

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

VERY
GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

GEMS
World
Academy

Celebrating
10 years of
inspections

GEMS WORLD ACADEMY

IB CURRICULUM

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School information

General information

Location	Al Barsha
Type of school	Private
Opening year of school	2008
Website	www.gemsworldacademy-dubai.com
Telephone	04-3736373
Address	Al Barsha South, Dubai P.O. Box 126260
Principal	Stuart Walker
Principal - Date appointed	8/1/2015
Language of instruction	English
Inspection dates	15 to 18 January 2018

Teachers / Support staff

Number of teachers	184
Largest nationality group of teachers	British
Number of teaching assistants	79
Teacher-student ratio	1:24
Number of guidance counsellors	8
Teacher turnover	21%

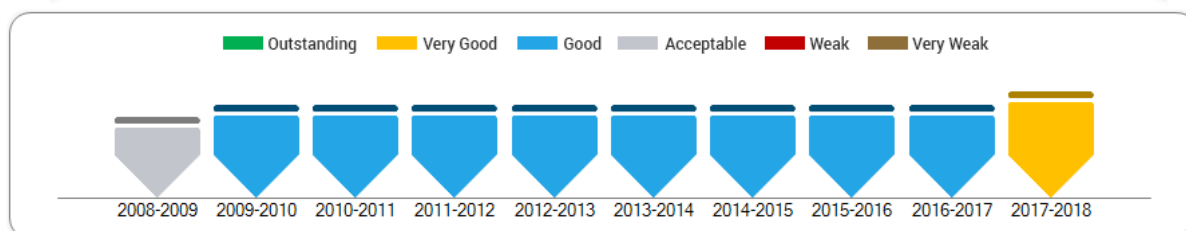
Students

Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	1818
Number of children in pre-kindergarten	0
Number of Emirati students	81
Number of students with SEND	99
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	IB
Main curriculum	IB
External tests and examinations	IBDP, IBMYP
Accreditation	International Baccalaureate (IB) Council of International Schools (CIS)
National Agenda benchmark tests	MAP

School Journey for GEMS World 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 World Academy was inspected by DSIB from 15 to 18 January 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal, with the full support of senior leaders and staff, is providing clear direction on the school's journey of continued improvement. Monitoring and evaluation are systematic and rigorous. Parents are closely involved in the life of the school. Governors have a very good knowledge of the school's performance. The excellent accommodation has been enhanced by a first class study lounge for senior students.

Students' achievement

Attainment and progress in the KG are outstanding and mostly very good in other phases. The apparent decline in mathematics and science in the PYP is a result of more accurate assessment. Attainment in Islamic education in the MYP has improved and is now good, as has attainment in Arabic as a first language in the DP, which is acceptable.

Students' personal and social development, and their innovation skills

Students' behaviour is exemplary. They have exceptionally positive attitudes and take pride in their achievements. Most have a strong work ethic and participate in a wide range of environmental initiatives and charity events, drawing on their well-established innovative and entrepreneurial skills. While most understand the centrality of Islamic values to the culture of the UAE, for a few this is less secure.

Teaching and assessment

Outstanding teaching in the KG and PYP is based on teachers' deep understanding of how young students learn. Teaching in the MYP and DP has improved because more accurate assessment information is being used to match work to students' abilities and attainment levels. In a few lessons, the level of challenge is not high enough and critical thinking is not sufficiently developed.

Curriculum

The curriculum provides numerous opportunities for students to develop entrepreneurial and innovation skills. Older students are provided with a wide range of choices. Assessment information is used very effectively to adapt the curriculum to meet the learning needs of all groups of students. A wide range of extra-curricular activities and educational visits enhance students' learning and provide memorable experiences.

The protection, care, guidance and support of students

Systems for safeguarding students are extensive and highly effective. All staff are provided with appropriate training. Child protection and safeguarding policies are clear and understood by all. Students appreciate the guidance they receive on subject options, careers and university entrance. Provision and support for students with SEND is outstanding.

What the school does best

- The inclusive nature of the school that ensures high quality care and support for all students, particularly those with special educational needs
- The outstanding environment for learning in the Kindergarten and children's excellent attainment and progress in English, mathematics and science
- Students' outstanding personal development and sense of social responsibility
- The excellent arrangements for keeping students safe and promoting healthy life styles
- The very effective use made of the excellent accommodation and resources to support learning, and the outstanding partnerships with parents.







Key recommendations

- Raise attainment and accelerate progress in students' day-to-day learning in Arabic as a first and additional language, by ensuring that teaching is consistently of high quality.
- Increase the proportion of outstanding teaching in the MYP and DP by ensuring that in all lessons students are provided with a consistently high level of challenge and opportunities to apply their critical thinking skills.

Overall School Performance

Very good ↑

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Very good	Very good ↑	Very good ↑

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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 (NAP), 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 students' attainment for the National Agenda Parameter (N.A.P.) tests in English, mathematics and science meets expectations.
- The school meets the registration requirements for the National Agenda Parameter
- Leaders at all levels in the school, including the governors, clearly understand the N.A.P. data. A well-constructed action plan identifies the steps needed to enhance the development of teaching and learning to meet National Agenda targets.
- Thorough analyses of external benchmark (MAP) and student potential (CAT4) data provide a full understanding of both individual and group strengths and weaknesses.
- The order and challenge of the curriculum has been adjusted to ensure students have covered the material required for PISA and TIMSS testing.
- In most subjects, data is used well to modify teaching and to plan work that is appropriately challenging for students. However, in a few subjects, the level of work provided is not sufficiently challenging.
- Students and their parents have access to N.A.P. data. Students use these, in conjunction with teachers, to set their learning targets.

Overall, the school's provision for achieving 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

- All senior leaders and staff, are committed to the full inclusion of the increasing number of Emirati students. Regular reviews are held to ensure that both academic and personal support is appropriate for newly admitted Emirati students. A community liaison officer ensures parents are informed of school events.
- Emirati students generally demonstrate enthusiasm for learning and are receptive to support and advice. Most enter the school with significant gaps in English, as shown in CAT4 verbal reasoning data. However, many show greater potential when comparison is made between their verbal reasoning and non-verbal or quantitative reasoning scores. Additional support is provided where appropriate.
- In most lessons, the curriculum is adapted well to meet the individual needs of Emirati students. In general, these adaptations are focused on language development and reading skills to help them achieve their potential. A few younger Emirati students of determination are provided with personalised curricular pathways to meet their broader social development needs.

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

Moral Education

- Moral education is taught effectively both as a discrete subject and as an integrated cross-curricular theme in other subjects.
- Teachers plan together to ensure consistency and continuity. Effective use is made of a variety of resources to engage and motivate students.
- Moral education lessons are engaging and challenging. Teachers skillfully adjust the content to ensure that it matches students' ages and abilities.
- Strategies for the assessment of moral education are widening to take account of students' feelings, actions and thoughts in relation to moral issues.

The school's implementation of the moral education programme is well-developed

Social Studies

- The UAE social studies curriculum is well-balanced, relevant and effective in developing students' knowledge skills and understanding.
- Lessons are taught through the medium of English. Effective planning ensures that links are made to other curriculum areas. This helps students to transfer their learning between subjects.
- Students work well in small groups and make excellent use of learning technologies to carry out relevant research.
- A variety of assessments provide accurate measures of students' progress in UAE social studies.

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


Innovation in Education

- Students enjoy opportunities to be creative and imaginative. High levels of competence in the use of advanced technology enable them to realise their innovative ideas.
- Almost all students are able to learn independently. Many are able to think in original ways when they engage in projects beyond the classroom
- Innovation is fully integrated across the curriculum. Students make use of digital portals where they access learning resources and store their work.
- The curriculum is adapted to incorporate a variety of service programmes, where students think innovatively and engage with issues of global significance, often taking leadership roles.
- Leaders continuously promote a culture of innovation. They challenge staff and students to think in alternative ways.

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

Main inspection report


1. Students' achievements

		KG	PYP	MYP	DP
Islamic education 	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Good	Good	Good

- The school's internal data reflects very good levels of attainment. However, students work during lessons and in their books, indicates that attainment is above rather than well above curriculum expectations. Students' progress is generally good in all phases.
- Both boys and girls are making significant improvement in the development of recitation skills. Older students can justify opinions and explain the rationale behind worship. MYP students are able to judge samples of contracts based on Islamic law, while PYP students make steady progress in mastering knowledge of Seerah.
- Students in all phases demonstrate secure understanding of Islamic concepts such as forgiveness and honesty. Their ability to infer rulings and guidelines from Hadeeth and verses of Holy Qur'an is improving steadily. Students' understanding is deepened by opportunities to apply their learning to everyday life.

For development

- Ensure a balance in lessons between the acquisition of knowledge and application to everyday life to deepen understanding of Seerah.


		KG	PYP	MYP	DP
Arabic as a first language 	Attainment	Not applicable	Good	Acceptable	Acceptable ↑
	Progress	Not applicable	Good	Acceptable	Acceptable

- Students in the PYP make good progress in the development of speaking and listening skills, because they have more opportunities than students in the MYP and DP to engage in conversations with their classmates. These activities promote interest and engagement.
- Reading comprehension skills are a strong feature across the school. The most able students are achieving well in both phases, although these are few in number. Most students do not feel confident in using classical Arabic. Opportunities for creative writing are limited.

- Internal assessments have been improved and are now more accurate. Speaking and listening skills are now assessed in examinations to provide a broader view of language development. This is enabling students to give equal attention to speaking, listening, reading and writing.

For development


- Increase opportunities for creative writing and opportunities for students to practice classical Arabic

		KG	PYP	MYP	DP
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable

- Speaking and listening skills are developing more rapidly in the PYP because teachers use more stimulating strategies, such as puppet shows, to engage students' interest. While increased vocabulary is evident in both phases, applications to everyday life are more extensive in the PYP than in the DP.
- Most students are able to write a short paragraph about themselves. The most able can write more extensively. The development of speaking and listening is slower in the MYP because students do not have enough opportunity to apply the language.
- The setting of students in ability groups, based on their years of studying Arabic and their levels of competency, is enabling teachers to provide more focused support for individual students. This is improving the progress students make in lessons.

For development

- Provide more opportunities for students to use interactive dialogue in a range of everyday life situations.


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

- The attainment and progress of most students is at or above curriculum standards. Most students can write fluently and for different purposes. They have excellent literary research skills. Older students demonstrate a secure understanding of literary devices and achievement is well above the expected standards.
- Students are articulate in their discussions and presentations. Although a minority in the PYP has difficulty in expression, by the time they reach the MYP and DP, they are able to provide sophisticated analyses of literature both orally and in writing.

- In all phases, students respond positively to the range of rich language learning experiences. In the MYP and DP students draw on different sources to support their arguments and speak with confidence. An emphasis on textual analysis supports the development of these skills particularly well.

For development


- Enable students to frequently write in a variety of styles and for a range of purposes

		KG	PYP	MYP	DP
Mathematics 	Attainment	Outstanding	Very good ↓	Very good ↑	Good ↑
	Progress	Outstanding	Very good ↓	Very good ↑	Very good ↑

- Lesson observations and students' work show that, across the school, attainment and progress are above grade level expectations and above that indicated in external tests. Rates of learning are generally improving quickly in those topics impacted by National Agenda requirements.
- Attainment in both the MYP and DP are improving significantly across most aspects of the mathematics curriculum. A more accurate alignment of external and internal assessments has resulted in the mathematics department downgrading students' attainment and progress in the PYP.
- Curriculum modifications have provided students in PYP with increased opportunities to improve their estimation and measuring skills and to identify number patterns successfully. In the MYP, students have improved their ability to apply mathematical problem solving techniques to discover complex numerical patterns.

For development

- Provide more consistent opportunities for students to engage in mathematical investigations.

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

- In the MYP and DP, a large majority of students make better than expected progress and attain above curriculum standards. In the KG and PYP students demonstrate skills and understanding that are well above curriculum expectations. In all phases students are actively engaged in their learning.
- In the PYP and MYP, a large majority of students make better than expected progress as measured against the predictions in the CAT4 assessments and MAP growth targets. There is a similar outcome for DP students where their attainment shows an improving trend over time.

- Students in all phases demonstrate age-appropriate understanding and application of scientific concepts. They are effective communicators of their learning and younger students use contextual scientific language effectively. Practical, investigative skills are strongest in the MYP and DP.

For development

- Provide more opportunities for students to develop their scientific investigative and problem solving skills.

	KG	PYP	MYP	DP
Learning Skills	Outstanding	Outstanding	Very good ↑	Very good ↑

- Learning skills remain excellent in the KG where children rapidly develop their inquiry and independent learning skills. In the PYP, students take responsibility when completing collaborative assignments during lessons. In both the MYP and DP students show increasing maturity in their approach to learning.
- Students' ability to apply their learning to the real world and to make connections between areas of learning is very strong. This is an improving feature in Islamic education. Skills of observation and evaluation are noteworthy features, particularly in music, drama and physical education.
- Most students access digital portals to retrieve information and develop their IB skills profile. Skills of enterprise and entrepreneurship are evident, for example, in filmmaking and car design. However, full use of students' critical thinking abilities is not made in a few subjects.

For development

- Ensure consistency in the application of critical thinking skills across all subjects and phases.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' exceptionally positive attitudes to learning and their excellent behaviour, make significant contributions to their progress. They are self-disciplined and respectful towards adults and other students. Older students serve as excellent role models for younger students.
- Relationships with adults and other students are excellent throughout the school. Students enjoy their learning particularly in the KG. They feel safe, valued and well supported. They frequently take the initiative when collaborating with others during classroom activities.

- The development of leadership and an understanding of healthy lifestyles are strong features of students' all-round development. Almost all students arrive at school and to lessons and extra-curricular activities on time. Attendance is consistently very good.

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

- Children in the KG demonstrate an excellent age appropriate understanding of Islamic values. Older students have a clear appreciation of Islamic values such as honesty and tolerance. However, for a few, the understanding of the way in which Islamic values underpin life in Dubai is less strong.
- Positive relationships ensure that tolerance and mutual respect prevail across the school. Students show respect for the heritage and culture of the UAE. Celebrations to mark notable events, such as UAE National Day, are organised effectively by senior students.
- Students throughout the school have a strong appreciation of their own cultures, and great respect for other cultures represented in the school. The displays across the school show a rich experience of different lives and cultures around the world.

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

- Students make significant contributions to the life of the school. They willingly take responsibility and, through the school council, feel that they have a voice that is listened to. The introduction of the house system is enabling students to increase their contribution to school life.
- Across all grades, students are encouraged to be innovative and creative, and most have an excellent work ethic. They take responsibility for initiating and managing projects, and many achieve success in a variety of national and international competitions.
- Students show an excellent understanding of environmental sustainability. They are keen to promote awareness and are caring about the school and wider environment. They fully understand the importance of environmental issues to life in the UAE.

For development

- Extend students' knowledge and understanding to the role and values of Islam in UAE society.

3. Teaching and assessment

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

- Teaching in the KG and PYP is very effective because teachers understand how students learn and how to stimulate and engage students' interest. Teaching in the MYP and DP is improving because lesson planning is taking more account of students' differing abilities and levels of attainment.
- Common features of most lessons are teaching strategies that encourage students to find things out for themselves. In these lessons challenging learning activities promote rapid progress. However, the same level of challenge is not evident in a few mathematics and Arabic lessons.
- Although there is some inconsistency in the MYP and DP, in most lessons, challenging questioning effectively promotes students' critical thinking. More effective strategies for the teaching of students with SEND and EAL are having a significant impact on students' achievement.

	KG	PYP	MYP	DP
Assessment	Outstanding	Outstanding	Very good ↑	Very good ↑

- Internal assessment procedures have been reviewed and assessment in the MYP and DP is now more accurate. Information is now more reliable and used to ensure that teaching and learning strategies are more closely matched to students' abilities and attainment levels.
- External benchmarking data is thoroughly analysed and the information is used to identify strengths and weaknesses, and check students' progress. DP subject predictions are well aligned with actual results. In all phases, teachers know their students very well.
- The provision of CAT4 and MAP data to all teachers and its use for target setting is having a positive impact on learning. Teachers are more effective in providing appropriate learning pathways for almost all students. This is more consistent in KG and PYP.

For development

- Ensure that all teachers make full use of assessment information to provide work that is appropriately challenging.

4. Curriculum

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

- Across the phases, teachers plan the curriculum thoroughly to ensure continuity and progression in students' learning. Assessment data is used effectively to guide curriculum planning. Opportunities for research and independent learning are provided in most subjects and in all phases.
- Cross-curricular links are developed through the PYP trans-disciplinary themes and in the MYP interdisciplinary units. In the DP, cross-curricular links are applied well in the "Theory of Knowledge". The curriculum is highly effective in developing a balance of knowledge, skills and understanding.
- The introduction of the IB careers related programme now provides Grade 11 and 12 students with an optional vocational pathway. Students also have the opportunity to engage in a blended learning model by taking on-line courses in the 'Theory of Knowledge' and the extended essay.

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

- Students' academic and personal development is enhanced by a comprehensive after school programme. The diploma and certificate courses provide older students with a stimulating range of learning opportunities. The nature of science programme demonstrates the forward-looking nature of curriculum planning.
- The school uses assessment information very effectively to modify the curriculum to meet the learning needs of all groups of students. Individual education plans guide highly effective support strategies for students with SEND. This includes the support of learning assistants where appropriate.
- A wide range of literature in the school libraries, artwork and displays, link Emirati culture and heritage with the school's social studies programme. These contribute to the development of students' knowledge, awareness and appreciation of the UAE.
- The school provides Arabic in two 60-minute sessions per week for all children in KG2.

For development

- Identify points in the curriculum where links with Emirati culture can be strengthened.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has highly effective systems for safeguarding students. Child protection and safeguarding policies are clear and understood by all. All staff are provided with appropriate training. The school takes all necessary steps to protect students from any form of abuse.
- The school achieves a suitable balance between adult supervision and students' taking personal responsibility. This ensures their safety both within school and on school transport. Most students demonstrate a well-developed understanding of healthy living and the benefits of physical activity.
- The school buildings, including the science laboratories and other specialist areas, are very effectively maintained. Detailed records are kept of the action taken to rectify any problems that are identified during maintenance checks.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Clear procedures exist to ensure the maximum support for students' academic and personal development. These include the effective transition and induction for students when moving between phases or transferring to employment or higher education. The school manages students' behaviour exceptionally well.
- Systems for managing and promoting students' attendance and punctuality are highly effective. The school welcomes a diverse range of students. Any barriers to learning are quickly identified and assessed so support can be carefully matched to their individual needs.
- Exceptional learners benefit from extended learning opportunities to develop their interests and talents. High quality interventions and resources, match students' abilities so they make more rapid progress. Personalised careers guidance is provided for the senior students.

For development

- Make full use of the suggestions of students in extending opportunities for exceptional learners.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Outstanding ↑

- An inclusion champion, a governor for inclusive education have been appointed. Together with the inclusive education action team, all work in partnership to identify and remove any barriers to the full inclusion of students with SEND.
- A full range of assessments are used to identify students' personal needs alongside their current academic performance. Regular meetings between leaders, counsellors and teachers to determine whether support within lessons or through additional teaching sessions is most appropriate to students' needs.
- Parents are exceptionally positive about their relationships with the school. They receive regular reports that cover all aspects of their child's development. Parents praise the school's initiative in providing innovative support in times of difficulties, which reduces anxieties and is solution focused.
- Learning support assistants work alongside teachers as co-educators. They modify and adapt work in collaboration with the teacher. Increasing numbers of students benefit from targeted support either in class or through support groups taught by specialists. Support for students with SEND in Arabic lessons is limited.
- Students with SEND make very good progress as measured by external and internal assessments. When measured in recent MAP assessments, the performance of a large majority of students improved because additional accommodations were made in examinations, which supported their need for additional time, rest breaks or help with reading questions.

For development

- Provide additional support in Arabic or Islamic education lessons for students with SEND whose Arabic language acquisition is below expectations.

6. Leadership and management

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

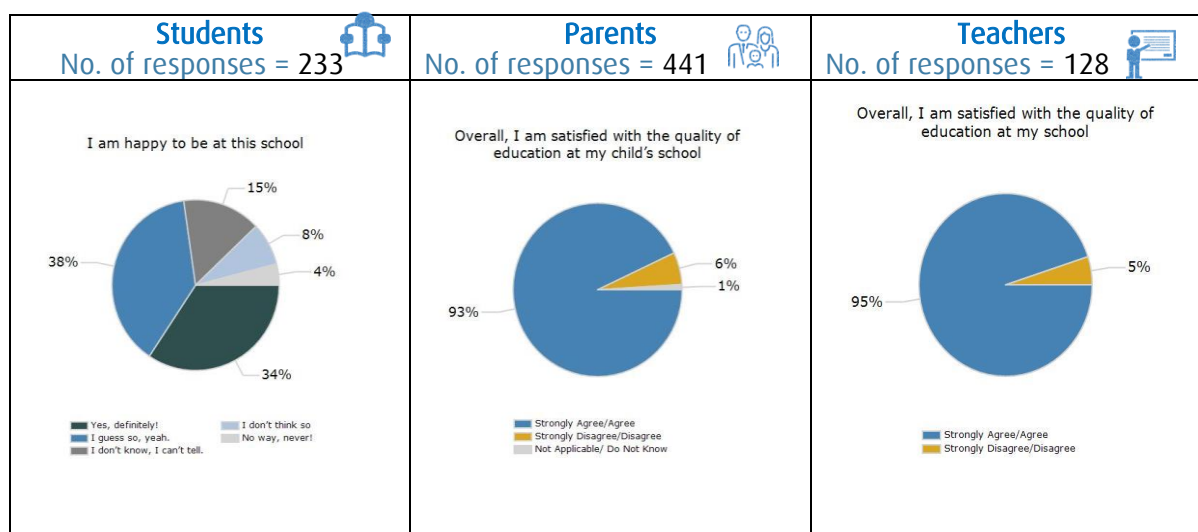
- The principal, with the full support of senior leaders and staff, is providing clear direction on the school's journey of continued improvement. Together they ensure that students' well-being and academic achievement have a high priority within an inclusive and caring environment. Increased responsibility is being given to subject leaders for ensuring that teaching and learning in their subjects are of a consistently high quality.
- Monitoring and evaluation are systematic and rigorous. All aspects of learning, teaching and the use of assessment are checked and their impact on students' achievement evaluated. Measures of students' achievement are now more accurate and closely align with international standards. Evaluations of teaching and learning are more secure. These identify where staff training is needed to achieve school improvement priorities.
- Parents are highly supportive and closely involved in the life of the school. Their views are valued and the parents appreciate the rapid response to any concerns. Communication is highly effective and parents are kept fully informed about their children's academic and personal progress. The school is involved extensively with the local and international communities, and students engage in a variety of charitable activities.
- The Local Advisory Board includes representation from stakeholders and provides the school with substantial expertise. Through visits and reports from the principal and other key staff, board members have a very good knowledge of the school's performance. Because the views of parents and students are sought regularly, they are able to influence many aspects of the school.
- The combined efforts of the academic, administrative, security and support staff ensure that the school runs very efficiently on a day-to-day basis. Teachers are deployed very effectively and benefit from excellent opportunities to share their expertise. The high quality accommodation is enhanced by a first class study lounge for senior students. Resources are plentiful, including excellent libraries and high quality technology equipment.




For development

- Ensure that all middle leaders have the skills necessary for monitoring the quality of teaching and learning and driving improvement in their areas of responsibility.

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>Students expressed very positive views about most aspects of the school. Nearly all reported that the school is a friendly and welcoming place and that they are happy and felt safe. They are positive about the support they receive from teachers and that there is always someone who listens to what they have to say. Inspection findings are consistent with these positive views.</p>
 Parents	<p>Almost all of the parents who responded to the survey were satisfied with the quality of education the school provides. They feel their children are kept safe and enjoy being at school. A few felt that career guidance and support for students with SEND could be improved.</p>
 Teachers	<p>Nearly all teachers who responded to the survey expressed satisfaction with all aspects of the school's work.</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