



المعرفة Knowledge



GEMS WORLD ACADEMY

IB CURRICULUM

VERY GOOD



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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Barsha
	Opening year of school	2008
	Website	www.gemsworldacademy-dubai.com
	Telephone	97143736373
	Principal	Saima Rana
	Principal - date appointed	1/8/2020
	Language of instruction	English
	Inspection dates	23 to 27 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre - KG to Grade 12
	Number of students on roll	2022
	Number of Emirati students	82
	Number of students of determination	197
	Largest nationality group of students	Russian



TEACHERS

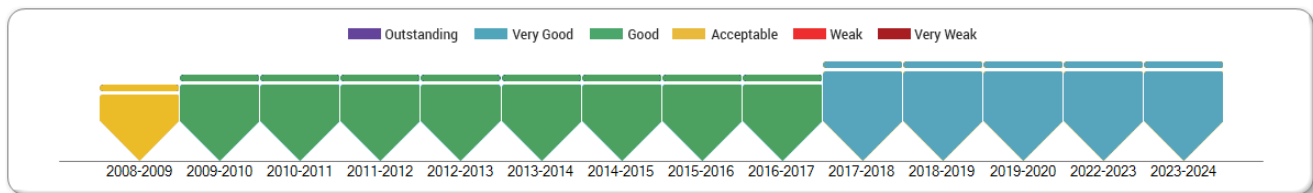
	Number of teachers	188
	Largest nationality group of teachers	British
	Number of teaching assistants	104
	Number of guidance counsellors	9



CURRICULUM

	curriculum	IB
	External Curriculum Examinations	IBDP
	Accreditation	IBO

School Journey for GEMS WORLD ACADEMY





SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- Students’ achievement is stronger in English and science across the school, with outstanding progress in the Kindergarten (KG). Arabic achievement is good in PYP but acceptable elsewhere. Students’ achievement in mathematics is at least of a good standard across the school. In Arabic as an additional language, students’ attainment remains weak in MYP. Students’ learning skills are very strong across the school.
- Students’ behaviour is outstanding and enabling the school to foster a respectful and inclusive learning community. Students excel in their understanding of Islamic values, Emirati heritage, and a variety of world cultures. Many students actively engage in roles of leadership, charity drives, and sustainability initiatives. Most students display a strong work ethic, creativity, and an awareness of global issues.

Provision For learners

- The quality of teaching is strongest in KG, and in English and science. It is more variable in Islamic Education, Arabic and mathematics. The school’s assessment processes align well with the curriculum standards. However, the use of assessment data to support the individual needs of students and especially those learning English as an additional language (EAL) is inconsistent. Teachers’ written feedback on students’ work is sometimes unclear.
- The school implements an effective and robust curriculum that is closely aligned with the International Baccalaureate (IB) philosophy and values. It demonstrates progression and continuity, with strong guidance for subject and career choices. The curriculum meets the demands of the Ministry of Education (MoE), although modifications for students are inconsistent. The curriculum promotes enterprise, innovation, and the UAE’s culture. Alternative pathways for students to choose are now provided.
- The school places high priority on safeguarding and child protection through thorough staff training and robust policies. It actively promotes healthy lifestyles and maintains exemplary staff-student relationships, thus creating a caring community. The school is yet to be successful in ensuring the consistent care and support for all groups of students.

Leadership and management

- The school’s leaders support inclusive learning and wellbeing for all in the school. They are aware of, and are managing the challenges presented, by the increasing number of students joining the school. Various forms of information are being used for self-evaluation although these processes are not fully developed. The governing board is a committed and supportive group. High quality resources and efficient daily management is evident.



Highlights of the school:

- Children’s high achievement in KG as a result of outstanding teaching for effective learning
- Students’ personal and social development, and their innovation skills
- The protection, care, guidance and pastoral support of students
- The involvement and support of parents in contributing to the raising of standards
- The efficient day-to-day management, staffing, and high-quality resources

Key recommendations:

- Utilise internal and external assessment information more effectively to deliver lessons that cater to the diverse needs of all learners, including EAL students and newcomers, so that all achieve well.
- Ensure the consistent delivery of high-quality teaching, adhering to best practices, so that all students, particularly in Islamic Education, Arabic, and mathematics, can reach their full potential.











OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Acceptable	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	Good	Weak	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 English	Attainment	Very good	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Very good
 Mathematics	Attainment	Very good	Good	Very good	Good ↓
	Progress	Outstanding	Good	Very good	Good ↓
 Science	Attainment	Outstanding	Very good	Very good	Very good
	Progress	Outstanding	Very good	Very good	Outstanding

	KG	PYP	MYP	DP
Learning skills	Outstanding	Very good	Very good	Very good

02 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	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 Teaching and assessment

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

04 Curriculum

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

05 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

06 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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully	
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Weak

- With an average score of 576, the school exceeded its set target in the Progress in International Reading Literacy Study (PIRLS) 2021 by 26 points. However, in benchmark assessment students did not make improvement in all subjects over the two years. They remain weak in English, mathematics and science. Emirati students did not participate in the latest PIRLS assessment. Their progression in the benchmark assessments is also weak.

C. Leadership: International and Emirati Achievement	Good	
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- Most leaders understand how the subject skills and content align to the proficiency levels in PISA and the international benchmark levels in TIMSS and PIRLS. The school implements action plans that mostly address the gaps identified in the assessment reports. The monitoring of the implementations of these plans is an emerging feature of the school.

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

- The school's most recent reading literacy skills assessment reveals that a majority of students' reading literacy scores are at, or above, age-related expectations. Results for the Emirati cohort are similar. The school plans interventions aimed at improving students' reading skills. The monitoring of their use and impact on students' reading is emerging.

Overall school standards in the National Agenda Parameter are good

For Development:

- Ensure that the curriculum adaptations that the school implements have clear reference to the reports from international benchmark and English reading assessments.
- Establish systems to monitor and measure the impact of the curriculum adaptations.
- Improve the level of students' English reading literacy skills.



Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level

- Wellbeing is a guiding principle for the whole school community and the driving force for the school's ethos and culture. Provision and planning are based on its Community, Ambition, Respect and Endeavour (CARE) principles. Leaders including wellbeing champions, are actively involved in promoting and modelling these principles and there is a developing awareness among students. The improvement plan communicates a high ambition for wellbeing, but it is yet to be fully aligned with the wellbeing inspection framework.
- Students are happy to approach trusted adults and share their worries and concerns. The whole school community is alert to the wellbeing of everyone with staff, counsellors, and senior leaders are available to anyone who needs them. Staff say they are very well supported and that their contributions are recognised, as evidenced by the high morale and positive atmosphere in the school. There is high quality induction for all teaching staff who are then monitored and supported well.
- The many strategies and enrichment activities which promote wellbeing means that students have a growing understanding of how to support their own and fellow students' needs. Within lessons and around the school students manage their behaviour and conduct independently and consider the impact which they are having on others. Students know about the dangers which can arise when using technology and they also know how to look out for the safety of others.

For Development:

- Improve all students' ability to take responsibility for their own and others wellbeing through a greater promotion of the school's CARE values.
- Ensure self-evaluation and improvement planning is clearly linked to the wellbeing inspection framework.

UAE social studies and Moral Education

- The school follows the Moral, Social, Cultural Studies (MSCS) Framework of the UAE Ministry of Education (MoE). The subject is taught throughout the school with minimum of 100 minutes of instruction per week. It is integrated into the KG curriculum through discussions about friendship and kindness. MSCS is taught as a separate and also integrated subject into other subjects in PYP .
- Through the curriculum students engage in moral, ethical, cultural, and social issues. Purposeful teaching ensures students learn and develop their understanding of local, national and global issues.
- As well as classroom learning and online research, students are provided with extra-curricular and community activities to support their learning. Assessments are through a combination of on-going formative tests and summative tests. An assessment tracker records students' skills acquisition and their progress.

Arabic in Early Years

- The modified Arabic curriculum in KG ensures a seamless transition to Grade 1. The unit of inquiry aligns with the Arabic curriculum. Children in KG have two lessons each week. Three qualified teachers and two assistants teach Arabic in KG. The curriculum features play-based lessons using various resources, to introduce words, phrases, sounds and greetings. At the end of each term teachers assess the children's progress within lessons. The records are revisited by teachers when students move to Grade 1. The school is working on implementing both formative and summative assessments for KG2 children, by using working folders and exercise books to effectively monitor their progress.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Good	Good
Progress	Not applicable	Acceptable	Good	Good

- In PYP and MYP, students develop their Holy Qur'anic recitation skills and successfully apply Tajweed rules with the support of technology. Students in DP discuss more serious issues such as, marriage and divorce with open minds.
- In lessons and in their workbooks, students apply their understanding and the benefits of the Holy Qur'an and Hadith in their own lives. Most are able to provide some evidence from the Holy Qur'an and Hadith, when answering questions or in writing essays. This is still a developing feature of students' learning.
- Teachers use of questioning is beginning to promote more student engagement and application of Islamic knowledge. Learning by enquiry is yet to be embedded to develop students' independent learning skills.

For Development:

- Plan for more independent learning time for students in lessons.
- Improve students' ability to use evidence from the Holy Qur'an and Hadith is supporting their learning.

ARABIC AS A FIRST LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- Internal assessment data and students' work is inconsistent, while external data is weak. However, in lessons and in students' notebooks, a majority of PYP students are exceeding the curriculum expectations in both progress and attainment. In other phases, most students are meeting the standards and making steady progress.
- In PYP, students are able to analyse short stories. In MYP, students can identify the main elements in descriptive and informative texts, while DP students reflect on the moral conflicts within stories from other cultures. Students display confidence in speaking, particularly when they have opportunities for debate and reflection.
- Listening and reading are the strongest language skills in all phases. Speaking and writing are improving rapidly. Girls display stronger attainment in their notebooks, while boys are more confident when speaking. The use of standard Arabic is still variable.

For Development:

- Provide students with more opportunities to improve speaking and writing skills by creating a more stimulating learning environment, particularly in MYP and PYP.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Weak	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable

- The progress and attainment of the majority of PYP students exceeds expectations, while the progress of most MYP students is at the expected level. Progress is more rapid when learning objectives, and learning activities, align with students' years of studying Arabic.
- In PYP, students comprehend a variety of familiar words and expressions. They read and identify familiar words and write short sentences and paragraphs on familiar topics. In MYP, speaking and independent writing skills are developing at a slower pace.
- Students' reading and listening comprehension skills are the stronger skills. Students adequately apply basic dictation and rules of grammar and can answer direct questions from the text. During lessons boys make better progress in their speaking skills while girls show stronger writing skills.

For Development:

- Ensure teaching strategies and learning activities are appropriate for students' years of studying Arabic.
- Improve MYP students' language proficiency skills to accelerate their progress. in learning Arabic

ENGLISH

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

- Attainment and progress are above expectations in all phases. External and internal assessment results are lower than attainment seen in lessons. Some repetition of work slows progress at the start of Grade 1. Student workbooks show very strong writing skills in DP.
- Listening and speaking are the strongest skills in PYP, MYP and DP. Students are effective communicators. Reading and writing are developing skills in PYP. The development of EAL students' reading and writing skills is slower than other students.
- New reading literacy programmes have been introduced this year to develop reading skills across the school. There is a particular focus on improving the reading skills of students in KG and in PYP. The progress of Emirati students is in line with expectations.

For Development:

- Provide targeted support to EAL students to minimise the progress and attainment gaps between their classmates.
- Monitor and evaluate the impact of the reading literacy programmes.

MATHEMATICS

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

- The outcomes of international benchmarking tests are stronger in MYP than in PYP. Students' progress during lessons largely depends on the level of challenge provided. The most rapid progress is made in KG and MYP.
- Children in KG grasp the concepts of addition and number bonds. In PYP, students develop their arithmetical skills. Dealing with various applications of percentages is a strength in MYP. In DP students deepen their knowledge and understanding of logarithmic functions and grasp the basics of calculus.
- Opportunities in lessons for students to develop their investigative, critical thinking and problem-solving skills, and to use technology are inconsistent.
- The progress of Emirati students is comparable to other students.

For Development:

- Improve students' attainment on external assessments in PYP and DP.
- Increase opportunities for students to develop their research and critical thinking skills during the lessons.

SCIENCE

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

- The progress and attainment of students in the upper three phases are least very good as seen in their work during inspection. However, internal and external data indicate that achievement in PYP is below this level. This reflects the broad ability range and language levels of students in PYP.
- Children in KG maintain outstanding achievement levels as they observe their world through experimental science. In PYP students learn best through practical opportunities while in upper MYP and DP students are well prepared for more complex science assessments, investigations and challenges.
- Opportunities to discuss scientific concepts is helping to improve students' confidence and understanding. Insufficient engagement in regular open-ended investigative work is delaying the development of practical, problem-solving and enquiry skills. The progress of Emirati students is comparable to other students.

For Development:

- Ensure that students are exposed to regular investigative practical work at all levels.
- Provide all students with regular practice in writing, drawing, graphing and calculating at speed, to ensure that they are fully prepared for written papers at DP level.

LEARNING SKILLS

	KG	PYP	MYP	DP
Learning skills	Outstanding	Very good	Very good	Very good

- In KG and PYP children and students enjoy school life and are largely self-reliant. The majority of students in the MYP are focused but occasionally a few are less engaged. The majority of DP students are highly motivated and confident learners.
- Innovation, enterprise, enquiry, research and critical thinking skills are seen in a number of subjects and phases. However, these skills are not consistently developed across the school. The majority of students use learning technologies effectively and appropriately for learning.
- Students collaborate well in meaningful class discussions and have purposeful interactions. They work well in groups toward a common purpose and goals. There is a focus in a majority of lessons on tasks with appropriate levels of challenge. This is not consistently applied to all groups of learners.

For Development:

- Ensure learning tasks in lessons provide for critical thinking and problem-solving for all groups of students.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Throughout all phases, positive attitudes, self-discipline, and mostly good behaviour are present, even in the youngest learners. Students eagerly arrive at school ready to embark on their educational journeys while celebrating their achievements.
- Confident students embody the IB learner's expectations. They show empathy and foster respectful relationships with teachers and each other. Instances of bullying are rare, as students perceive the school as an inclusive and tolerant community.
- Punctuality is a hallmark of students' engagement in lessons and activities. They exhibit a firm grasp of principles for safe and healthy living, actively discussing these concepts during lessons and applying them to their daily lives. School attendance is outstanding.

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

- In PYP, MYP, and DP students have a deep understand and appreciation of Islamic values. They hold Iftar during Ramadan and respect and follow its etiquette. They understand the concepts of giving and appreciation of all.
- Students have a secure understanding of Emirati heritage and culture. They feel safe living in the diverse community of the UAE. As part of extra-curricular activities, students view the National Day celebration as an opportunity to interact with the local and wider communities.
- All students demonstrate an excellent understanding, awareness, and appreciation of their own cultures and other world cultures. This understanding is helping them to integrate smoothly into a harmonious society.

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

- Children in KG enthusiastically undertake numerous leadership roles. This sense of responsibility is developed further through students' leadership of many initiatives in the school. Frequent charity drives led by students, benefit many organisations locally and internationally.
- Students' excellent work ethic and innovative skills are evident across the school. They participate in entrepreneurship workshops and enrichment clubs. such as the Formula One team. In KG, children are highly creative and imaginative particularly during the unit of inquiry lessons.
- All students have an excellent understanding of global issues related to sustainability. They organise assemblies and projects linked to the forthcoming environmental conferences such as, COP 28. The Eco council organises many highly successful school-wide recycling initiatives.

For Development:

- Ensure that all students behave consistently.

03 TEACHING AND ASSESSMENT

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

- Teaching in KG provides high-quality learning for children because teachers have an excellent understanding of how young children learn. In MYP and DP teachers ensure that students are engaged and intervene, when necessary, to support further learning. Teaching in PYP is more variable.
- Teachers' lesson plans are usually thorough, clear and purposeful. Learning environments are engaging. Time and resources are used well. In the majority of lessons in MYP and DP, teacher questioning engages and motivates most students.
- Meeting the specific learning needs of all groups of students is sometimes lacking in lessons in most subjects. Differentiation is skilfully applied in the better lessons and is improving but is yet to be consistent throughout the school. Challenge for higher attainers is insufficient in a few lessons.

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

- Internal assessment processes are well established and aligned to the curriculum standards across the phases. They enable the school to collect information about students' academic, personal and social development. These processes are more precisely developed in KG.
- The school assesses DP students against the expectations of the diploma. In PYP and MYP, students participate in international benchmark assessments. The comprehensive analysis of this information is providing the school with a clear picture of students' progress as individuals and groups.
- Teachers' use of assessment information to match learning activities to the differing needs of students is inconsistent. It is used most effectively in KG. Written feedback to students does not always provide students with clear guidance on how they can improve their work further.

For Development:

- Ensure that teaching strategies meet the needs of all groups of students.
- Use assessment information more skilfully to optimise students' progress during lessons.
- Ensure that written feedback to students provides clear guidance on how they can improve their work.

04 CURRICULUM

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

- Considerable curriculum development and improvement has ensured a strong IB philosophy across all phases. The KG and PYP curricula provide activities that are child-centred and challenging. Inter-disciplinary links are strong in most subjects but not evidenced yet in mathematics.
- The IB and MoE curricula demonstrate progression and continuity. A recent review of the scope and sequence and very careful planning is supporting improved transition across all phases.
- Counselling on subject choices and tertiary options is strong allowing students to choose subjects appropriate for their careers. Planning for, and the introduction of, alternate pathways in the upper phase includes IBCP courses and a High School Diploma. This is strengthening vocational options for students.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Curriculum flexibility ensures modifications to meet demands of the MoE and IB. Planned changes are to be made to the external benchmark assessments. Current curriculum modifications to meet the needs of all students in lessons are still variable.
- Opportunities to engage in activities that promote enterprise, innovation and creativity are embedded across the curriculum. Students make a valuable social contribution and participate in a wide range of extra-curricular activities. The Creativity, Action, Service (CAS) is an integral feature of the diploma programme and applied well in the school.
- The curriculum in all phases includes learning experiences that develop students' knowledge and understanding of the UAE 's values, culture and society. Interesting UAE contexts also appear in the student choice of internal assessment projects within the diploma programme.

For Development:

- Ensure that curriculum modification is applied more consistently across the phases and particularly for EAL students, and students new to the school.
- Improve inter-disciplinary links in all subject areas.

05 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

- Safeguarding and child protection are high priorities for the school. Staff training is comprehensive, and policies are robust. A wide range of ways for concerns to be highlighted and dealt with ensure that students feel very safe and secure.
- Arrangements for safe transport to and from school are very well supervised and managed. Regular and thorough checks of the accessible site, together with rigorous risk assessments and diligent security checks, ensure that the premises are safe and well-maintained. Any issues are dealt with expeditiously.
- The promotion of healthy physical and mental lifestyles is evident across the school involving students and specially trained staff. Medical personnel provide excellent levels of care and are proactive in promoting a keen awareness of healthy living.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Exemplary staff and student relationships support a positive ethos leading to the creation of a caring and inclusive community. As a result, students are keen to come to school and demonstrate very positive levels of behaviour, attendance, and punctuality.
- Students of all abilities and backgrounds are welcomed into school. There are highly effective systems to ensure the accurate identification of students of determination. The school is yet to be successful in ensuring the consistent care and support for all groups of students.
- The recently extended wellbeing and counselling teams are helping to provide a comprehensive pastoral care system where the wellbeing of all students is closely monitored. The emphasis on personal development and academic guidance successfully prepares students for their future careers.

For Development:

- Ensure greater consistency in the care and support provided for all students of determination in all lessons, subjects, and phases.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- School leaders value and enable the school's inclusive ethos which means students of determination are welcomed into the school. The well-designed premises, facilities and resources, are used effectively in meeting the needs of most students.
- The inclusion team oversee a comprehensive system of assessment procedures which helps to identify a wide range of need. Carefully planned interventions and programmes, supported by external specialists, are successfully implemented in the large majority of classrooms.
- Parents report that they are delighted with the excellent communication links, care and support provided for their children. They are pleased with the regular information they receive about their children's progress.
- The school provides very supportive classroom environments for students of determination in most lessons. Effective planning and delivery ensure that most students are challenged and engaged in meaningful learning activities.
- Effective systems to monitor the personal and academic progress of students of determination are in place. The school has developed some additional learning pathways for students of determination and is continuing to review and improve the range of certifications, awards, and qualifications.

For Development:

- Ensure that targeted and skilfully delivered interventions improve the progress of all students of determination in all subjects and phases.



06 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 and senior leaders are fully supportive of inclusive learning and wellbeing. They provide a clear strategic direction aligned with national priorities. All leaders benefit from coaching to help them to enhance effective practices in teaching, learning, assessment, and curriculum development. The school's performance management system sets clear targets, ensuring collective accountability for improving student outcomes. Communication systems are smooth and effective. Leaders are beginning to manage and support the needs of new students joining the school more effectively.
- The school's self-evaluation processes make successful use of internal and external data. However, data and judgements are not always closely aligned. Regular learning walks and monitoring by leaders are enhancing the quality of teaching. Although all leaders have improved their leadership skills there is still some variability in effectiveness. The school has made significant progress in addressing the recommendations of the previous inspection, but there is still more improvements required in Islamic Education, Arabic and mathematics.
- The school is highly successful in engaging all parents as partners in their children's learning and in school life. Parents' views are sought regularly to inform the school's next steps and particularly with regard to the breadth of the curriculum. Effective communication enhances teacher and parent interactions. Reporting on students' development is comprehensive and detailed. The school has extended partnerships with local, national and international partners, that contribute to students' learning including internships in business and finance.
- Governors, including corporate representatives, demonstrate a strong commitment to the school and the enhancement of students' achievements. They actively seek contributions from stakeholders to deepen their understanding of the school's performance. The governing board ensures the availability of high-quality staffing and resources. However, the recently formed Local Advisory Board (LAB), while composed of individuals with substantial international and industrial experience, does not at present include the specific educational expertise that would support their role as critical friends.
- The principal and the leadership team efficiently oversee daily operations, fostering an environment that supports student wellbeing and academic success. Experienced staff play a pivotal role in enhancing student achievement and benefiting from enhanced professional training opportunities. The school's exceptional premises and facilities cater well for students' needs. Resources, technology, equipment and textbooks, are up-to-date, and align with the evolving curriculum requirements. These are used well to enhance the teaching and learning experiences for students.

For Development:

- Enhance leaders' ability to address the needs and success of all student groups.
- Improve the self-evaluation process and improvement planning and prioritise closing the gaps between underachieving groups of students.
- Widen the range of expertise on the LAB to enable them to act as critical friends to the school.



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