



المعرفة
Knowledge



GEMS MODERN ACADEMY

INDIAN CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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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 | NARGISH HOSHEDAR KHAMBATTA |
| | Principal - date appointed | 4/1/2014 |
| | Language of instruction | English |
| | Inspection dates | 02 to 06 October 2023 |



STUDENTS

| | | |
|--|---------------------------------------|----------------|
| | Gender of students | Boys and girls |
| | Age range | 4-19 |
| | Grades or year groups | KG 1-Grade 12 |
| | Number of students on roll | 3860 |
| | Number of Emirati students | 0 |
| | Number of students of determination | 219 |
| | Largest nationality group of students | Indian |



TEACHERS

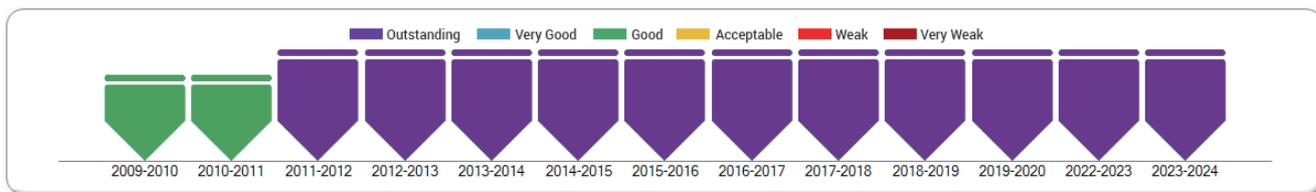
| | | |
|--|---------------------------------------|---------|
| | Number of teachers | 239 |
| | Largest nationality group of teachers | INDIANS |
| | Number of teaching assistants | 74 |
| | Number of guidance counsellors | 3 |



CURRICULUM

| | | |
|--|----------------------------------|-----------------|
| | curriculum | CISCE/IB |
| | External Curriculum Examinations | ISCE, ISC, IBDP |
| | Accreditation | CISCE, IB, CIS |

School Journey for GEMS MODERN ACADEMY



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students' achievement across the school is very high, although there has been a small dip this year in English in Primary and in mathematics in Secondary. Outstanding learning skills are enabling students to perform at the high levels shown in external curriculum and benchmark assessment results. Students' achievement in Islamic Education and Arabic, as an additional language, is not at the same high level.
- Students are very positive in their approach to learning and their attitudes and behaviour are supporting their high achievement. The understanding of Islamic values and Emirati culture indicate a well-rounded appreciation of the society in which they live. Their involvement with extra-curricular activities is impressive and their sporting and other achievements match their accomplishments in academic subjects.

Provision For learners

- Teaching across the school continues to be of a high standard supporting students to achieve impressive outcomes in the upper grades. The quality of teaching in Primary is less challenging. Assessment practices and subsequent data analyses remain at a very prominent level. The school has extensive assessment data but is not always being used well to support the learning needs of all groups of students. Feedback from teachers on students' work is variable.
- Overall, the school provides a comprehensive and balanced curriculum. The International Baccalaureate (IB) PYP is followed from KG to Grade 5. A dual curriculum pathway is then offered from Grade 6, with a choice of the Indian ISCE or IB MYP (currently to Grade 8), culminating in a choice of the Indian ISC or the IB DP in Grades 11 and 12. Additional support is available through some ASDAN units where an alternative pathway is provided to support students.
- The school maintains a healthy and safe environment for students and staff. The day-to-day management of the school is very effective. The care and support provided for all students across the school is of a very high standard. Students of determination are carefully identified, and support programmes written to support their needs. The school community has a developed a strong sense of wellbeing.

Leadership and management

- The school has a strong senior leadership team that is effectively guided by the principal. The governors both support and influence the direction of the school. Parents are very supportive of the school and are active partners in their children's learning. The school maintains a wide range of facilities and resources that support the high level of student achievement.

Highlights 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
- School leader's successful delivery of a dual curriculum pathway from Grade 6 onwards
- The facilities and care and support that supports students' engagement in learning

Key recommendations:

- Address the occasional variations in the consistency of teaching, particularly in Primary by ensuring that all teachers:
 - make effective use of the available assessment data in planning lessons that identify and support the needs of all groups of students,
 - implement the identified support strategies for students of determination and those with gifts and talents through the use of appropriately targeted structured activities, and levels of challenge, and
 - make effective use of personalised feedback to support student learning.
- Implement a revised strategy for the monitoring of classroom practice which focuses on the impact on the learning outcomes for all groups of students, from:
 - the use of assessment data in planning and modification of lessons, and
 - the strategies used to support the different groups of students.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 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 | Acceptable ↓ |
| | Progress | Not applicable | Good | Good | Acceptable |
|  English | Attainment | Outstanding | Outstanding | Outstanding | Outstanding |
| | Progress | Outstanding | Very good ↓ | Outstanding | Outstanding |
|  Mathematics | Attainment | Outstanding | Outstanding | Outstanding | Very good ↓ |
| | Progress | Outstanding | Outstanding | Outstanding | Outstanding |
|  Science | Attainment | Outstanding | Outstanding | Outstanding | Outstanding |
| | Progress | Outstanding | Outstanding | Outstanding | Outstanding |

| | KG | Primary | Middle | Secondary |
|-----------------|-------------|-------------|-------------|-------------|
| Learning skills | Outstanding | Outstanding | Outstanding | Outstanding |

02 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 |

03 Teaching and assessment

| | KG | Primary | Middle | Secondary |
|---------------------------------|-------------|-------------|-------------|-------------|
| Teaching for effective learning | Outstanding | Very good ↓ | Outstanding | Outstanding |
| Assessment | Outstanding | Very good ↓ | Very good ↓ | Very good ↓ |

04 Curriculum

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

05 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 |

06 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



| | |
|-------------------------------------|------------------|
| A. Registration Requirements | Met Fully |
|-------------------------------------|------------------|

| | Whole school | Emirati cohort |
|---|------------------|-----------------------|
| B. International and Benchmark Achievement | Very good | Not applicable |

- The school was set a target of 610 in the 2022 PIRLS testing session. It managed to raise its score from 600 in 2016 to a score of 605 in 2022. The school maintained extremely high ASSET scores in English between 2022 and 2023, with every grade achieving outstanding levels in both years. In mathematics they improved ASSET scores, moving from five grades at outstanding, and two at very good in 2022, to six outstanding and only one very good in 2023. For science, the levels were maintained with six outstanding and one very good grade in each testing session.

| | |
|---|-------------|
| C. Leadership: International and Emirati Achievement | Good |
|---|-------------|

- Subject leaders' have limited knowledge and understanding of the PIRLS data and report but have an exceptionally strong grasp of the ASSET outcomes. They make excellent use of the ASSET data to adjust the curriculum to fill knowledge and skills gaps. They are less effective in ensuring teachers use data to modify support for students in their classes.

| | Whole school | Emirati cohort |
|---|------------------|-----------------------|
| D. Teaching and Learning: Improving reading literacy | Very good | Not applicable |

- A large majority of teachers are making use of the reading data in planning and delivering lessons, although specific interventions for students below age-related reading levels are not yet fully developed. Nevertheless, all students identified as below age-related reading levels showed significant improvement between the first and second testing sessions this year.

Overall school standards in the National Agenda Parameter are: very good

For Development:

- Implement long term plans to achieve the PIRLS target of 615 set for 2026.
- Ensure closer monitoring of the way teachers use assessment data in their classes to provide personalised support.
- Improve the adaptation of teaching to support those students who exhibit below age-related reading skills.



Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of well-being provision and outcome is at a very good level

- Wellbeing is a high priority for the school and is fully integrated into the ethos and culture. Leaders at multiple levels and phases are actively involved in prioritising and modelling wellbeing principles and have a positive impact on outcomes. Policies are comprehensive and detailed monitoring leads to effective support and accountability. Data are rigorously analysed to inform the development and improvement of provision. The experienced, qualified wellbeing team are consistently developing provision through self-review of this aspect of the life of the school.
- Staff and governors are highly engaged in pursuing a vision for wellbeing. Students make contributions to the development of wellbeing programmes. They engage proactively with skilled and trusted adults who address their wellbeing concerns. Parental involvement is strong, with open communication. High quality information and guidance also supports staff wellbeing, and staff contributions are valued. A qualified team of counsellors work closely with key stage leaders to provide effective systems of care and support within the school.
- Students have a strong sense of belonging to the school community. The encouragement and support for student innovation promotes a sense of wellbeing. Programmes and initiatives are integrated into school life, empowering students and providing them with skills to support their personal welfare. The school has clear policies and student achievement data is routinely analysed. An integrated curricular enhancement (ICE) programme has been re-modelled to offer all students further opportunities to develop their interests and skills

For Development:

- Support students in the development of their own, independent, self-managed wellbeing actions.

UAE social studies and Moral Education

- The Ministry of Education Moral, Social and Cultural Studies (MSC) framework is at the heart of the integrated programme of study taught across the school from Grade 1 to Grade 9. Class teachers deliver the programme in Primary through an integrated approach and specialist teachers in Middle provide lessons through teams. The standards used are those of the Ministry of Education (MoE), supported by materials in the prescribed texts. Purposeful links are made with other curriculum subjects.
- The provision has been adapted very successfully by providing a wide range of resources to enhance students' knowledge and understanding. There is a strong emphasis on providing opportunities for students to apply their highly developed learning skills, to think critically, collaborate effectively and share their ideas to deepen understanding. Visits are integrated as part of the programme. The use of assessment is developing well.

Arabic in Early Years

- Children in the Early Years learn Arabic in KG 2 for 20 minutes per week. The school uses an adapted Arabic B curriculum organised around three units. The school deploys one teacher to teach the programme. During lessons, children perform a range of activities to learn the alphabet, numbers, talk about themselves and sing.
- in lessons, assessment strategies include whole class questioning, individual presentations of learning, and hands-on activities. The school does not record individual student's performance. In this phase, teachers use various teaching and learning strategies including singing, watching videos and presentations to the class. Children enjoy learning the language and follow teacher directions and can state some class rules in Arabic.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal attainment and progress data show higher levels of student achievement than that observed in lessons and work samples. Students in Primary have stronger attainment and progress than the other two phases.
- In Primary, students show strong understanding of Holy Qur'anic memorisation and recitation skills. They also understand Islamic values, daily prayers, and Seerah. In Middle and Secondary students understand Islamic values, types of Sunna and some aspects of Seerah. Memorisation of the Holy Qur'anic verses remains underdeveloped.
- Students in the upper phases develop strong learning skills. They collaborate and find reasonable responses in lessons using online resources and textbooks. However, evidence in their work samples is inconsistent in terms of depth and length.

For Development:

- Improve student memorisation of the Holy Qur'an, Hadith and their ability to cite evidence in their responses particularly in Middle and Secondary.
- Improve the depth and challenge of students' activities across the school but especially in Middle and Secondary.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal attainment and progress data show higher levels of student achievement than observed in lessons and work samples. Students in Primary make better progress in lessons. The school does not have external assessment data.
- Students in Primary and lower Middle acquire a wide range of vocabulary and structures on a variety of topics such as, food, and hobbies which they use to create longer sentences with embedded clauses. Students are able to read and understand familiar texts and use questions to explore texts even further. Reading and writing skills in upper the upper phases are variable.
- Due to the ineffective teaching of reading and writing in Secondary, students’ ability to apply effective reading strategies is underdeveloped. In some lessons, students rely too heavily on word lists to translate and comprehend target readings.

For Development:

- Improve students’ strategies for reading by moving away from word lists and direct translation.
- Monitor students’ workbooks regularly to ensure that there is consistent progression in writing skills across all phases.

ENGLISH

| | KG | Primary | Middle | Secondary |
|-------------------|-------------|-------------|-------------|-------------|
| Attainment | Outstanding | Outstanding | Outstanding | Outstanding |
| Progress | Outstanding | Very good ↓ | Outstanding | Outstanding |

- Most students achieve above expected curriculum standards in internal and external examinations. In all aspects of English, students’ skills are very strong. Children in KG build firm foundations in early literacy skills. The development of fluency in writing is less consistent in Primary and this is impacting on overall student progress.
- **Speaking** skills develop exceptionally well. Students express their ideas clearly. Older students use highly sophisticated language to justify their points of view. Students’ well-developed reading comprehension skills enable them to analyse increasingly complex texts with ease.

- Students are benefitting from the increased focus on reading literacy across all subjects. Intervention for students with weaker literacy skills in Primary is not having enough impact, particularly in supporting their writing.

For Development:

- Accelerate progress in Primary by having higher expectations of what students can achieve, particularly in writing, and providing appropriate feedback to optimise progress in lessons.
- Ensure that students with weaker literacy skills have access to high quality intervention that develops these skills systematically.

MATHEMATICS

| | KG | Primary | Middle | Secondary |
|-------------------|-------------|-------------|-------------|-------------|
| Attainment | Outstanding | Outstanding | Outstanding | Very good ↓ |
| Progress | Outstanding | Outstanding | Outstanding | Outstanding |

- Internal attainment and benchmarking scores in secondary mathematics is slightly lower than in other phases. There is more variation in the level of attainment being obtained in Grades 9 to 12 than seen elsewhere. Progress in lessons is the strongest in KG and Secondary.
- Internal attainment data is weakest in Grade 11. Progress in benchmarking data in Primary, Middle and Secondary is lower than progress shown in internal data. Students of determination have made less progress from their starting points in mathematics than other students.
- While achievement in external benchmarking and examinations has been maintained, the attainment and progress seen in lessons is sometimes less secure.

For Development:

- Use the analysed data available to provide individual support in class and target differentiated tasks towards groups and or individuals to address their identified needs.



SCIENCE

| | KG | Primary | Middle | Secondary |
|-------------------|-------------|-------------|-------------|-------------|
| Attainment | Outstanding | Outstanding | Outstanding | Outstanding |
| Progress | Outstanding | Outstanding | Outstanding | Outstanding |

- Students’ **achievement** in science is very high in all phases. In KG and Primary, students develop science vocabulary and inquiry skills through well-planned learning experiences. By the end of Primary, students’ knowledge and understanding of science concepts is extremely well-developed.
- In Middle, **students** develop practical skills and learn through simulation. They make connections between science and different areas of learning. They learn to observe, hypothesise, reason and draw conclusions. Critical thinking and independent learning are developed successfully in Secondary.
- Secondary students use scientific knowledge and understanding to investigate, analyse and solve problems. **They** use technology to research and develop independent learning skills. Students are adept at conducting experiments and applying their knowledge to solve everyday problems.

For Development:

- Develop a deeper understanding of the concepts, critical thinking and independent research skills among all students.

LEARNING SKILLS

| | KG | Primary | Middle | Secondary |
|------------------------|-------------|-------------|-------------|-------------|
| Learning skills | Outstanding | Outstanding | Outstanding | Outstanding |

- In KG, children develop a strong disposition to learn, are curious and show initiative and perseverance. In other phases, students are highly motivated to succeed. They reflect maturely on their own learning. Older students are taking responsibility for achieving personal targets exceptionally well.
- Students collaborate purposefully and productively in groups to share ideas and deepen their understanding. They use enquiry, research, critical thinking skills and learning technologies very effectively. **These** skills are not used to best effect in Arabic as an additional language, or in Islamic Education.
- Students’ sense of ownership of their learning is developing well. They participate in various partnership activities **locally** and **globally** that enable them to apply their skills purposefully beyond the classroom.

For Development:

- Enable students to use their learning skills more effectively, particularly in Arabic, as an additional language, Islamic Education and in Primary, to optimise their progress.



02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

| | KG | Primary | Middle | Secondary |
|-----------------------------|-------------|-------------|-------------|-------------|
| Personal development | Outstanding | Outstanding | Outstanding | Outstanding |

- Students have a very strong sense of personal responsibility and work ethic. They are proactive and resilient, and use the feedback and guidance given to them to improve.
- Across the school students have very positive attitudes to their learning and are respectful to others resulting in excellent behaviour. They demonstrate excellent relationships with their teachers and other staff. Students feel safe, valued, and supported and this leads to effective and open communication between all.
- Students have a strong commitment to adopting a safe and healthy lifestyle. The attendance rate is very high. Students are punctual to their classes and transition between lessons is smooth with minimal supervision.

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

- Students' understanding and appreciation of Islamic values are excellent. Students appreciate the relevance and impact of these values on everyday life in the UAE. They appreciate values of tolerance, charity, and empathy within the UAE society.
- Emirati heritage and culture are well-known and highly appreciated by students who recognise their importance, relevance, and their value. Students talk in some detail about the cultural activities in their school. Their knowledge of everyday Emirati traditions and cultural practices are less well-developed.
- Students fully appreciate and celebrate their own cultures and the cultural diversity within Dubai. Students develop a strong awareness of world cultures through their participation in international events and the school's international connections.

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

- Students participate enthusiastically in a range of leadership roles and activities that make positive contributions within and outside of the school. They are actively involved in initiatives including, socially responsible activities, fundraising and interschool competitions locally and internationally.

For Development:

- Strengthen students' knowledge and understanding of everyday and regular Emirati cultural practices.
- Create opportunities for students to engage with environmental conservation projects within the wider community.



03 TEACHING AND ASSESSMENT

| | KG | Primary | Middle | Secondary |
|--|-------------|-------------|-------------|-------------|
| Teaching for effective learning | Outstanding | Very good ↓ | Outstanding | Outstanding |

- Although the quality of teaching for effective learning is generally very strong there is inconsistency in this quality across grades and particularly in Primary. Teaching is stronger in English, mathematics and science than in Islamic Education and Arabic, as an additional language.
- Most teachers plan purposeful and engaging tasks. Most accelerate effective, collaborative learning, lively discussion and use questioning skilfully to deepen understanding. Appropriate support and challenge that takes account of prior learning for some groups of students and particularly those with more diverse needs, is not yet fully embedded.
- Personalised support for children in KG has improved. Professional training for teachers is leading to impact on students' outcomes except in the few lessons where more formulaic teaching is not adapted to take account of prior learning.

| | KG | Primary | Middle | Secondary |
|-------------------|-------------|-------------|-------------|-------------|
| Assessment | Outstanding | Very good ↓ | Very good ↓ | Very good ↓ |

- In KG, teachers take analysed data and use it effectively to tailor tasks and activities that match children's current needs. This is not done as well in the other phases, where direct targeting of tasks to meet the needs of groups is rarely seen.
- Systems and procedures across the school are solidly in place. Teachers know their students well as learners through the detailed analysis of assessment data, which is effectively used to modify the curriculum. Apart from KG, both oral and written feedback from teachers, is not developmental enough.
- All required benchmark testing is conducted, including the recently introduced testing of reading literacy and Arabic. The assessment policy is well-written. Personalised support and challenge are available through the wide range of extra-curricular activities but the use of data to provide personalised academic support and challenge is not as evident.

For Development:

- Ensure that teachers provide appropriate support and challenge that builds on prior learning for all groups of students.
- Ensure that teachers use analysed assessment data actively when supporting the learning needs of each student.
- Improve the quality and effectiveness of feedback to students, orally and in writing, to help them with their next steps in learning.

04 CURRICULUM

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

- The school offers a dual curriculum aligned with the requirements for IB, CISCE and the UAE’s national priorities. It is broad and balanced and has a very clear rationale. The integrated approach of Primary Years’ Programme (PYP) provides students with whole learning experiences.
- The curriculum is designed with the scope and sequence to provide challenge for all students. Progression is planned systematically to enable smooth transitions. Wide curricular choices ensure that students are prepared well for their next phase of education. Senior students are very well supported in choosing their course options and future pathways.
- Students have many opportunities to engage in meaningful and interesting learning experiences. Cross-curricular links are used to develop an understanding of the UAE culture and society. Regular reviews ensure that the design of the curriculum **meets the needs** of all its learners.

| | KG | Primary | Middle | Secondary |
|------------------------------|-------------|-------------|-------------|-------------|
| Curriculum adaptation | Outstanding | Outstanding | Outstanding | Outstanding |

- The school successfully modifies the curriculum to match the needs of almost all groups of students. It provides stimulating and meaningful learning activities for students to gain a well-rounded education. Students have many opportunities to participate in a wide range of activities.
- An extensive range of extra-curricular activities within, and outside of the school, significantly enhance students learning and meet their interests and aspirations. Students have many opportunities for developing creativity, enterprise and innovation through projects, exhibitions and regular new school initiatives.
- Meaningful links are established with other institutions and the local community to promote students’ understanding of the UAE culture and its society. Celebrations and visits to important cultural, social and educational events are well-embedded within the curriculum.

For Development:

- Ensure that curriculum modifications to support different groups of students are consistently implemented within the classroom.



05 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 |

- Policies and protocols for safeguarding students are comprehensive, rigorously followed and regularly communicated to staff, students and parents. Well-resourced security measures are in place, and evacuation and lockdown drills are systematically rehearsed.
- The extensive buildings and outdoor areas are methodically inspected, and any incidents of concern are responded to quickly. Comprehensive and secure records are maintained. Efficient and stringently managed arrangements are in place for school and private transport arrivals and departures.
- The promotion of safe and healthy lifestyles is a high priority. The medical staff provide high-quality care and advice and work with the physical education and wellbeing departments to support physical fitness and a life-skills programmes for students and staff.

| | KG | Primary | Middle | Secondary |
|-------------------------|-------------|-------------|-------------|-------------|
| Care and support | Outstanding | Outstanding | Outstanding | Outstanding |

- The school has a strong sense of belonging and community. Students feel valued, supported, and secure. School leaders and teachers know their students extremely well. Respect and trust characterise the outstanding relationships throughout the school. The students' excellent behaviour is underpinned by the school's high expectations.
- The school is fully inclusive and has very thorough systems to identify and provide for students who have an additional learning need, and those who are gifted and talented. Differentiation, support and curriculum modifications enable most students to make expected levels of progress,
- Counsellors provide personalised care and support to students. Career counsellors help parents and students in making knowledgeable decisions when choosing between curriculum and high school streams. Former students meet with current students, offering guidance on admission processes and university preparation.

For Development:

- Ensure that the educational provision for all groups of students is always focussed on their specific needs.

INCLUSION OF STUDENTS OF DETERMINATION

| | |
|---|-------------|
| Provision and outcomes for students of determination | Outstanding |
|---|-------------|

- The school has an inclusive ethos, rationale and goals, which are embedded and demonstrated across all phases. Systematic monitoring and review inform the mostly accurate self-evaluation and improvement planning. Resourcing includes professional support and monitoring designed to support staff implement inclusivity.
- The school uses a wide range of standardised procedures to identify students and plan interventions. The team collaborates closely with external specialists to deliver effective provision and to identify students' learning needs accurately. Trained and qualified staff deliver relevant and supportive interventions in most cases.
- Parents are valued as active participants in their children's education. Communication between the school and parents, is a priority. A successful parent mentoring initiative has been established. Parents are well-informed about all aspects of their children's development. They are integral in the development of the inclusion policy and plan.
- The school uses a flexible and personalised approach to provision mapping. A skilled team delivers a curriculum for students with more specific learning needs. Learning strategies are applied to support curriculum access, independence, and resilience, reducing barriers to learning.
- Well-developed assessment systems establish students' starting points. This information guides the setting of targets and the planning of provision. In some classes, students are not always provided with appropriately modified tasks to support their learning. For most students, progress against individual targets is carefully tracked, informing the review and development of further provision.

For Development:

- Monitor the impact of in-class provision and activities on students' progress more closely.
- Ensure that provision for all students of determination is focussed, specific and supports them in removing barriers to learning.



06 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 senior leadership, guided by the principal, continues to drive the school forward, towards achieving its aspirational vision and mission. All leaders work together to produce a viable learning culture throughout the school and implementing a number of initiatives and strategies aimed at improving students' achievement. The leadership is mostly effective in maintaining the school's consistently high levels of performance. Throughout the whole school community, communications are open and respectful.
- Processes for school evaluation are systematic, using a wide range of data to gain an overall picture of the school. There is a process in place to monitor teaching, but this is not always sufficiently focussed on the impact on student outcomes in the classroom. School improvement plans are coherent and have appropriate targets to measure outcomes. Recommendations from the previous inspection report have been actioned and in the process of being fully embedding as part of the school's practice.
- Parents are actively involved in the life of the school and as partners in their children's learning. They have a voice through a range of open communication channels including 'Friends of Modern'. They report that the school leadership responds quickly to their suggestions, and concerns. School reporting on students' achievement is regular and reports on all aspects of their child's academic, social and emotional growth. The school continues to engage with the local and wider community for all members of its own community.
- The school has a distributed governance model with the corporate board supported by a local advisory board (LAB) and representing a wide range of stakeholders. They have general overview of the school from a variety of data sources and use this information to support and influence the direction of the school. The board ensures that the school is fully compliant with all requirements.
- The school maintains a wide range of facilities and resources to support teaching and learning. Teachers and support staff are well-qualified, benefit from multiple professional training opportunities and are deployed effectively to meet the school's curriculum requirements. In some grades, collaborative teaching and is also used to support curriculum delivery. The day-to-day management of the school is effective and efficient.

For Development:

- Ensure that the monitoring of teaching focuses on high-quality student outcomes for all and hold teachers accountable for them.
- Review the strategies and initiatives instigated across the school and ensure that these are having the desired impact on student outcomes.
- Ensure that the school leadership is held fully accountable for all school and students' results.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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