:15 |
| | Number of guidance counsellors | 4 |
| | Teacher turnover | 16% |

CURRICULUM

| | | |
|--|---------------------------------|-------|
| | Educational Permit/ License | US |
| | Main Curriculum | US |
| | External Tests and Examinations | AP |
| | Accreditation | NEASC |

School Journey for GEMS AL KHALEEJ INTERNATIONAL SCHOOL - DUBAI BRANCH



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Across all phases and subjects, students' progress is at least good, and very good in high school science, English, mathematics, Islamic Education and Arabic as an additional language. Improvements are noted in Arabic, as a first language in the middle school. Assessment data reflect the expected levels of achievement in English and mathematics in the elementary and middle schools. Students' learning skills are at least good across the entire school.
- Students exhibit strong self-reliance and demonstrate sensitivity and tolerance towards others. Students are dedicated to living safe and healthy lifestyles. They clearly respect the heritage, culture and Islamic values of the UAE. Different events that the school organizes enable students to understand diversity. Students initiate and lead activities that are having an impact on sustainability and conservation.

PROVISION FOR LEARNERS

- Teachers have secure knowledge of their subjects and how students learn best. In the Kindergarten (KG) and high school, the quality of teaching has improved. Older students are taught to learn collaboratively and independently. The KG children are actively engaged in whole and small group activities. Assessment systems are coherent. Students' progress is closely monitored using internal and external benchmarks. The data collected are thoroughly analyzed and used most effectively in the KG and high school.
- The implementation of a new bilingual program is having positive effects in the KG. The curriculum provides high school students with opportunities for studying Advanced Placement (AP) level courses in biology, chemistry and physics. Students' skills, talents, and interests are promoted through curricular and extra-curricular activities, competitions and events. Students participate in challenges to gain a deep understanding and to find innovative solutions to real-life problems.
- The proactive approach of the school regarding the health and safety of students means that they can thrive personally and academically. The school buildings, equipment and resources are exceptional. The school is inclusive and has robust systems to identify students of determination. Challenge and support which match the needs of students of all abilities is evident in lessons across the school.

LEADERSHIP AND MANAGEMENT

- Senior leaders are highly effective and have established an inclusive ethos. They collaborate very successfully with parents in delivering a shared vision and strategic direction for the school. Action planning takes account of key findings from data and the regular review of teaching and learning. Parents and governors support the vision of the school and offer their skills in designated roles as Inclusion and Wellbeing Champions. Resourcing of the school provides for delivering the curriculum in a unique learning environment.

The best features of the school:

- Engaged children in the KG, developing their skills as learners and making rapid progress across all areas
- The deep understanding and knowledge that high school students demonstrate in science
- The respectful and considerate relationships among all students, reflected in positive work ethic and an appreciation of Islamic values and Emirati culture
- The improving quality of teaching and learning in the KG and high school
- The commitment of senior leaders and governors to ensure the best possible outcomes for all students in a secure and inclusive learning environment.



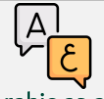

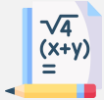

Key Recommendations:

- Ensure that the provision for second language learners reduces the gap between their expected and actual reading ages.
- Ensure that reading in English and Arabic is given the appropriate time, including effective use of the library, to support better literacy in each grade.
- Use various teaching methods to broaden the range of learning choices available to students, especially at the Advanced Placement (AP) level.

Overall, School Performance

Good

1. Students' Achievement

| | | KG | Elementary | Middle | High |
|---|------------|----------------|-------------|-------------|-------------|
|  Islamic Education | Attainment | Not applicable | Good | Acceptable | Acceptable |
| | Progress | Not applicable | Good | Good | Good |
|  Arabic as a First Language | Attainment | Not applicable | Good | Good ↑ | Acceptable |
| | Progress | Not applicable | Good | Good ↑ | Good |
|  Arabic as an Additional Language | Attainment | Not applicable | Very good ↑ | Good | Good |
| | Progress | Not applicable | Very good ↑ | Very good ↑ | Very good ↑ |
|  English | Attainment | Good | Acceptable | Acceptable | Good ↑ |
| | Progress | Very good | Good | Good | Very good ↑ |
|  Mathematics | Attainment | Good | Acceptable | Acceptable | Good |
| | Progress | Very good | Good | Good | Very good |
|  Science | Attainment | Good | Good | Good | Very good ↑ |
| | Progress | Very good | Good | Good | Very good ↑ |
| | | KG | Elementary | Middle | High |
| Learning skills | | Very good | Good | Good | Very good ↑ |

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

| | KG | Elementary | Middle | High |
|---|---------------|---------------|---------------|---------------|
| 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 | Elementary | Middle | High |
|---------------------------------|-------------|------------|--------|-------------|
| Teaching for effective learning | Very good ↑ | Good | Good | Very good ↑ |
| Assessment | Very good | Good | Good | Very good ↑ |

4. Curriculum

| | KG | Elementary | Middle | High |
|--------------------------------------|-----------|------------|-----------|-----------|
| Curriculum design and implementation | Very good | Good | Good | Very good |
| Curriculum adaptation | Very good | Very good | Very good | Very good |

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

| | KG | Elementary | Middle | High |
|--|---------------|---------------|---------------|---------------|
| Health and safety, including arrangements for child protection/ safeguarding | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |
| Care and support | Very good | Very good | Very good | Very good |

6. Leadership and management

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

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 below expectations | is below expectations |

- In Trends in International Mathematics and Science Study (TIMSS) assessments in 2019, the school met its targets in science but not in mathematics. The results showed improvement, especially in science in Grades 4 and 8. In 2018, the Program for International Student Assessment (PISA) outcomes did not meet the school's targets and results remain broadly the same as in 2015. The outcomes of the Measures of Academic (MAP) assessments are weak.

| | Whole school |
|--|---------------------------|
| Leadership: data analysis and curricular adaptation | meets expectations |

- Through a review of examination outcomes, changes to the curriculum have resulted in alterations to the programs of study in certain grades. Key priorities for improving reading comprehension and ensuring that Emirati students are better prepared for assessments, are identified in the school's action plan. The plan has clear objectives and time frames in which improvements must be achieved.

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

- The school is building students' understanding of how to answer questions in the MAP, TIMSS and PISA tests. They are ensuring that students can extract key information contained in questions, through improved reading and comprehension skills.

Overall, the school's progression toward achieving the UAE National Agenda targets is approaching expectations.

For Development:

- Ensure that the assessments of students' reading, and comprehension skills meet the expectations of the National Agenda.
- Ensure that all teachers understand how to interpret data from the MAP Reading Fluency assessments and apply this knowledge to improve students' reading skills.

Wellbeing

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

- The school has a strong commitment to the well-being of students, staff and parents in the school community. Leaders across the school are committed to removing barriers to wellbeing development. Governors and senior leaders promote policies and procedures for the wellbeing development. They hold other leaders to account for implementing changes that ensure provision for well-being. Data are collected and analyzed by the well-being committee and this knowledge informs further planning
- Students across all phases are well cared for and appropriately supported by trained personnel. Well informed teachers across all phases accurately identify students with well-being issues and seek support for them from the school's counselors. Teachers participate in ongoing professional development on healthy lifestyles and managing stress.
- The school implements lessons across the curriculum with themes to support well-being for students. Students are chosen to be Ambassadors of Kindness and Wellbeing ambassadors, and strong leadership enable teachers to plan for students wellbeing. Systematic mapping and further development to further integrate wellbeing across subjects and phases is an important next step. Students make healthy choices and demonstrate knowledge of the importance of living healthy lifestyles, beginning in the KG. As a result of promotion throughout the school, students are motivated and demonstrate positive attitudes and engagement with others..

UAE social studies and Moral Education

- For UAE social studies and moral education the school implements an integrated model of the UAE social studies standards and the 2020 Moral, Social and Cultural (MSC) framework. Teachers use strategies to engage students in discussions and activities that promote the UAE's vision and mission.
- The school uses the MSC framework to develop a well-planned and implemented program of study. Teaching, learning and assessments are carefully aligned, and students' achievements are tracked to mark progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

| | KG | Elementary | Middle | High |
|------------|----------------|------------|------------|------------|
| Attainment | Not applicable | Good | Acceptable | Acceptable |
| Progress | Not applicable | Good | Good | Good |

- Students in the elementary phase achieve above the curriculum standards on internal examinations. Students' knowledge and conceptual understanding of Islamic values, as seen in the middle and high school lessons, along with close scrutiny of their work indicate these examination results are not wholly reliable.
- Across all phases, students possess a good knowledge of the Seerah of the Prophet (PBUH). They can explain how the ten companions knew they were going to paradise. Students in middle school recite the Holy Qur'an, but their Tajweed skills require greater focus.
- In high school, students debate different Islamic topics and understand appropriate references and quotations. Middle and Elementary school students do not yet demonstrate these skills.

For Development:

- Ensure that all students across the school improve their Tajweed skills.

Arabic as a First Language

| | KG | Elementary | Middle | High |
|------------|----------------|------------|--------|------------|
| Attainment | Not applicable | Good | Good ↑ | Acceptable |
| Progress | Not applicable | Good | Good ↑ | Good |

- Students' achievement has improved in the middle school since the last inspection. Lesson observations are consistent with what is shown in the high school students' notebooks, where outcomes are secure.
- Students' listening skills are consistently strong across all grade levels. They can engage confidently in dialogue using brief sentences. In the middle and high schools, students' reading comprehension of familiar texts is secure, but their writing skills in the high school remain inconsistent.
- Students' reading skills and their use of standard Arabic when speaking have improved rapidly in the lower elementary grades. These improvements are due to the incorporation of new media into lessons and the deployment of digital and manual reading programs to support learning.

For Development:

- Ensure that all students have sufficient opportunities to develop all language skills.
- Focus on extended and independent writing skills, particularly in high school.

Arabic as an Additional Language

| | KG | Elementary | Middle | High |
|------------|----------------|-------------|-------------|-------------|
| Attainment | Not applicable | Very good ↑ | Good | Good |
| Progress | Not applicable | Very good ↑ | Very good ↑ | Very good ↑ |

- Students' achievements in elementary school have improved since the previous inspection. Middle school internal assessment data are secure and consistent with lesson observations; standards are also reflected in students' notebooks.
- Students' speaking and listening skills have improved, particularly in upper elementary and middle schools. Students understand a wide range of familiar texts and can communicate confidently, using concise and accurate standard Arabic, supported by a wide range of simple vocabulary.
- The writing skills of all students are different from their speaking abilities due to limited writing opportunities and irregular and inconsistent practice.

For Development:

- Increase opportunities for students to engage in creative writing in various forms at all grades.
- Integrate reading comprehension and use of vocabulary with writing tasks.

English

| | KG | Elementary | Middle | High |
|------------|-----------|------------|------------|-------------|
| Attainment | Good | Acceptable | Acceptable | Good ↑ |
| Progress | Very good | Good | Good | Very good ↑ |

- Students are actively engaged in learning and progress is seen in all lessons. Students regularly collaborate and learn together in group settings which, in turn, helps to develop their language skills.
- Students make steady progress in developing their reading, writing, listening and speaking skills as they move throughout the school. The school's particular focus on support for reading is beginning to have positive effects on students' reading skills, particularly in elementary and middle schools.
- Interactive digital panels enhance teaching and learning in each English classroom. Levels of student engagement and learning are raised when digital technologies are used creatively.
- The attainment and progress levels of all Emirati students in English are in line with those of their peers.

For Development:

- Ensure that the libraries continue to support and promote literacy and reading growth in English.
- Share success criteria to improve the language skills of students in the middle and high school phases.

Mathematics

| | KG | Elementary | Middle | High |
|------------|-----------|------------|------------|-----------|
| Attainment | Good | Acceptable | Acceptable | Good |
| Progress | Very good | Good | Good | Very good |

- In high school lessons, students' critical thinking skills are demonstrated by complex mathematical problem-solving and the application of knowledge. In the elementary and middle school phases, mathematics fluency is improving, with daily solving of word problems.
- A focus on academic vocabulary is developing students' mathematical literacy and enhancing their proficiency. In the upper grades, students are becoming adept in communicating their understanding, explaining procedural steps and building connections between concepts, skills and knowledge.
- Challenging and thought-provoking questioning is improving students' knowledge and the application and synthesis of it. In better lessons, skillful questioning is establishing relevance and connects learning to students' experiences and knowledge.
- The achievement of Emirati students is in line with that of their peers.

For Development:

- Set language specific problem-solving tasks to support improved comprehension and fluency in mathematics.

Science

| | KG | Elementary | Middle | High |
|------------|-----------|------------|--------|-------------|
| Attainment | Good | Good | Good | Very good ↑ |
| Progress | Very good | Good | Good | Very good ↑ |

- Students' achievements in high school have improved since the last inspection. A large majority of students are now making more rapid progress in their lessons. In the KG, children are supported effectively in their lessons and experiments to make strong gains in learning.
- Students enjoy practical activities in the school's laboratories. However, when students are conducting experiments, some are uninvolved because their working groups are too large. This limits opportunities for them to manage lab equipment and record their results in satisfactory ways.
- Children and students are developing wider scientific vocabularies, which they use with increasing confidence. High school students are continuing to build their skills when conducting investigations, analyzing the data they collect and evaluating them, and then drawing conclusions from their findings.
- In lessons, Emirati students make similar progress from their individual starting points as other students.

For Development:

- Reduce the sizes of groups of students in the laboratories.

Learning Skills

| | KG | Elementary | Middle | High |
|-----------------|-----------|------------|--------|-------------|
| Learning skills | Very good | Good | Good | Very good ↑ |

- Across all phases, students are comfortable and confident whether learning in collaborative or independent activity settings. In the KG children collaborate in whole-class and small groups as they share ideas and assess each other's learning.
- Students are keen to learn and are focused on tasks. In many lessons, they engage in self and peer assessments using digital applications. This allows them to identify their own strengths in learning and areas for further improvement.
- Students are highly skilled in the use of digital technologies which allow them to organize and reflect on their work. In science, students regularly use learning devices to develop their critical thinking, research, and independent learning skills. These practices would improve student learning if extended across all subjects.

For Development:

- Ensure that students in all subjects have opportunities for critical thinking and problem-solving.

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

| | KG | Elementary | Middle | High |
|----------------------|-------------|-------------|---------------|---------------|
| Personal development | Outstanding | Outstanding | Outstanding ↑ | Outstanding ↑ |

- Almost all students exhibit high levels of self-reliance and commitment. They are confident when facing challenges and take calculated chances with positive attitudes. They develop their relationships with one another and adults very well. They solve problems and openly accept and receive critical feedback.
- Students feel safe, appreciated and supported at school, contributing to effective interactions. They demonstrate genuine concern and tolerance towards others. Students take the initiative when relating to others, especially those with additional learning or social needs.
- Students are dedicated to living safe and healthy lifestyles. They demonstrate this accountability by discussing the benefits of healthy food and regular exercise, and encouraging others to be healthy.

| | KG | Elementary | Middle | High |
|---|-------------|-------------|-------------|-------------|
| 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 UAE society. They recognize the harmony that exists between different cultures, allowing people to enjoy life in this country.
- Students clearly respect the heritage and culture of the UAE. The different events that the school organizes throughout the year promote a deep understanding of diversity within the UAE.
- Students show excellent awareness of their own and other cultures. The yearly events, for instance, National and international days, lead students to gain significant information about different cultures of the world.

| | KG | Elementary | Middle | High |
|---|---------------|---------------|---------------|---------------|
| Social responsibility and innovation skills | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

- Students actively take on roles of responsibility in school life and the wider community. They initiate and lead projects and school events efficiently. They voluntarily participate in charity projects, such as the UAE Red Crescent, Old Books for New Eyes and several others.
- Almost all students show a very positive work ethic through planning, initiating and leading projects and enterprise activities. They demonstrate innovation through their science, technology, art and robotics projects. They are successful at highlighting their learning in local and national competitions.
- Students initiate, lead and participate in activities that enhance sustainability and conservation in the local and national environments. The 'Simply Bottles Campaign' promotes recycling and reducing plastic consumption. The strong awareness among students of environmental changes has resulted in several sustainability projects.

3. Teaching and assessment

| | KG | Elementary | Middle | High |
|---------------------------------|-------------|------------|--------|-------------|
| Teaching for effective learning | Very good ↑ | Good | Good | Very good ↑ |

- Since the previous inspection, the quality of teaching has improved in the KG and high school phases. Teachers have secure subject knowledge, very strong teaching skills and understand how students learn. Positive interactions between teachers and students are features of all lessons.
- Teachers use common lesson planning templates to plan activities which are informed by assessment data about all learners. Most teachers use a range of questioning strategies effectively, which provides opportunities for students to develop their critical thinking and acquire independent learning skills.
- Most teachers are highly skilled and creative in using appropriate digital technologies, platforms and resources. This supports a variety of learning activities. However, opportunities to capture students' ideas are evident in only some lessons.

| | KG | Elementary | Middle | High |
|------------|-----------|------------|--------|-------------|
| Assessment | Very good | Good | Good | Very good ↑ |

- Assessment procedures are clear. Internal assessment tasks are now more closely aligned with the curriculum standards. Students' progress is closely monitored using internal and external benchmarking assessments. The data collected are thoroughly analyzed. They are used most effectively to support teaching in the KG and high school phases.
- Effective analysis of attainment and progress data by all leaders enables the school to identify gaps in students' knowledge and skills. Adaptations to the curriculum then follow, ensuring students are better prepared for external assessments.
- Students' reading fluency and comprehension skills are improving due to the careful and accurate tracking of reliable assessments. Additional help has been provided to accelerate students' reading skills, when necessary. The analyses of data and interventions to meet the needs of the more able students is developing.

For Development:

- Include the high attaining and gifted students as a distinct group in the analysis of students' progress data.

4. Curriculum

| | KG | Elementary | Middle | High |
|--------------------------------------|-----------|------------|--------|-----------|
| Curriculum design and implementation | Very good | Good | Good | Very good |

- The curriculum is aligned with the California Common Core State Standards and the UAE Ministry of Education (MoE) standards. It provides a broad and balanced approach and meets students' personal and academic needs. The implementation of a new bilingual program is having positive effects on children's literacy in the KG.
- The curriculum provides high school students with opportunities that prepare them for advanced courses. The number of students studying Advanced Placement (AP) courses in biology, chemistry and physics has increased as they are now better prepared for greater challenges.
- Cross-curricular connections provide relevance and enhance the breadth of learning experiences for students. In more thoroughly developed cross-curricular tasks, students use problem-based learning to connect multiple subjects.

| | KG | Elementary | Middle | High |
|-----------------------|-----------|------------|-----------|-----------|
| Curriculum adaptation | Very good | Very good | Very good | Very good |

- Curriculum modifications for all groups of students provide challenge, support and extended opportunities for learning. The English, mathematics and science departments routinely modify their curricula based on results from internal and external tests. Modifications to meet the needs of second language learners are less developed.
- The enhanced curriculum develops students' skills, talents, and interests through participation in curricular and extra-curricular activities, competitions and events. Students participate in challenges to gain a deeper understanding and find innovative solutions to real-life situations.
- Integration within the curriculum promotes students' appreciation and understanding of Emirati culture and the UAE's values, as seen in school-wide celebrations, campaigns and assemblies. The Emirati Culture Club, developed by student leaders, highlights the heritage and values of life in the UAE.
- Arabic is taught for 120 minutes daily in the KG.

For Development:

- Ensure that curriculum modifications meet the needs of English, as an additional language, students and helps to strengthen their comprehension and literacy skills.

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

| | KG | Elementary | Middle | High |
|---|---------------|---------------|---------------|---------------|
| Health and safety, including arrangements for child protection / safeguarding | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ |

- The school's policies and comprehensive procedures for health and safety in the new building are of the highest quality and rigorously followed. Child protection and safeguarding are given high priority.
- The successful promotion of healthy living is a strength of the school. Students understand the importance of healthy food choices and exercise. The physical education curriculum also supports the components of healthy living.
- The proactive approach of the school regarding health and safety has led to an overall ethos where students can thrive personally and academically. The school buildings, equipment and resources, are well suited to the personal and educational needs of all students.

| | KG | Elementary | Middle | High |
|------------------|-----------|------------|-----------|-----------|
| Care and support | Very good | Very good | Very good | Very good |

- Teachers have positive and purposeful relationships with all students and care about their well-being. Policies and procedures for managing student's behavior is effective in all phases. Systems are in place to monitor the attendance and punctuality of students.
- The school has robust systems to identify students of determination, including those who may be gifted. Challenge and support which matches the needs of these students is evident in most lessons across all phases
- Counselors are attentive to students' emotional well-being and academic needs. Beginning in Grade 9 students are offered multiple graduation pathways. They are guided effectively through the college application process and advised on life choices and career options.

For Development:

- Engage with all stakeholders to improve students' attendance and punctuality across all phases.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- The inclusion governor and inclusion champion promote an inclusive ethos, which is reflected in the everyday life of the school. School leaders ensure this vision is reflected in the school's admissions policy. Consequently, this approach has resulted in a diverse student population over time.
- Students of determination are accurately identified, and the specialist team provides support and individual planning so that students experience academic, social and personal success.
- Parents are strong partners and feel appreciative of the school's contributions. As a result, there is consistency in the support given to students at school and at home.
- Provision for students of determination effectively matches their individual needs, learning profiles and ability levels. Curriculum modifications ensure that support enhances students' engagement and learning. The effects are evident in their personal and social behavior.
- Although approaches to teaching and support for students of determination vary, especially in the Elementary and Middle phases, the support given by the specialist team ensures that students of determination make good progress overall.

For Development:

- Ensure that all lessons and activities are aligned with the goals in students' Individual Education Plans (IEP), to reduce barriers for all students of determination.

6. Leadership and management

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

- Senior leaders, including the Superintendent, are highly effective practitioners who implement an inclusive ethos of care and well-being. Leaders continue to collaborate very successfully with parents to agree and establish a shared vision and strategic direction for the school. High levels of trust and communication among leaders and the staff have resulted in very high levels of morale in the school. The careful planning and commitment of all leaders are sustaining and improving students' outcomes.
- The school's improvement planning is systematic and involves subject leaders, heads of departments and senior leaders. Action planning takes account of the key findings from many sources. These include internal and external data, monitoring of teaching and learning, students' feedback and scrutiny of students' written work. There has been some progress in addressing the recommendations in the previous inspection report. Strengthening the provision for bilingualism in all phases is a key priority for school leaders.
- The elected Parents' Council plays a vital role in supporting school improvement. The Council has now evolved into a Parent-Teacher Association and is consulted regularly about the work of the school. The school is successful in effectively engaging parents as partners in their children's learning and in school life. For example, the parents attend the 'Marhaba' sessions for each phase, coffee mornings and 'end of units' presentations for the KG and Elementary phases.
- Governance includes representation from almost all stakeholders. Governors have provided exceptional school facilities. A Local Advisory Board (LAB) consists of two parents, a senior student, an inclusion champion and a literacy expert. Governors seek the views of all stakeholders, including parents, students and teachers on a regular basis. The advisory board conduct parents' focus groups for the different phases to seek their opinions before making any final decisions.
- Almost all aspects of the day-to-day management of the school are very well organized, positively affecting students' achievements. Timetabling is efficient and ensures the best use of space and extensive resources. The school has increased the number of guidance counselors to support students' well-being and emotional needs. A qualified career counselor for the High school is dedicated to ensuring that graduates are ready for university. Expanding and developing greater use of all libraries is a priority in school planning documents.

For Development:

- Strengthen the provision of bilingualism in all phases.
- Expand and develop the use of all libraries to support the school's key vision of bilingual education.

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