

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

OUTSTANDING

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

GEMS
Dubai American
Academy

Celebrating
10 years of
inspections

GEMS DUBAI AMERICAN ACADEMY

AMERICAN CURRICULUM

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School information

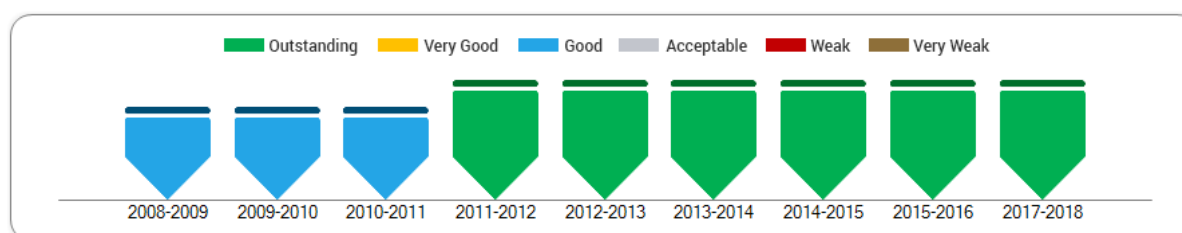
General information	
Location	Al Barsha
Type of school	Private
Opening year of school	1997
Website	www.gemsaa-dubai.com
Telephone	047049777
Address	P.O Box 32762 Dubai UAE
Principal	Tammy Murphy
Principal - Date appointed	8/1/2017
Language of instruction	English
Inspection dates	19 to 22 February 2018

Teachers / Support staff	
Number of teachers	233
Largest nationality group of teachers	American
Number of teaching assistants	75
Teacher-student ratio	1:13
Number of guidance counsellors	8
Teacher turnover	36%

Students	
Gender of students	Boys and girls
Age range	3-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	2647
Number of children in pre-kindergarten	0
Number of Emirati students	55
Number of students with SEND	199
Largest nationality group of students	US

Curriculum	
Educational permit / License	US
Main curriculum	US, IB
External tests and examinations	IBDP, ISA, PSAT, SAT, MAP
Accreditation	IBDP
National Agenda benchmark tests	MAP

School Journey for GEMS Dubai American Academy



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

GEMS Dubai American Academy was inspected by DSIB from 19 to 22 February 2018. The overall quality of education provided by the school is **outstanding**. The section below summarizes the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The superintendent engages all stakeholders in promoting the school's vision for all students to achieve at an outstanding level and develop their innovation skills. Leaders at all levels and governors accept the responsibility for ensuring rigorous self-evaluation processes. Strong and clear lines of accountability underpin the excellent provision that supports students' successes. Parents value the high-quality communications with the school and are actively engaged in their children's education.

Students' achievement

Students demonstrate outstanding attainment and progress in English and mathematics in the Kindergarten (KG) and the high school. Throughout the school, students demonstrate outstanding attainment and progress in science. Students are highly innovative and engaged in their own learning. Elementary school students' progress in Islamic education has improved. Elementary school students' progress in English and mathematics is inconsistent across the phase.

Students' personal and social development, and their innovation skills

Students' personal development is outstanding in all phases. They display excellent self-discipline and behavior in classes and around the school. Students of all ages demonstrate a strong work ethic and take responsibility for their learning. They are happy and take pride in being part of the school community. They understand Emirati traditions and cultural heritage very well and are enthusiastic to develop their understanding of Islamic values.

Teaching and assessment

In the best lessons, teachers enthusiastically implement their plans, which effectively match tasks and innovative challenges to the needs of different groups of students. Teachers' relationships with students are exemplary. High quality planning takes account of the extensive assessment data available to adjust individual and group support levels. Teachers know their subject matter very well and make excellent use of the resources in the school.

Curriculum

The curriculum is outstanding. Forensic reviews and updating are demonstrated across the curricular areas. Students' choice in learning and innovation is pervasive at this highly-inclusive school. The excellent range and quality of the after-school activities enhance students' experiences. The exciting inquiry-based approach promotes continuity and progression in students' learning. The curriculum is enhanced by the cultural and contextual relevance of the social studies and moral education programs.

The protection, care, guidance and support of students

Healthy lifestyles, promoted through excellent physical education experiences, are demonstrated by almost all students across the school. Safeguarding procedures are systematically monitored to ensure the safety and security of the school community. Relationships between staff and students are exemplary. The arrangements for the management of students' attendance and punctuality are adequate.

What the school does best

- Students' outstanding attainment and progress in English, mathematics and science in the KG and the high school
- Students' excellent attitudes to learning and innovation, the harmonious school environment and the mutual respect among students, staff and parents
- The outstanding arrangements for health, safety, care and support
- The excellent community engagement and the after-school activities that enrich the outstanding curriculum
- The outstanding and visionary leadership of the school that energetically promotes the commitment and innovative drive of school leaders at all levels.







Key recommendations

- Accelerate students' progress
 - in high school Islamic education through the development of knowledge and understanding of Islamic concepts
 - in Arabic as a first language in the elementary and middle schools by ensuring lessons focus on all language skills.
- Sharpen the monitoring and evaluation of teaching to ensure
 - greater accuracy in assessing its impact on students' achievements
 - more consistency in the elementary school.

Overall School Performance

Outstanding

1. Students' Achievement

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Good	Acceptable
	Progress	Not applicable	Good ↑	Good	Acceptable ↓
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable ↓	Good
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Good	Good ↑
	Progress	Not applicable	Acceptable	Good	Good
English 	Attainment	Outstanding	Very good ↓	Very good ↓	Outstanding
	Progress	Outstanding	Very good ↓	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Very good ↓	Very good ↓	Outstanding
	Progress	Outstanding	Very good ↓	Outstanding	Outstanding
Science 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
		KG	Elementary	Middle	High
Learning skills		Outstanding	Outstanding	Outstanding	Outstanding

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	Outstanding	Very good ↓	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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	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	Very good ↓
Management, staffing, facilities and resources	Outstanding

National Priorities

National Agenda Parameter

In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.



In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- In English, mathematics and science, students' attainment on the N.A.P test is above expectations.
- The school leadership and the governing body are committed to the National Agenda. The school's action plan addresses all the key areas of the National Agenda.
- Comparisons of the cognitive ability test (CAT4) and N.A.P data highlight the gaps in students' learning. Teachers use the data to inform personalized provision.
- The school has made key changes to its curriculum through the introduction of 'Future Fluencies' to develop students' critical thinking and problem-solving through collaborative project-based learning using real world contexts.
- The N.A.P and CAT4 testing results have prompted teaching strategies that ensure students learn through critical thinking, problem-solving, research, inquiry and investigation.
- Students skillfully use a wide range of resources to support effective research.

Overall, the school's provision for achieving its National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- The school leaders and governors are well aware of and supportive of raising the achievement of Emirati students. Clear plans are in place within the school to identify, monitor and evaluate strategies to improve the academic performance of these students. The school has been successful in engaging the parents of Emirati students in the education of their children.
- An individual learning plan (ILP) has been created for each Emirati student in the school. This document, which has been shared with relevant teachers, has had a positive impact on students' determination to improve. The ILPs and other initiatives have a positive impact on Emirati students' aspirations and achievements.
- The school has used CAT4 and additional assessment data in curricular adaptations. This has often resulted in altered teaching strategies to meet the needs of Emirati students. The school is giving specific attention to improving these students' verbal reasoning skills.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- The school follows the moral education curriculum closely and uses supportive materials effectively. The school delivers the program both as a stand-alone subject and integrated in other subjects.
- Lively, engaging lessons offer real-life situations for students to discuss and relate to their personal experiences. Teachers are often well prepared and present the topics clearly.
- Students learn in an interactive and engaging environment. They work well independently and in groups. Most of them use technology enthusiastically to carry out research.
- Evidence of students' progress is collected in electronic portfolios that document teachers' assessments, students' self-assessment, target-setting and reflections.

The school's implementation of the UAE moral education program is developing.

Social Studies

- The UAE social studies program compliments the school's curriculum and provides cross-curricular links among mathematics, science, moral education and innovation.
- Teachers have strong subject knowledge and understand how students learn. Lessons are engaging and challenge students to think creatively.
- Students are eager to share their understanding of the UAE and its culture through engaging activities and projects that show their creative abilities.
- Assessment takes many forms such as self-assessment, peer-assessment and teacher-assessment. Rubrics are in place to lead students in their work on projects.

The school's implementation of the UAE social studies program is well developed.


Innovation in Education

- Students get many opportunities to use technology effectively in their learning. Their use of advanced technological skills, such as coding, is developing.
- The school is highly successful in developing students' work ethics, creativity and innovation. Across the school, extensive programs are in place to develop students' entrepreneurial skills.
- In most subjects, innovation is carefully and imaginatively integrated into the content. Essential questions challenge students to design their own problems and suggest feasible solutions to them.
- The curriculum design enhances the development of innovation skills at all grade levels through the 'Future Fluencies' program. The skills learned in the program promote students' personal and academic development.
- Students benefit from excellent strategic commitment by the school community to support the newly-established innovation teams as they promote innovation practices across the school.

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

Main inspection report


1. Students' achievements

		KG	Elementary	Middle	High
Islamic education 	Attainment	Not applicable	Acceptable	Good	Acceptable
	Progress	Not applicable	Good ↑	Good	Acceptable ↓

- Students in the elementary school make steady progress. Their understanding of Islamic concepts and principles has improved in response to teachers' well-prepared activities and challenging questioning.
- Students in the middle school demonstrate better understanding of Islamic concepts and values than that of their peers in the other phases. Their recitation skills are developing in the elementary and middle schools but remain underdeveloped in the high school.
- Students make links to their prior knowledge. Their application of skills to real life is developing slowly. Their use of technology in all phases strengthens their ability to find information on their own and enhance their learning.

For development


- Develop students' Holy Qur'an recitation skills, especially in the high school.
- Enable students to connect their learning to their own real-life experiences.

		KG	Elementary	Middle	High
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable ↓	Good

- Students' language skills, although inconsistent, are generally within the Ministry of Education (MoE) curriculum expectations. Students' progress is better in the high school because they develop their writing and speaking skills at a good rate.
- Although a few students demonstrate well-developed speaking and writing, most show variable levels of mastery of these skills. Generally, students can read and understand Arabic text and can reflect on their thoughts. However, they often use limited vocabulary, and some find it difficult to present coherent and clear ideas.
- Although teachers are working diligently to improve provision in Arabic, the impact of that on students' language skills is not sufficiently evident, particularly in the lower phases. Students' progress is acceptable because of the lack of opportunities for them to develop and apply their language skills.

For development


- Guide and challenge students to develop their writing and speaking skills, especially in the elementary and middle schools.

		KG	Elementary	Middle	High
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Good	Good ↑
	Progress	Not applicable	Acceptable	Good	Good

- Students' attainment and progress in the middle and high schools are significantly better than in the elementary school because in those two phases, the majority of students can communicate meaningfully in writing and speaking.
- Across the phases, students respond to simple classroom instructions, but students in the elementary school require some form of English translation to do so. In lessons, students in the upper phases make accelerated progress in learning how to describe objects and make comparisons orally and in writing.
- As a result of consistent good progress made by the majority of students, attainment has improved in the high school. However, attainment and progress remain broadly acceptable in the elementary school, mainly due to the lack of focus on language development in lessons.

For development


- Improve students' exposure to the language and provide more opportunities for them to apply their learning, especially in the elementary school.

		KG	Elementary	Middle	High
English 	Attainment	Outstanding	Very good ↓	Very good ↓	Outstanding
	Progress	Outstanding	Very good ↓	Outstanding	Outstanding

- Most children, including some learners of English as an additional language, make rapid progress at school entry. Students' progress is slightly slower in the elementary school where language usage is not sufficiently defined or developed. Students' progress accelerates in the middle school, and in Grade 12, students demonstrate very high achievement.
- Children in the KG quickly improve their speaking and listening skills and begin their journey of decoding written text. Students' reading and writing skills are well developed in the elementary and middle schools. They read with a strong emphasis on inferential and literal understanding and write in a range of genres.
- The school's current focus on making the teaching of the language relevant and purposeful is highly effective.

For development


- Create a detailed scope and sequence for language usage and integrate it with the existing programs for teaching the range of writing genres.

		KG	Elementary	Middle	High
Mathematics 	Attainment	Outstanding	Very good ↓	Very good ↓	Outstanding
	Progress	Outstanding	Very good ↓	Outstanding	Outstanding

- In the middle and high schools, students make excellent progress in response to very effective teaching and very high expectations. Most of them exceed their targets on external benchmarks. Students' strong application of knowledge and skills results in outstanding attainment in the high school. Overall, girls' achievement is higher than boys'.
- Students' outcomes are exceptionally high and reflect their strong critical thinking skills and their ability to apply their learning in new, real-life contexts. Students' attainment in the elementary and middle schools has declined due to the inconsistent planning of differentiated activities and the lack of challenge in many of the tasks.
- The well-embedded integration of technology in all phases supports students' learning through explorations and problem-solving, leading to high levels of achievement.

For development

- Ensure that all learning objectives are measurable, rigorous and differentiated to meet the needs of all learners.

		KG	Elementary	Middle	High
Science 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

- In all phases, students make outstanding progress by following a practical and innovative approach that incorporates the scientific method and engineering design processes. In the KG, children benefit from regular opportunities for technology-rich and investigative science to develop their scientific knowledge and understanding.
- Students are confident in communicating their understanding of scientific concepts using accurate terminology. They benefit from regular opportunities for scientific inquiry and investigations to develop their scientific skills in preparation for the next steps in education.
- Students show high levels of confidence in their use of technology to carry out research and solve problems. They demonstrate strong critical thinking and independent learning skills that support their outstanding achievements.

For development

- Ensure there is a balance between written work and digital work to develop students' skills in taking written tests.

	KG	Elementary	Middle	High
Learning Skills	Outstanding	Outstanding	Outstanding	Outstanding

- Across the phases, students are highly motivated and develop strong levels of independence. They have a range of competencies that enable them to take responsibility for their learning when given the opportunity.
- Students are thoughtful collaborators and effectively organize tasks and discussions so that the whole of the outcome is greater than the sum of its parts. When given the opportunity, most learners successfully apply their skills, knowledge and understanding to new contexts.
- The 'Future Fluencies' program is a major influence in the development of a culture of innovation in the school. Scientific enquiry is a common feature of learning from KG to Grade 12. Critical thinking and problem-solving skills are central to the majority of curricular areas.

For development

- Increase the number and improve the consistency of opportunities for students to develop their learning skills.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are independent learners who are respectful, supportive and collaborative. In all phases, active learning enables students to be proactive and resilient. In classes and other learning settings, students welcome critical feedback from their peers and teachers.
- The relationships between staff and students are courteous and contribute well to the school's positive learning ethos. Throughout the campus, students are extraordinarily self-disciplined and considerate. They are empathic and well-integrated into the school's multinational population.
- Students are aware of the importance of healthy lifestyles and make healthy food choices as evident in their school meals and lunch packs. They benefit from challenging and well-organized physical activities. Attendance is variable across the grade levels and is an area for improvement.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students show excellent understanding and appreciation of the values and principles of Islam as a result of a range of planned activities within and outside the classroom. This is further enhanced by the integration of the moral education and social studies programs.
- Students celebrate the UAE National Day and the Flag Day. Their understanding and appreciation of the Emirati culture is a strength of the school. Students have used their technology skills in a 'Virtual Reality' class to create a project related to Dubai's main attractions.
- Students celebrate the school's diverse community, which enables them to interact with people of different cultures. They are open-minded and integrate well with people from different backgrounds. They appreciate the cultural differences associated with customs, music, art and literature.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Across the phases, students demonstrate excellent awareness of their responsibilities towards the school, local and international communities.
- Students make significant social contributions and are frequently involved in school, local and global initiatives such as 'Best Buddies', 'Surge-Dubai' and the Middle East South Asia Conference (MESAC). They enjoy opportunities to engage in research and design and produce innovative and creative projects. Their entrepreneurial skills are very strong.
- The school's programs and channels to promote students' innovation and creativity are very effective. As a result, students approach their learning and projects with out-of-the-box ideas and solutions to problems.

For development

- Improve students' attendance in all the phases.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Outstanding	Very good ↓	Outstanding	Outstanding

- The quality of teaching is consistently high in the KG, the middle school and the high school. It is more variable in the elementary school across the subjects. This is particularly true in terms of teachers' ability to accelerate students' progress by planning tasks that match their individual needs.
- Almost all teachers have excellent subject and pedagogical knowledge. The pace of lessons is appropriate to the tasks, and up-to-date resources are effectively used. Practical learning is the cornerstone of teachers' practice in the KG. Learning assistants have valuable skills that enable them to support students' growth.
- Most teachers are effectively facilitating the rapid development of students' learning skills through skillful questioning, the use of technology and the application of innovative practices.

	KG	Elementary	Middle	High
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- The school has effective, consistent assessment processes that provide comprehensive assessment information. The school uses the data rigorously to evaluate individual, class, cohort, phase and school-wide progress, and to identify students' strengths, weaknesses, and trends in learning. The school aligns its internal assessments well with the curriculum standards.
- Teachers know their students well and, in the better lessons, use assessment information to provide challenge and support at an appropriate level. In the IB Diploma Program, students are aware of their targets and can explain what they need to improve. Students are increasingly using self-assessment and peer-assessment in lessons.
- The high-quality assessment processes are having a positive impact on the achievement of most students.

For development

- Improve the effectiveness and consistency of teachers' use of assessment data in order to accelerate students' progress in all phases and subjects.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- Students enjoy a wide range of curricular options in the high school, including the IB Diploma Program. Well-planned cross-curricular links and integrated STEM activities promote real-life applications, especially in science and in the KG. The curriculum promotes rapid growth in students' technological skills.
- Strengths include the regular and rigorous reviews of the curriculum in relation to students' achievements and national priorities. The reviews foster continuing improvement towards excellent provision at all levels. The school is implementing strategies to improve the readiness of middle school students for the challenging high school courses.
- The school has incorporated into the curriculum 'Future Fluencies', a program designed to foster critical thinking and innovation. Students use problem-solving skills to come up with creative solutions to human and environmental problems.

	KG	Elementary	Middle	High
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is well adapted to meet the needs and interests of many groups of students, including those with special educational needs and disabilities (SEND). Many extra-curricular activities in the upper elementary school through the high school promote students' academic and personal development.
- In all phases of the school, the curriculum is enhanced by well-planned activities to promote creativity and innovation in lessons and in extra-curricular settings. Adaptations to meet the needs of the gifted and talented students are underdeveloped.
- The curriculum provides many opportunities for students to develop excellent understanding of the UAE's culture and society. Inclusion of practices from the 'Futures Fluencies' program enables students to honor and preserve key elements of the Emirati culture that are present in the local, inclusive society.
- The school provides four 45-minute lessons in Arabic for all students in KG 2. The program focuses on language acquisition such as sounds, phonics and simple vocabulary.

For development

- Improve modifications of the curriculum for the high-achieving students, especially those with gifts and talents, to enable them to extend their learning in creative ways.

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 has rigorous procedures for child protection and safeguarding. It is a safe, hygienic and secure environment for both students and staff. Students can explain how to stay safe on campus and when using the internet.
- Buildings are maintained to a high standard and are regularly checked. The school actively promotes safe and healthy lifestyles among students and makes physical exercise a key priority.
- Rigorous safety checks and emergency evacuation drills are carried out regularly. The supervision of students on campus and on school buses, at the start and end of the day, are highly effective.

	KG	Elementary	Middle	High
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The school is inclusive and fosters a culture of kindness that is highly effective in promoting positive behavior among students. The systems in place for managing attendance and punctuality have not raised the levels in those areas.
- The identification of students with SEND is very good, and the strategies for the identification of the gifted and talented students are being considered. Students with SEND are being supported effectively. The gifted and talented students receive personalised learning support, but this is not consistent across the school.
- Highly-qualified counselling staff monitor students' well-being and personal development effectively. Students and parents express confidence in the school's ability to provide support when needed.

For development

- Ensure that the systems in place are effective in improving students' attendance and punctuality.
- Improve the identification of, and the support for all gifted and talented students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good

- The school has a governor and a champion for inclusive education. The school has an inclusive and strategic education improvement plan in place.
- With the increased breadth in the nature of SEND in the school, the assessment approaches are becoming more rigorous and refined. The SEND department has made good gains in managing most of the assessment requirements within the school.
- Parents report close engagement in the development of their children's individual education plans (IEPs). They are given assistance in understanding the content of these plans. The main concern identified by parents is a perceived inconsistency in the response of some classroom teachers regarding the needs of their children.
- Classroom teachers report that the suggestions made by the specialist teachers are relevant, meaningful and very helpful in modifying instruction for the students with SEND in their classes.
- Assessment procedures enable teachers to monitor and track students' progress over time. In the better lessons, precisely-targeted modifications enable students with SEND to be engaged and active in their learning. Most students with SEND make good progress over time.

For development

- Improve the consistency of the support for students with SEND provided by classroom teachers.

6. Leadership and management

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

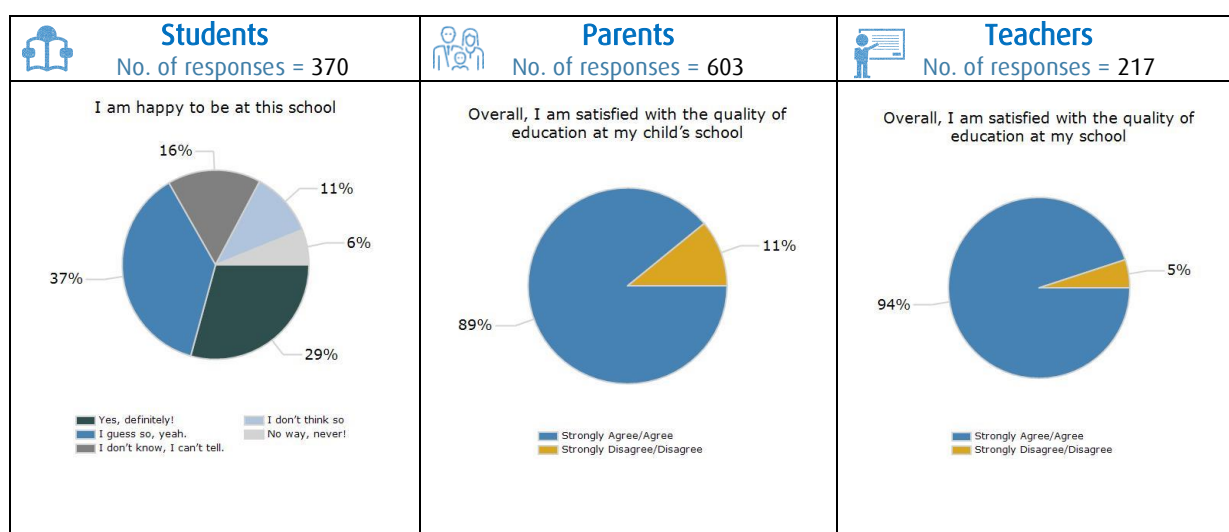
- The leadership of the school, inspired by the superintendent, is dynamic, innovative and highly focused on developing students' learning skills. School leaders are successful in articulating their vision to the school community and in meeting the school's and the UAE's priorities. Because senior leaders are aspirational and motivational, staff's morale is high. The management structure is clear and supportive, but its impact is not wholly consistent.
- The school successfully promotes a collegiate approach to self-evaluation across all phases. Leaders' individual and collective contributions demonstrate their excellent capacity to maintain an innovative and fulfilling place of learning for almost all students. Improvement plans are comprehensive and detailed, and leaders are held accountable for their work. The school is committed to making progress in implementing the recommendations from the previous inspection report.
- The school is highly successful in engaging parents and the community. Communication is a strength in the school. The views of stakeholders are sought in a variety of ways including meetings, surveys and workshops. Through traditional and electronic means, parents receive regular reports about their children's experiences and progress. Parents and members of the community support students' learning experiences by offering seminars and workshops about the world of work.
- The combined elements of governance, including the local advisory board, provide very good stakeholder representation. Governance is sensitive to parents' views and uses feedback from them to inform decision-making. The school's leadership is held to account, and governance utilizes a wide range of mechanisms to ensure that comprehensive information on students' achievement and personal development is used to shape school development.
- The school is extremely well-organised and operates very efficiently on a day-to-day basis. The school benefits from effective induction, continuous professional development and performance management sessions. The premises provide an outstanding learning environment with excellent specialist facilities. All classrooms are very well resourced to support and extend students' learning and innovation. There is an excellent supply of books in the libraries.




For development

- Promote the role of the local advisory board in supporting the systems of quality assurance in order to raise the school's performance level.

The views of parents, teachers and senior students

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



 Students	<p>Almost all students who responded to the survey feel safe in their school and are satisfied with the quality of education. A large majority indicate they have healthy food and drink at school. Almost all state that they make effective use of a wide range of resources, including technology, to support their learning. A few suggest that unannounced inspections of schools would be more beneficial to school improvement.</p>
 Parents	<p>Most surveyed parents state that teachers know their children's strengths and weaknesses well. A minority disagree that the school promotes their children's literacy and love of reading in Arabic. Most believe that their children are well supported in their learning, and that the school is led well. A few express concerns about the change in the school atmosphere since the move of campus. Others comment that staff have retained the school's reputation for a being a 'Culture of Kindness'.</p>
 Teachers	<p>Most teachers who responded to the survey believe that students get along well together, that occurrences of bullying are extremely rare and that students are well behaved and respectful to adults. Almost all believe there is trust and collegiality among members of staff. Most agree that the school is led well. A minority of comments refer to the increased numbers of students with SEND and the impact of that on support staff's available time.</p>

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae