



المعروف
Knowledge المعرفة



GEMS DUBAI AMERICAN ACADEMY - DUBAI BRANCH

US 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	Al Barsha
	Opening year of school	1998
	Website	www.gemsaa-dubai.com
	Telephone	97147049777
	Principal	Ethan Joe David Hildreth
	Principal - date appointed	08/01/2022
	Language of instruction	English
	Inspection dates	23 to 27 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	3088
	Number of Emirati students	62
	Number of students of determination	326
	Largest nationality group of students	US



TEACHERS

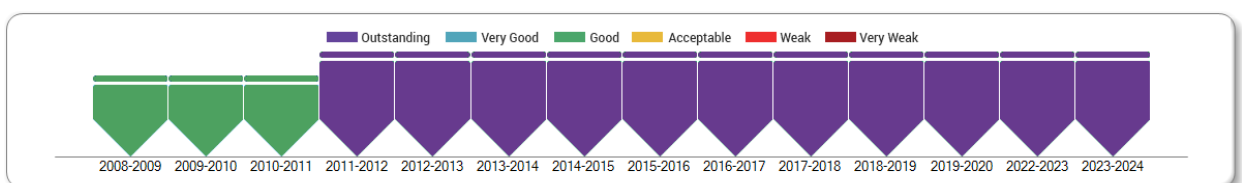
	Number of teachers	244
	Largest nationality group of teachers	American
	Number of teaching assistants	75
	Number of guidance counsellors	12



CURRICULUM

	curriculum	US/IB
	External Curriculum Examinations	AP, IBDP
	Accreditation	NEASC/ IB

School Journey for GEMS DUBAI AMERICAN ACADEMY - DUBAI BRANCH



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

- Children in Kindergarten (KG) maintain excellent outcomes in the core subjects. Attainment in mathematics in middle school has improved and is now outstanding, as are students' attainment outcomes in almost all phases in English, and science. Improvements are evident in Islamic Education and Arabic as an additional language. Students' learning skills remain excellent as they become increasingly independent, and capable of leading their own learning.
- Students show excellent self-discipline in classrooms and around the school, exhibiting an independence of mind, confidence to voice their opinions and a sense of self-reliance. They demonstrate mutual respect in a highly diverse learning environment. They resolve any differences with an open mind. Students in all phases demonstrate a very strong work ethic. They contribute to sustainability campaigns and innovative projects.

Provision For learners

- Highly effective lesson planning and use of resources positively develop students' reading literacy and writing skills. Almost all teachers are skilled in asking probing questions that stimulate critical thinking through literary analysis, especially in the high school phase. Information technologies are embedded throughout the school and effectively extend, enhance and reinforce learning. Teachers encourage independent learning, research and inquiry.
- The curriculum is very broad and provides opportunities for students' personal, creative, physical and academic development. The US High School Diploma program includes 34 electives, a range of Advanced Placement (AP) courses and full college preparatory courses. The International Baccalaureate (IB) Diploma Program includes higher and standard level IB courses, preparing students effectively for graduation. Explorations in artificial intelligence and robotics are anticipating the future, with imaginative learning opportunities.
- The school has procedures for the safeguarding of students, including child protection. Students report that they feel very safe. They are confident in their capacity to report any concerns to an adult in the school. Staff and student relationships are very strong. Teachers know students in depth and provide individualized support matched to what will benefit students most appropriately in the next steps of their education.

Leadership and management

- The superintendent leads by example in demonstrating professional expertise, blended with experience, to sustain a high-performing school dedicated to inclusivity and diversity. School leaders are committed to and effective in empowering emerging leaders to create sustainable succession planning. The insightful local governing board ensures that governance in the school reflects on, and responds sensitively to the views of all stakeholders.

Highlights of the school:

- Highly-effective leadership and governance.
- Sustained excellent student outcomes and learning skills.
- Commitment to an inclusive culture which embraces wellbeing.
- Students' continued excellent personal and social skills.
- A stimulating and futuristic learning environment.

Key recommendations:

- Review and modify those improvement strategies which are not having the desired impact.
- Develop, embed, and monitor a whole-school reading literacy strategy whose impact can be regularly reviewed.
- Design impact indicators to support the development of the wellness, inclusion, safeguarding and emotional/social support (WISE) initiative.












OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Very good	Outstanding 	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

02 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	Very good ↓	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

04 Curriculum

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

05 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

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](#)

National Agenda Parameter

Focus Areas

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	
B. International and Benchmark Achievement	Whole school	Emirati cohort
	Outstanding	Very good

Over the last three cycles of the Progress in International Reading Literacy Study (PIRLS), students' outcomes have increased by 41 points giving an overall score of 629 points in 2021, exceeding the target by 34 points. No Emirati students were in the cohort selected for the assessment. Students sustained very good judgements in benchmark assessments in English and science, and improved science to outstanding over a two-year period. Emirati students improved their outcomes in English and science from acceptable to very good. They remained good in mathematics.

C. Leadership: International and Emirati Achievement	Outstanding
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The school has a detailed national agenda and reading action plan which has a significant focus on improving reading standards across the school. The plan has key actions and details of how teachers aim to improve different aspects of reading, including raising Emirati students' reading skills. However, the plan lacks sufficient measurable targets.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

Students enjoy reading. There has been a whole-school emphasis on raising reading standards and on developing a culture where students read for pleasure and can access the curriculum more readily. The specific interventions to raise reading standards have yet to be fully effective, particularly with Emirati students and those with less-developed reading skills. Teachers have undertaken professional training in their roles as promoters of reading within their subjects. They do not make enough use of data from assessments in their teaching. The useful action plan for the development of reading lacks specific targets.

Overall, school standards in the National Agenda Parameter are very good.

For Development:

- Improve students’ reading assessment outcomes, particularly those of Emirati students.
- Use the data from external and internal assessments more effectively in classroom support strategies.



Wellbeing



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

Overall, the quality of well-being provision and outcomes is very good..

- The wellbeing of students is a priority for leaders. Members of staff, students and parents all contribute to a shared vision which the school community values. Skilled leaders promote a strong wellbeing culture across the school, though it is not fully embedded in every lesson. The monitoring of students' needs is exemplary and ensures that targeted support can quickly be given to those who might be struggling with anxiety or emotional challenges.
- Students enjoy leading wellbeing projects. They are actively involved with in-school and community events and are trained as wellbeing leaders. The wellness ambassadors provide support for younger students and the Teen-to-Teen Aider Program helps older students to work with their schoolmates who may be struggling in adolescence. Leaders ensure that staff wellbeing is prioritised. Staff appreciate wellness days, the wellness room and access to ongoing professional training.
- The curriculum includes designated wellbeing sessions such as the Community, Relationships, Excellence and Wellness (CREW) initiative. The aim is to improve students' knowledge of social, emotional and cultural issues. This initiative is not consistently embedded. Most students have a secure appreciation of wellbeing and are confident with the safe use of online technology. In most classes, teachers create positive learning environments. However, on occasion, approaches to students' wellbeing could be even better.

For Development:

- Ensure that positive classroom cultures are consistent across the school.
- Review the impact of CREW so that all students have better knowledge of the priorities raised.

UAE social studies and Moral Education

- The UAE Moral, Social and Cultural (MSC) program and UAE social studies lessons integrate MSC standards across phases. KG and Elementary MSC standards are developed through an inquiry program. In the middle and high schools, MSC standards are embedded through CREW sessions. The middle and high school social studies curriculum effectively integrates MSC standards with Connecticut Common Core (CCC) Standards.
- KG and Elementary social studies are effectively linked through cross-curricular investigations. In the Middle and High phases, the MSC program is developed through organized activities and community initiatives. Curriculum design integrates the history, geography and heritage of the UAE across grades. MSC standards are embedded in the IB Diploma program through IB Community, Action, Service (CAS) projects. A group of Emirati students presents cultural content regularly to their peers.

Arabic in Early Years

- Children in KG1 and KG2 have two lessons, or 90 minutes, of Arabic language per week. Arabic classes have a mixture of native and non-native speakers. The curriculum covers some of the Ministry of Education (MoE) criteria. However, teachers use English during lessons to give instructions and to convey the meaning of Arabic words. Ongoing assessment includes activities and worksheets, and questioning in class. Reading and writing tests check that children have acquired some Arabic literacy skills.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The majority of elementary and middle school students exceed curriculum standards in their knowledge of Islamic values, laws and the life of the Prophet (PBUH). High-school students meet expectations, but are very good in Fiqh and in addressing contemporary issues.
- Students, both in the elementary and middle phases, demonstrate noticeable progress in their recitation of the Holy Qur'an. All students effectively relate Islamic concepts to their daily lives. In high school, they strengthen this connection through discussions and the use of verses from the Holy Qur'an and Hadith to support their arguments.
- The implementation of the new tracking system has led to a noticeable improvement in Holy Qur'anic recitation throughout the school. However, the memorization aspect, particularly in high school, is insecure.

For Development:

- Enhance the achievement of high school students.
- Maintain the impactful emphasis on recitation and its rules, while intensifying the focus on memorization skills.

ARABIC AS A FIRST LANGUAGE

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

- Elementary and high school students demonstrate improved oral and written expression. However, students have a limited vocabulary and use poor sentence structure to express themselves in speaking.
- Students' listening skills are strong, and reflected in their responses to instructions. They have difficulty in reading texts with expression. They can understand the main idea of written passages and can identify the elements of a story. They can recognize different styles of writing.
- Students' attitude towards Arabic is not always positive. They do not have an incentive to practise using the language. There is a lack of adequately differentiated objectives and tasks for groups of students who have varying abilities and literacy skills.

For Development:

- Develop students' vocabulary and knowledge of grammar.
- Differentiate objectives and tasks to improve all key skills in Arabic across all student groups.
- Empower the student body to create a culture where Arabic is valued and cherished.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Elementary	Middle	High
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- In the upper middle and high schools, students who have had a longer experience in learning Arabic demonstrate better reading skills and comprehend the main idea of texts. Although examination results are weak in all phases, lessons indicate that students' literacy skills are strengthening.
- Students across all phases demonstrate an ability to express themselves in speaking and writing using familiar vocabulary and basic sentence structures. The stronger language learners use more complex sentences, correct verb tenses and the appropriate masculine and feminine forms of nouns.
- Students exhibit proficient listening skills as they are able to comprehend and execute classroom instructions delivered in Arabic. However, the current approach to tailoring tasks and expectations is not effective in adequately enhancing students' overall linguistic skills.

For Development:

- Differentiate programs according to the years of learning Arabic, and tasks more effectively to raise standards, especially in speaking and reading.

ENGLISH

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

- Students in the IB Diploma and AP programs achieve above international standards. Teachers use data skilfully to develop phonics and reading and writing skills. The English department has created a year-long program to ensure that all subject teachers promote the acquisition of literacy skills.
- Reading literacy activities are common features across phases. In the high school phase, high-quality writing skills are embedded. In middle and high school, lessons effectively develop students' analytical skills.
- Students effectively collaborate and work independently to develop a range of skills. They have fewer writing opportunities in Elementary and Middle.

For Development:

- Ensure that modified tasks are features in all lessons to meet the needs of students to develop key literacy skills.

MATHEMATICS

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

- Strong learning skills and the application of everyday contexts support students' strong mathematical attainment and progress in all phases. Most students achieve above curriculum standards in internal and external examinations.
- Children in KG use a variety of practical resources that facilitate a multi-sensory approach, which supports their outstanding achievement levels. In Elementary, students develop their numerical skills, often through contemporary applications, but are not as strong in solving mathematical problems.

Middle and high school students enjoy problem-solving challenges which prepare them well for future challenges.

- During lessons, regular opportunities to discuss and explain their mathematical solutions help students to strengthen their knowledge and understanding while developing problem-solving skills.

For Development:

- Raise students’ problem-solving skills in Elementary.

SCIENCE

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

- Internal and external assessment data indicate that students’ attainment is very strong across all phases. This overall attainment is reflected in lesson observations and in work scrutinies. However, attainment in physics in external assessments has declined.
- Most students display a secure understanding of scientific concepts in their oral work and develop their writing skills in science. Senior students can write at length on current scientific issues. The younger students in Elementary generally lack confidence in using and applying scientific terminology in context or when developing a hypothesis. They do not develop their scientific writing skills at an appropriate pace.
- Developing investigative work is enabling students to link theoretical learning to their own lives. In most phases, students are developing their critical thinking and problem-solving skills. Positive outcomes are evident throughout.

For Development:

- Develop the skills of scientific literacy, specifically in applying hypotheses, more strongly, particularly in the lower Elementary.
- Address the recent decline in student’s performance in external assessments in physics in the high school.



LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases and subjects, students engage in tasks enthusiastically. Most display a strong inclination towards self-directed learning. They establish meaningful connections to contemporary applications. In some KG lessons, opportunities for children to make links to everyday life situations are limited.
- Effective questioning by teachers in the middle and high schools encourages students to think about and communicate their learning. In most lessons, students make efficient use of information technologies to conduct inquiries and research, and to enhance their critical thinking skills.
- Students consistently work well independently. They collaborate purposefully in small groups. They are aware of their strengths and weaknesses. They actively seek to improve and support their peers to develop ever more sophisticated learning competencies.

For Development:

- Ensure that children in KG have more opportunities to make links to learning situations beyond school.



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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Older students are self-disciplined in classrooms and around the school, including when they are unsupervised. Students develop their positive attitudes to lifelong learning from an early age. They are mature and independent. They have the confidence to voice their opinions and are self-reliant.
- Relationships with members of staff are very positive, warm, caring and nurturing. Students show mutual respect in a highly-diverse learning environment. They resolve differences with an open mind.
- Students in all phases develop a strong awareness of healthy lifestyles, reflected in their food choices and participation in sports. Attendance rates are within the expected range, but could be improved. Punctuality to lessons can occasionally vary according to students' attitudes towards certain subjects and their timetabling.

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

- Across all phases, students demonstrate a very secure understanding of Islamic values and their impact on life in the UAE. They have a strong grasp of the principles which promote social cohesion, such as respect and tolerance.
- Students hold the UAE in exceptionally high esteem. They have acquired a strong and comprehensive understanding of Emirati customs and history, reflecting sound knowledge and appreciation of the heritage of the UAE.
- Students actively engage in the school's cultural events, embracing Emirati and international traditions. They take pride in their own heritage and display a strong awareness of diverse global cultures. In KG, children's awareness of UAE and world cultures is developing gradually.

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

- Members of the student council are effective within the school community. They make meaningful contributions to decisions and lead a wide range of programs in school. Students are involved in an extensive range of volunteer roles to support the school and their fellow students.

- Students in all phases demonstrate a very strong work ethic. They lead projects to raise others' awareness and to improve their lives. They engage in regular fund-raising events, sustainability campaigns and innovative projects, both in school and nationally.
- Students take part in a wide variety of projects linked to the UN's sustainability goals, such as biodegradable boxes made from mushrooms, and water cleaning pipes. High school students help to raise the awareness of environmental issues by working with children in KG.

For Development:

- Increase the Emirati content and experiences in the KG curriculum.



03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers apply their subject knowledge and understanding of how students learn to create highly-engaging lessons. They excel in linking teaching to everyday life. However, in KG, teachers sometimes do not make full use of learning areas in the early learning environment to support children’s connections to life beyond school.
- In the main, teachers effectively engage students through well-planned, thought-provoking questioning. They nurture critical thinking and motivate students to embrace the joy of learning. In Arabic as first language, teachers’ questioning does not always develop understanding.
- Teachers encourage and empower students’ independent learning, collaboration, research and inquiry. They ensure that in almost all lessons learning activities are individualized, challenging and stimulating..

	KG	Elementary	Middle	High
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- The school's internal assessments are coherent and consistent. They provide detailed measures of students' progress which largely match those in lesson observations. Leaders benchmark students' achievements in core subjects against national and international comparators.
- Senior leaders analyze assessment data in depth. Leaders closely track information about students' progress over time. Teachers receive a large amount of assessment data which they analyze to identify students who need additional support and challenge in lessons and to differentiate activities purposefully.
- Teachers generally use assessment information to adapt resources to meet the needs of groups of students, but this is not always consistent across the school. Most teachers regularly mark students’ work and annotate it with appropriate feedback for improvement

For Development:

- Ensure that all teachers monitor all students’ work regularly to provide consistently comprehensive and constructive feedback..

04 CURRICULUM

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

- The curriculum is dynamic, broad and balanced. It offers students unique and challenging opportunities. It is innovatively designed, imaginative, and prepares students well for the next stages of their learning. Leaders conduct regular, focused reviews.
- Students can develop advanced knowledge, skills and understanding through the IB and AP programs. The MoE curriculum provides for continuity and progression throughout all phases.
- The curriculum facilitates challenging activities set in contemporary contexts which enable students to apply their understanding to the world in which they live. Cross-curricular links are embedded throughout the curriculum, promoting the transfer of learning between subjects. Students' learning is appropriately linked to outcomes.

	KG	Elementary	Middle	High
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is carefully designed and purposefully modified to meet students' various needs. It is adapted well to cater for this multi-cultural school community. Opportunities to develop students' social and emotional skills are interwoven into academic programs.
- The rigor and challenge of AP and IB courses prepare students well for university, while earning college credit. The curriculum offers an extensive range of courses that enable students to enhance and extend their learning.
- Opportunities to explore, engage and discover are embedded in student life in school. In Middle and High, students develop a clear understanding of the values, history, culture and society of the UAE. Students celebrate Emirati traditions and heritage on National Day.

05 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 robust procedures for the safeguarding of students, including child protection. All members of staff know the safeguarding procedures and how to keep themselves and others safe. Students are confident that they can report any concerns to an adult in school.
- The school buildings and equipment are maintained to a very high standard. The supervision of students when arriving and leaving school, and when on school transport, are effective. Procedures for carrying out risk assessments are comprehensive, but on occasion, these are not always consistently applied. Evacuation procedures are highly effective.
- Medical personnel and physical education teachers diligently promote healthy lifestyles as part of their student support work. Students receive education and advice on issues such as obesity, and information on a wide range of diet and exercise programs.

	KG	Elementary	Middle	High
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Relationships between students and members of staff are extremely good. Specialist staff are trained to manage students with more complex behavior issues. They know the needs of their individual students, including those with gifts and talents, and plan appropriate learning tasks matched to their needs.
- Students of determination receive high-quality provision and make strong progress towards their goals. Wellbeing information is effectively shared, and students' personal development is closely monitored. Attendance is good.
- The school has a structured careers program. Students receive careers guidance tailored to their academic needs and interests in life. Members of staff know the students well. They provide individualized support which benefits students appropriately in the next steps of their education.

For Development:

- Review risk assessment procedures.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding
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- Leaders are experienced practitioners in the field of special education. They provide a high quality curriculum for all students of determination. Members of staff who support students with the most complex challenges do so with skill, care and commitment.
- Students' needs are presented in achievable, detailed learning goals. Students receive individual and small group support to help them to work towards their targets. Teachers provide an adapted curriculum where necessary.
- Parents are immediately alerted to any concerns that the school may have. Leaders ensure that parents are informed about their children's progress. Parents are involved with the development of individual education plans (IEPs). They play a vital role in the review process.
- The curriculum is expertly modified and adapted where required. Students have access to additional support classes where individual curriculum plans are delivered. Members of staff have high expectations for students who access specialist education pathways.
- Members of staff precisely assess students' needs using a range of tests and observations. They then work together to plan and set targets that support students' social, emotional, and academic needs. Robust tracking enables teachers to monitor how effectively the curriculum supports students' progress.

For Development:

- Continue to enhance the high-quality provision for students of determination.



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 superintendent leads principals and leaders by example in demonstrating professional expertise, blended with experience, to sustain a high-performing school committed to inclusivity and diversity. Leaders have, strengthened the students' vision of learning through leadership and ambassador roles, as previously recommended. Senior leaders are committed to nurturing talent and to empowering emerging leaders to create sustainable succession planning. Leaders in Arabic-medium subjects do not always strengthen students' attitudes to learning.
- Systematic self-evaluation benefits from input from a wide range of sources including parents and students. It is explicitly designed to improve both provision and students' outcomes. Leaders monitor instruction and learning to ensure that variability and inconsistency are reduced. Performance management supports leaders in both evaluating school effectiveness and in addressing teachers' training needs. A few recommendations from the previous inspection report have not been fully met.
- School leaders work very effectively to engage parents as partners in their children's learning and in school life, resulting in very supportive parents who appreciate leaders' responsiveness and efficiency. Communication is highly effective and supported by an active parents association. Regular reporting is very much valued, as is the requirement for students to complete written reflection on how they might improve. Parents appreciate leaders' efforts to enhance community partnerships.
- The insightful local governing board ensures that governance in the school reflects and responds sensitively to the views of all stakeholders. The local board is enhanced by experienced and highly-competent corporate members who ensure that the school has an informed understanding of how well it performs in comparison with its partner schools. Governors employ a range of informal and formal processes in holding school leaders to account through regular reflection on performance indicators.
- The school is very well managed. It has accommodated increased student numbers while ensuring an atmosphere of purposeful endeavor. Recruitment and retention of high-quality teachers is achieved through the provision of focused professional training augmented by enlightened staff wellbeing processes. The premises and facilities provide a stimulating learning environment catering for a wide range of students' interests and abilities. All areas of the school are easily accessible. The center for

artificial intelligence and information technologies supports resource provision for rapidly evolving learning strategies. However, in some subject areas, resources can be further improved.

For Development:

- Devise leader-led strategies regarding students’ attitudes to Arabic as a first language.
- Review the effectiveness of any improvement strategies which are not having their desired impact.





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