



المعرفة
Knowledge



GEMS AL KHALEEJ INTERNATIONAL SCHOOL – DUBAI BRANCH US CURRICULUM

GOOD

DUBAI FOCUS AREAS

**INCLUSIVE
EDUCATION**



VERY GOOD

WELLBEING



VERY GOOD

**NATIONAL AGENDA
PARAMETER**



GOOD

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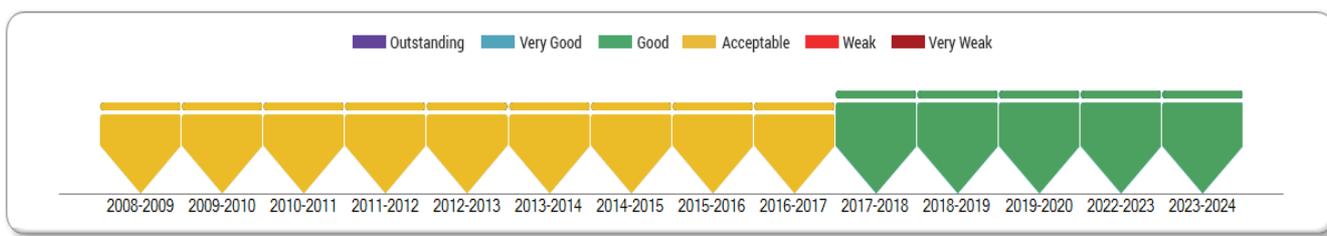
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Warqaa 4
	 Opening year of school	1992
	 Website	www.gemsakns.net
	 Telephone	97142173900
	 Principal	Ghadeer Munther Abu-Shamat
	 Principal - date appointed	1/25/2015
	 Language of instruction	English
	 Inspection dates	23 to 27 October 2023
	 <p>STUDENTS</p>	 Gender of students
 Age range		4-18
 Grades or year groups		KG 1-Grade 12
 Number of students on roll		2790
 Number of Emirati students		1013
 Number of students of determination		111
 Largest nationality group of students		Arab
 <p>TEACHERS</p>	 Number of teachers	191
	 Largest nationality group of teachers	Jordanian
	 Number of teaching assistants	51
	 Number of guidance counsellors	4
 <p>CURRICULUM</p>	 Curriculum	US
	 External Curriculum Examinations	AP
	 Accreditation	NEASC

School Journey for GEMS AL KHALEEJ INTERNATIONAL SCHOOL - DUBAI BRANCH



SUMMARY OF INSPECTION FINDINGS 2023-2024



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

Student’s Outcomes

- Students improved their understanding of Islamic Education with good levels of performance in all grades. Arabic is consistently good, with very good progress in Arabic, as an additional language, in the middle and high schools. Elementary students improved in mathematics, and Kindergarten (KG) children have very good achievement in all subjects. Students’ learning skills are strongest where there is active learning, especially in KG and High.
- Students’ outstanding personal and social development is a strong feature of the school, and they show a clear appreciation and respect of others. Secure policies for student behavior make expectations very clear. Islamic values are practiced consistently, and there is appreciation for the heritage and culture of the UAE. Students initiate activities that demonstrate their care for others, and for the environment.

Provision For learners

- Teaching in KG provides opportunities for children to learn in different ways, engaging their interest and building independence. Across other grades, particularly in science, there are similar active learning opportunities in the better lessons, but it is not consistent. Assessment takes different forms, including short checks of learning and comprehensive examinations, but external test data are not yet used effectively to address learning gaps in Elementary and Middle.
- Kindergarten children explore the curriculum in multiple ways as they learn the themes and concepts, which contribute to their learning. Across other phases, students gain strong subject knowledge and in the better classes have opportunities for more in-depth practical application to work towards the mastery of skills and knowledge. The curriculum holds a higher level of challenge than is currently taught in most subjects, but this is improving in the elementary school.
- Students are extremely well protected and cared for at the school. The policies and procedures show consideration for students’ safety and their wellbeing. The processes for identification and support for students of determination are secure, and gifted students have more opportunities to be challenged in their learning. Support for language learning has been redesigned and is supporting students to be able to access learning in both Arabic and English.

Leadership and management

- School leaders have nurtured a strong sense of wellbeing throughout the school. They have maintained or improved almost all of the gains from the previous year, even with the increase in student numbers in the school. Leaders work very well with parents and value their contribution to the school’s community. Governors support school leaders and provide much needed resources for learning.

Highlights of the school:

- Students' outstanding personal and social development in all phases
- The excellent standard of health and safety which ensures all students are safe and secure
- Kindergarten children's very good achievement across all subjects
- The abundance of learning resources across the school, both practical and technology-based
- The very good sense of wellbeing, which is found in all aspects of school life within this inclusive school

Key recommendations:

- Improve students' English language skills, particularly their reading and writing skills.
- Raise the level of challenge in every subject and every grade, with higher teacher expectations of what students can accomplish in each lesson.
- Improve students' performance on external assessments so that most students meet at least the minimum requirement.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Elementary	Middle	High
 Islamic Education	Attainment	Not applicable	Good	Good ↑	Good ↑
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good ↑
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good ↓	Good	Good
	Progress	Not applicable	Good ↓	Very good	Very good
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good ↑	Acceptable	Acceptable	Acceptable ↓
	Progress	Very good	Good	Good	Good ↓
 Mathematics	Attainment	Very good ↑	Good ↑	Acceptable	Good
	Progress	Very good	Very good ↑	Good	Very good
 Science	Attainment	Very good ↑	Good	Good	Very good
	Progress	Very good	Good	Good	Very good
		KG	Elementary	Middle	High
Learning skills		Very good	Good	Good	Very good

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

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good	Very good
Assessment	Very good	Good	Good	Very good

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Very good ↑	Good	Very good
Curriculum adaptation	Very good	Very good	Very good	Very good

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	Very good	Very good	Very good	Very good

06 LEADERSHIP AND MANAGEMENT

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

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Good
<ul style="list-style-type: none"> The school exceeded its targets in the Progress in International Reading Literacy Study (PIRLS) in 2021 and the average score improved. However, results were still below the PIRLS center point and performance are at the intermediate international benchmark. Comparison show that boys performed better than girls on the Grade 4 assessment. The performance of Emirati students fell below their peers, but their overall progression on PIRLS was very good. Attainment in National Agenda benchmark assessments (MAP) remains weak in English, mathematics, and science. The progression is also weak. 		
C. Leadership: International and Emirati Achievement	Good	
<ul style="list-style-type: none"> Information about student performance from assessment reports informs some curriculum adaptations but the full use is not yet being made of this data to address identified gaps in students' learning. Adjustments to the design of the curriculum, based on students' performance, ensure that they have access to the necessary content and skills at the right grade. Familiarity with the test question formats used with MAP and international assessments is now in place. The analysis of progress data is not rigorous enough. 	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Acceptable
<ul style="list-style-type: none"> Reading literacy is being promoted through new assessments that provide diagnostic information. The school plans to use this information to give specific support to lower performing readers. The teaching of phonics has been reviewed and mapped against the curriculum standards. In science lessons, teachers are using inquiry and the scientific method effectively for problem-solving. The use of hands-on activities, laboratories, experiments, and other projects is building critical thinking, inquiry-led learning, research and open-ended problem-solving. 		

Overall school standards in the National Agenda Parameter are good

For Development:

- Ensure that students' progress in external benchmark tests is analyzed accurately to identify the necessary gaps in students' knowledge and understanding for their next stages in learning.

Wellbeing



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

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

- Provision for promoting student wellbeing is of a very high quality and permeates most areas of the curriculum. Governors and leaders effectively model a clear, broad vision. Well-developed methods for data collection and analysis are in place, enabling leaders to make informed decisions which influence strategic planning and further development.
- Students, staff, and the parent council are involved in informing wellbeing provision and contributing to improvement planning. Students feel valued and know how to keep themselves safe and healthy. They are aware of how to access wellbeing support and a trusted adult if they need to. Staff feel valued and welcome initiatives, including support from the school counsellor and the senior leadership, in ensuring a work life balance.
- Wellbeing initiatives are applied across the curriculum, engaging students, and consistently addressing themes which are relevant to them. The wellbeing team is beginning to develop an overall streamlined curriculum framework, based on research, which covers all aspects of wellbeing. Students use a range of strategies to regulate their wellbeing and talk confidently about their importance. Teaching teams consistently nurture positive classroom climates where wellbeing is promoted. The school is a positive learning community where all staff, parents and students place a high value on wellbeing.

For Development:

- Implement an overall structured curriculum framework, based on research and which covers all aspects of wellbeing.

UAE Social Studies and Moral Education

- The school complies with the MoE curriculum, with social and moral studies based on the UAE Social, Moral and Cultural Studies (SMCS) framework. The approach is integrated, but with standalone lessons taught in English. There are two lessons of 40 minutes each week.
- Links with local businesses and the community enrich the curriculum. Provision for social studies includes UAE history, geography and civics in addition to the UAE culture and heritage. The curriculum is enhanced with a variety of charity and community projects and cultural activities. Varied formative assessment approaches include peer-and-self-assessment, quizzes, and reflection journals.

Arabic in Early Years

- The school offers Arabic, in KG for 160 minutes per week. The school has adopted the Lebanese curriculum standards. In KG1, children learn letter formations and long and short sounds. In KG2, children deepen their understanding of letters and sounds and begin reading words. By the end of KG2, children blend letters and form words and simple sentences. Arabic learning during lessons focuses on concepts and topics that support other subjects. For example, students learn mathematics vocabulary in Arabic and English. There is emphasis on a bilingual model that aims to support students' mother-tongue language. Summative assessments occur each term.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Across the school, students show consistently good levels of achievement. Older students are demonstrating more rapid improvement in research skills and in linking Islamic values to everyday life. Non-Arabs students have a deeper understanding of these values, and girls are generally more advanced than boys.
- Most students show a clear understanding of the Hadith, worship, and Fiqh. Grade 9 girls present convincing evidence of how Islam can protect from depression. Senior students understand the Islamic values surrounding marriage. Students are able to relate morals in Islam to their own lives.
- Developing independence, research, and cooperative learning skills is leading to improvements in students' achievement.

For Development:

- Ensure that lessons have a balance of individual and collaborative learning strategies to support improvements in students' knowledge, understanding and skills.

ARABIC AS A FIRST LANGUAGE

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

- Internal attainment data for Middle and High closely match the levels of achievement observed in lessons. Students' writing skills in the high school have improved over time, leading to improved attainment in this phase.
- Writing skills in all phases are improving as students apply the approach of planning and revising their writing. Older students are able to read and comprehend information in texts. Most elementary students read and analyze short stories although these skills are less well-developed in lower Elementary.
- The school has adopted a new approach to developing students' writing, and this is leading to noticeable improvements overtime. In lower Elementary, short story reading is now being implemented appropriately.

For Development:

- Improve students' ability to apply deeper literary and linguistic analysis when reading texts.
- Ensure that all students in the lower elementary grades are able to read and write in Arabic at the expected level.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Elementary	Middle	High
Attainment	Not applicable	Good ↓	Good	Good
Progress	Not applicable	Good ↓	Very good	Very good

- Internal attainment data in the middle and high schools is close to the attainment levels observed in lessons. Students' achievement in the elementary school has decreased due to less effective teaching and learning in this phase.
- Middle and high school students show strong levels of skills in reading including the ability to summarize information. Elementary students copy words and sentences accurately. Students make use of technology to complete their writing. Speaking skills in Elementary are variable.
- Higher teacher expectations and appropriate student engagement in the Middle and High are helping to sustain students' progress. The more effective approaches to teaching and learning are not yet fully consolidated.

For Development:

- Increase elementary students' ability to create sentences using appropriate vocabulary and grammar.
- Ensure that all students' present their learning in extended responses especially in Middle and High.

ENGLISH

	KG	Elementary	Middle	High
Attainment	Very good ↑	Acceptable	Acceptable	Acceptable ↓
Progress	Very good	Good	Good	Good ↓

- Children in KG demonstrate improved skills in English. Elementary students more consistently demonstrate the ability to apply their knowledge of phonics to their reading and written work. Middle and high school students are beginning to extract information from texts to justify their points of view.
- Speaking and listening skills, are an improving picture across the school. Students participate in discussions in all subjects. Students explain and then justify their views, using grade-level sentence structures and with some ambitious use of vocabulary.
- New initiatives, to align Grade 1 and 2 with practice seen in KG, are helping to support students in developing their writing skills. In the higher grades, writing is not yet at the expected curriculum levels because students are unsure how to apply conventions of writing to their work.

For Development:

- Ensure core writing skills are systematically taught to enable all students to achieve above the curriculum standards in their written work.
- Improve reading skills so that the majority of students become fluent, expressive and analytical readers.

MATHEMATICS

	KG	Elementary	Middle	High
Attainment	Very good ↑	Good ↑	Acceptable	Good
Progress	Very good	Very good ↑	Good	Very good

- The Advanced Placement (AP) examination results of Grade 12 students showed strong levels of attainment. In the elementary and middle schools, the external benchmarking assessments, indicate weaker results for all students. However, these weaknesses are not reflected in students' work in the elementary school.
- Elementary students have improved their manipulation of numbers using numeracy strategies. Insufficient challenge in learning activities is slowing the progress of students in the middle school. High school students show variability in their achievement, although some students display secure knowledge of more complex mathematical concepts.
- In KG, children count reliably from 1 to 40 and create and read bar graphs. The provision of a range of activities of different complexities and teacher's use of questioning is helping children's ability to think deeply and begin to solve problems.

For Development:

- Ensure that teachers increase the level of challenge in learning activities to promote more rapid progress.
- Improve students' results in the external assessments.

SCIENCE

	KG	Elementary	Middle	High
Attainment	Very good ↑	Good	Good	Very good
Progress	Very good	Good	Good	Very good

- Students are actively engaged in inquiry-based learning that develops problem-solving and critical thinking skills. In KG and the high school students' use of the scientific method is well-integrated into their learning resulting in very good levels of progress. This is less well-developed in other phases.
- In the better lessons, students use hands-on learning, manipulatives, simulations, and experimental design to build upon factual knowledge and develop deeper understanding. Regular practical investigations that are challenging and rigorous with high expectations for achievement vary in lessons.
- Students in all phases make cross-curricular connections between areas of learning. The science and Islamic project, where scientific knowledge coupled with the core principles and concepts of Islam, is helping to improve reading standards.

For Development:

- Provide greater challenge and development of the science method for all students but with a particular focus on students in Elementary and Middle.

LEARNING SKILLS

	KG	Elementary	Middle	High
Learning skills	Very good	Good	Good	Very good

- Students, particularly in KG and the high school, engage well in collaborative, activity-based learning that interests them. They are resourceful and take responsibility for their own learning. As a result of recent improvements, students have more opportunities to make links in their learning between subjects and the culture of the UAE.
- Across the school, students interact extremely well with their teachers and each other to communicate their thinking. The quality of dialogue and discussion is a strong feature. Students know what they are learning but are not always clear how to improve their work further.
- Students in science lessons are often skilful in applying independent inquiry, research and problem-solving skills in their lessons. These features are less well-developed in other subjects.

For Development:

- Ensure that students are given clear guidance on how to improve their work.
- Ensure that students have more opportunities to use the higher-order skills of independent inquiry, research and innovation across all phases and subjects.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students have a very strong sense of personal responsibility and work ethic. They are resilient and help one another. They use feedback, when given, to help them to improve. Students play important roles in creating a positive school culture. Children in KG show considerable responsibility for their age.
- Students have very positive attitudes to school and learning. They behave responsibly during lessons and around the school. They demonstrate respectful relationships with the staff and each other. Students feel safe, valued, and supported and this leads to effective relationships with all.
- A strong commitment to adopting a safe and healthy lifestyle is evident in the school. Students are very enthusiastic and make sensible decisions regarding eating and exercise. The attendance rate is outstanding. Students move smoothly between lessons with very little supervision.

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

- Across the school, students demonstrate a robust understanding of Islamic values and appreciation of their on daily life in the UAE. They also realize the extent to which the UAE's customs represent the values of Islam, tolerance, coexistence, and peace.
- School activities and classroom lessons display these values and respect for the culture and heritage of the Emirates. In assemblies and other school occasions such values and understanding are celebrated very well indeed.
- Students show an openness and appreciation of diversity when celebrating global cultures on international day. There are additional activities and programs to discover the common elements between these cultures and especially in art and literature.

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

- Members of the student council are effective representatives of the school community. They make meaningful contributions to decision-making and lead on a wide range of programmes in the school. Students immerse themselves in an extensive range of volunteering roles to support the school.
- Across the school, students take part in a wide range of innovative and enterprising projects. Their work is recognized in internal and national competitions. Students take part numerous fundraising events to support the local and international communities.
- Students demonstrate pride in their school and have a strong focus on improving the environment. They actively support and initiate schemes that have a positive environmental impact through roles, such as, environmental ambassadors focusing on sustainability and environmental issues.

03 TEACHING AND ASSESSMENT

	KG	Elementary	Middle	High
Teaching for effective learning	Very good	Good	Good	Very good

- Teachers subject knowledge is strong. Teachers in KG and the high school have a better understanding of how students learn most effectively. They plan lessons that ensure students are actively involved in their learning.
- In the better lessons, teachers question students very effectively to promote meaningful discussions and support the development of critical thinking and reasoning skills. Innovation and independent research are not fundamental features of lessons across the school.
- Class profiles have recently been provided to help teachers better understand the learning needs of their students. However, most teachers do not yet have high enough expectations of what students can achieve, including for students of determination and those who are gifted and talented.

	KG	Elementary	Middle	High
Assessment	Very good	Good	Good	Very good

- The school's systems of assessment produce consistently clear and robust measures of achievement linked directly to curriculum expectations. Each subject in each grade has a clearly defined assessment matrix linked to curriculum standards. All summative assessments are moderated to ensure consistency.
- The interpretation assessment data provides teachers with the information needed to support lesson planning. However, assessment information is not always used well to match learning activities to students' needs, nor is it analyzed in sufficient depth in relation to the curriculum content.
- Student work in books is marked, and some teachers provide very detailed comments, providing students with guidance on how to improve, but this is not a common feature across the school.

For Development:

- Provide students with more opportunities to develop their independent research and innovation skills.
- Make sure that all teachers raise their expectations of what all groups of students can achieve.

04 CURRICULUM

	KG	Elementary	Middle	High
Curriculum design and implementation	Very good	Very good ↑	Good	Very good

- The school’s curriculum is broad, balanced, and reviewed regularly to ensure the best possible development of learning in line with the California Curriculum State Standards (CCSS). The school reviews different subjects in depth at regular points, with the mathematics curriculum next to be evaluated. Continuity and progression exist between phases.
- Curricular choices provide high school students with opportunities to develop academically and personally. However, there are no half-year courses to broaden students’ elective options to explore their interests. Additional AP courses provide high levels of challenge, with a gradual increase in the number of students taking these courses.
- Cross-curricular links provide considerable opportunities for students with thematic units and term projects. Units of inquiry in KG connect skill development across different disciplines and older students develop individualized approaches through the study of interconnected topics.

	KG	Elementary	Middle	High
Curriculum adaptation	Very good	Very good	Very good	Very good

- Experiences in the school and community support an appreciation and understanding of Emirati culture and the UAE society. The Ramadan Hope Drive collected food and disposable goods and the Ramadan Mosque Building Initiative collaborated in the building of a mosque in West Africa.
- Clubs and activities encourage students to take responsibility and leadership in and out of school. The student council’s programs such as, the Harvard Foreign Policy Initiative and Injaz provide wider world experiences.
- The school promotes an inclusive environment for all student groups beginning in KG with weekly Arabic classes and bilingual lessons. Curriculum modifications provide sufficient challenge although personalization and individualization for all groups of students varies in lessons.

For Development:

- Further develop personalized strategies for differentiation, modification, and adaptation of the curriculum to meet the learning needs of all groups of students.

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

- All adults and students are fully aware of the school’s safeguarding arrangements and training has been provided to all. The school has very rigorous procedures for protecting children from bullying and the potential dangers of social media.
- The maintenance of the school premises and equipment is excellent and the requirements for the health and safety of all students are met. A sizeable number of staff hold first-aid certificates. In addition, they provide excellent supervision to students as they arrive and leave school.
- A vigilant medical clinic systematically promotes healthy living throughout the school. In KG, as part of the science curriculum, healthy living is taught through discussing diet, exercise, and healthy food choices.

	KG	Elementary	Middle	High
Care and support	Very good	Very good	Very good	Very good

- Students and staff have very respectful and positive relationships where almost all students feel listened to and cared for. A range of effective procedures are improving attendance and the punctuality of students. Recent strategies to improve students’ behaviour are showing improvements.
- Students of determination and those who are gifted and talented are accurately identified. Most students receive good, and often very good, support leading to good levels of progress. However, there is variability in the quality of this support across all phases of the school.
- Students' wellbeing and personal development are priorities for the school. Wellbeing staff support students very well, using a range of effective strategies. Senior students receive high quality career support.

For Development:

- Ensure that all staff provide more regular support for students of determination.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
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- The inclusive education action team, led by the inclusion governor, works closely with all staff to support their drive to establish a school where every student is valued. The school welcomes students of all abilities and all staff strive to improve provision so that students of determination make the best possible process.
- The learning needs of students of determination are accurately identified and then appropriate individual educational plans (IEPs) are developed. Individualized learning plan (ILPs) are developed for those who are gifted and talented. However, support in lessons is variable.
- The school communicates very well with the parents of students of determination. Meetings fully involve parents in reviewing, forming and setting their children’s goals.
- The inclusion staff provide a differentiated curriculum and support for almost all students based on the identification of need. On a few occasions this differentiated curriculum does not always meet student's needs. However, the supportive classroom culture of the school is helping to promote collaboration and engagement.
- The school’s assessment systems are accurate in assessing students’ starting points and their next steps in learning. Student development indicators, information from their work and teacher’s assessment shows that most students of determination are making better than expected levels of progress.

For Development:

- Ensure that all students of determination are provided with effective support more consistently in all lessons.

06 LEADERSHIP AND MANAGEMENT

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

- School leaders work effectively to cultivate a positive school climate. They hold a realistic view of the academic strengths and needs of students. Leaders are improving staffing resources to address potential barriers to improvement and particularly the need for improved literacy. Leaders have been successful in working to improve students' achievement in Arabic as well as ensuring that wellbeing is central to the school's mission.
- Self-evaluation processes involve staff at all levels, leading to thorough and evaluative reviews. The analysis of data is developing. Leaders have an effective system for the monitoring and evaluation of the quality of teaching and learning, linked training to develop teachers' skills. School improvement and action planning is multilayered and broad. The enhancement of the libraries, for Arabic and English, and the addition of additional AP courses fully meet the recommendations from the previous inspection.
- Parents play a significant role in the school community. They are pleased with the accessibility of leaders, teachers, and all staff members. The multiple types of communication keep parents well informed of the work of the school. The school's reports to parents are detailed and provide them with clear information on how well their children are progressing. Partnerships with the wider community enrich the students and the school's community.
- Representatives within governance bring the experience and voice of a cross section of stakeholders, including students, parents, teachers, and the corporate body. Representatives bring expertise in education, bilingualism and literacy, technology and business. This diversity benefits governance in supporting the school, and in holding school leaders to account for the school's performance. Governors are active in providing resources for learning, improvements to staffing and supporting wellbeing and inclusion.
- Daily routines are well-established, contributing to the smooth running of the school. The learning environment is bright and stimulating, with displays reinforcing core values and wellbeing. Learning resources, including technology, supplement and expand students' experiences. The school has expanded the libraries, with a specialist librarian who works with teachers to support students' research and assist them in choosing books to read at their current reading level.

For Development:

- Ensure that staffing is sufficient to support the literacy interventions.
- Refine the school's improvement planning to focus more closely on the key areas for improvement.



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