

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

Inspection Report 2018-2019

GEMS Dubai American Academy

11 YEARS OF INSPECTIONS

Outstanding

Curriculum
US/IB



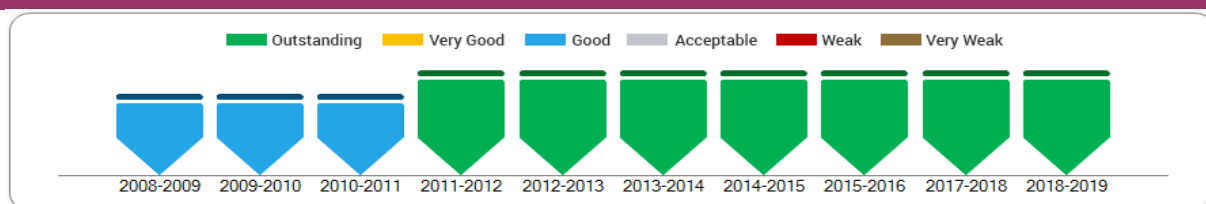
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School Information

General Information	 Location	Al Barsha
	 Opening year of School	1997
	 Website	www.gemsaa-dubai.com
	 Telephone	047049777
	 Principal	Tammy Murphy
	 Principal - Date appointed	8/1/2017
	 Language of Instruction	English
	 Inspection Dates:	21 to 24 January 2019
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	KG 1 - Grade 12
	 Number of students on roll	2730
	 Number of Emirati students	54
	 Number of students of determination	220
	 Largest nationality group of students	USA
Teachers	 Number of teachers	232
	 Largest nationality group of teachers	USA
	 Number of teaching assistants	62
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	9
	 Teacher turnover	19%
Curriculum	 Educational Permit/ License	USA
	 Main Curriculum	USA (Connecticut), IB
	 External Tests and Examinations	IB, AP
	 Accreditation	NEASC, CIS, IB
	 National Agenda Benchmark Tests	MAP, CAT4

School Journey for GEMS Dubai American Academy



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **outstanding**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Students' attainment and progress are outstanding in English and mathematics in the Kindergarten and the high school. Their attainment and progress in science are outstanding throughout the school. The IB diploma program results are impressive across all subjects. Students are less successful in Islamic Education and Arabic than in other subjects. Students develop outstanding learning skills throughout the school.
- The students' personal development is outstanding. Students are motivated and responsible learners who take pride in their work and their school community. They are proud of the diversity within the school. They display strong appreciation of the UAE and its traditions and demonstrate solid understanding of Islamic values.

Provision for learners

- Teachers plan imaginative lessons to engage students in insightful discussions and effectively develop their critical thinking skills. In most classrooms, clear learning intentions, practical activities and open-ended questions enable students to work together on challenging tasks and to develop a deep understanding of topics. Careful analysis of external benchmark test results influence both the curriculum and teaching and provides valid measures of students' attainment and progress.
- The outstanding curriculum delivers rich, rewarding learning experiences. It is well planned and executed, and encourages inquiry, problem solving and critical thinking. Students have a broad range of elective options in the middle school and extensive course choices in the high school. Ongoing reviews ensure that there is continuing evolution of the curriculum. It provides a learning framework that prepares students to be successful members of a global society.
- The school's approach to health and safety is thorough and rigorous. There is a whole school focus on healthy living, with nutritious foods and snacks in the canteen and cafeteria. Relationships between the staff and students are excellent. The school is inclusive and welcomes children of all abilities. It identifies students' learning needs accurately and provides high quality support for them when necessary.

Leadership and management

- Senior leaders' vision for the school results in a student centered environment and ensures high quality learning. They monitor school performance regularly and take action to bring about improvements. Parents are very well informed about their children's progress. There are very good reciprocal lines of communication. Governors offer a wide range of effective support and guidance. The school is extremely well equipped with modern technology.

What the School does Best:

- Outstanding attainment in science throughout the school, and impressive results in the IB diploma program;
- An inquiry approach to learning across all phases, developing outstanding learning skills;
- The broad and creative curriculum, enhanced by an extensive after school program;
- The school buildings and wide range of learning spaces which have extensive resources, including an abundance of technological devices;
- Strong pastoral care and students' classroom interactions, contributing to outstanding personal development.

Key Recommendations:

- Increase students' attainment and progress in Islamic Education and Arabic by:
 - providing teachers with sufficient support so that their teaching is highly effective and reflects the best practices observed in other subjects;
 - raising teachers' expectations of students in these subjects.
- Provide consistency of challenge so that all students reach the highest possible level of achievement across all subjects.

Overall School Performance

Outstanding

1. Students' Achievement

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

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter

Schools Progression In International Assessments

meets expectations

- In all subjects, 2015 PISA scores missed their targets. Mathematics achieved level 3 (out of 6) with science and reading, and the three PISA-based Tests in 2017, achieving level 4. All TIMSS 2015 scores also did not meet targets, with these scores placing the school in the High International Benchmark (third out of four levels). PIRLS 2016 saw a small increase over the 2011 score keeping the school in the High International Benchmark. MAP progress since last year is good for language usage, acceptable in mathematics and very good in science. Against CAT4 scores, MAP shows very good progress in English, mathematics and science.

Impact Of Leadership

is above expectations

- The National Agenda action plan is comprehensive, mapping out a clear path for the future. Data available to the school is extensively analysed at all levels. Senior leaders use this analysis to direct strategic planning, middle leaders for curriculum modification and teachers to influence classroom practice to cater to most students' needs.

Impact Of Learning

is above expectations

- Almost all students are able to analyse information for bias, appreciate alternative viewpoints and demonstrate flexible thinking. They are able to conduct appropriate independent research in order to collate evidence before formulating their own ideas. They are then able to communicate their thinking very effectively.

Overall, the schools progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Ensure that students' research skills are developed progressively from the Kindergarten to Grade 12, and provide opportunities to use them in all subjects and grades.

Reading Across the Curriculum

- There is a high level of reading proficiency across the school, demonstrated in both classroom learning and on external examinations.
- Students confidently name and use strategies for understanding unfamiliar reading material. They can extract essential information from a broad range of printed and digital texts.
- The well qualified school librarians work effectively with teachers to develop resources which meet students' needs for subject information, research and further study.
- Curriculum improvements focus on the skills of inquiry, breadth of reading experience, and digital competence in research skills. Support for purposeful reading derives from visits by authors, book clubs and digital portals for e-books.

For Development:

- Embed curriculum developments in literacy and reading consistently across all subjects and phases to ensure continuity and progression for all learners.

UAE Social Studies

- The UAE curriculum program is well developed and delivered very effectively in a cross-curricular approach, which ensures that real life contexts are linked to students' experiences.
- Across all phases students engage with enthusiasm in a range of activities in and out of classrooms. They show high levels of critical thinking about current issues in the environment and in the economic development of the UAE.
- Students achieve highly against the UAE curriculum expectations for social studies and those of the school's own program of social studies.
- Most students make very good or outstanding progress. By middle school, students' knowledge and understanding have developed very well. They use their skills to pose essential questions and to debate issues in depth.

The school's implementation of the UAE social studies program is above expectations.

Innovation

- Students use technology across all phases to support independent learning, research skills, and critical thinking. They address world issues and generate creative and innovative solutions.
- The school prioritizes the application of innovation skills to address global issues. Students in the high school are involved in private businesses such as printing on clothes and photography.
- Teachers use essential questions to encourage students to think critically and creatively. In science, mathematics and the arts, in particular, students solve problems related to the real world.
- Innovation skills are nurtured across a broad range of subjects. They are further enhanced by extra-curricular activities that provide students with opportunities to explore their interests, extend their knowledge and be creative.
- Senior leaders provide a vision for the school where innovation plays a central role. This vision is supported by abundant resources and a commitment to creative approaches to curriculum and learning.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' attainment in elementary and high schools is broadly in line with curriculum expectations in most aspects. While students in the elementary school show strong progress, their overall attainment has yet to improve. Students in the middle school have a better grasp of key Islamic concepts.
- Students across all phases show strong knowledge of Seerah, Islamic ethics and morals. Their understanding of the Holy Qur'an and Hadeeth is stronger in the elementary and middle schools. However, their knowledge and application of rules of Tajweed and articles of faith are less secure.
- Most students in the elementary school and non-Arabs have improved their understanding of the Holy Qur'an, Fiqh, the life of the Prophet (PBUH) and their applications to real life as a result of an improved curriculum and better research skills.

For Development:

- Students should work independently using appropriate resources to expand their learning.
- Improve students' knowledge and application of rules of Tajweed.

Arabic as a First Language

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

- There are no significant differences in students' attainment across the phases. Students in the high school make accelerated progress when teachers enable them to develop their language skills.
- Students have strong listening skills in all phases, and appropriate comprehension skills. Most students can read correctly, but not fluently. The quality of their writing is varied. Students do not use standard Arabic confidently when expressing their views.
- The school is developing a moderation system that is addressing inflated results on internal assessments. This is still at an early stage of development.

For Development:

- Improve speaking and writing skills, particularly in the elementary and middle schools.

Arabic as an Additional Language

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

- Students' attainment and progress are weakest in the elementary school, where there are low expectations of what students can achieve.
- Students' acquisition of vocabulary and understanding of text are developing well. However, their oral communication skills are weaker. Students can only engage adequately in conversations when there is a pre-determined scenario in familiar contexts. Beginners are making good progress.
- The school is successful in modifying the curriculum by setting students in ability groups. However, curriculum progression, planning and delivery of teaching have yet to take years of study into consideration.

For Development:

- Students' learning should be based upon their years of studying Arabic.
- Improve overall achievement, particularly oral communication skills.

English

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

- Nearly all students in the high school make excellent progress and attain standards that exceed international expectations. English performance is outstanding at the IB diploma level. In the elementary and middle schools, students' attainment is slightly lower, due to a greater range of ability and less rigorous expectations.
- Targeted programs in the elementary school enhance students' reading and writing skills, and they are developing fluent writing styles. Their writing is often varied and imaginative in the middle school. IB students are thoroughly prepared to meet the research, presentation and extended writing requirements of the Diploma Program.
- Students read purposefully and analyze characters and themes, anchoring their hypotheses to textual evidence. Critical thinking and enquiry skills are embedded in most lessons, resulting in strong skills of literary analysis. Sophisticated vocabulary and complex writing structures are features of writing in the high school.

For Development:

- Ensure that students experience appropriate rigor and challenge in learning English.

Mathematics

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

- Students' attainment and progress are best in the high school, where there are appropriate levels of challenge to all. The inquiry model in the Kindergarten and elementary school allows students to work at their own pace on individual tasks.
- The standards-based approach provides a greater focus on attainment, so that students achieve well across all areas of mathematics. Conceptual learning across all phases has improved students' depth of understanding.
- Technological resources have strengthened the link between learning in school and at home in the middle and lower high schools. Students are more aware of their strengths and weaknesses through the MAP test results and through internal assessment, helping them to set targets and then work towards them.

For Development:

- Ensure that the most capable students in Kindergarten and the elementary school always have sufficiently demanding mathematical challenges.

Science

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

- Classroom observations and internal assessment information confirm that students quickly achieve deep scientific understanding. External assessments indicate that students have commendable skills and understanding in each of the major branches of science.
- Students can apply their extensive factual knowledge to real-life issues, due to learning science by answering important questions while doing practical activities. Students learn to think like scientists rather than simply recall facts and apply formulae.
- The curriculum has integrated design thinking, which has further enhanced students' understanding of science. From designing shade shelters in Kindergarten, instruments to measure weather in Grade 3, roller coasters in Grade 6, to a sophisticated study of water in Grade 11, students become young scientists.

For Development:

- Students should discover things for themselves, self-assess and reflect in every science classroom.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students in all phases are highly motivated when they collaborate and discuss various issues. They conduct research using a wide range of resources to make informed decisions, develop solutions, and evaluate their learning through self and peer evaluation.
- Students are active participants in learning. They are highly engaged, take responsibility and direct their own learning as they apply what they have learned to new and different contexts. They think critically and evaluate possible solutions.
- Students are resourceful and innovative in their use of technology. They use a variety of technological tools and software to present ideas, produce models, and initiate projects that are original and of high quality.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- The school advocates a culture of kindness. Students have very positive and responsible attitudes towards their learning. They can work independently or collaboratively with their peers. Older students develop a strong sense of personal responsibility. Relationships between students and their teachers are friendly and respectful.
- Behavior is exemplary in most phases, although a few middle and high school students can be less respectful to their peers and to adults. Students maintain healthy lifestyles through proper eating habits and keep fit by participating in a range of physical activities.
- Students are generally punctual to their lessons and to school. The rates of attendance are very high in most grades. Attendance rates are slightly lower in the high school.

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

- Students across the school demonstrate strong appreciation of Islamic values. They can apply some of these values, such as tolerance and kindness. They participate in helping the needy in the community during the holy month of Ramadan.
- Students have excellent knowledge and appreciation of the heritage and culture of the UAE. They celebrate the richness of Emirati culture through most subjects and national celebrations. They contribute to National Day, Flag Day and Martyrs Day.
- Students show pride in their own culture. Their knowledge and understanding of other world cultures are very well established and celebrated systematically in assemblies, school displays and students' projects.

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

- Students across the school show strong social responsibility. High school students are particularly active in developing social and entrepreneurial projects. Across the phases, students demonstrate very good environmental awareness.
- Students have very strong work ethics. Some high school students are starting their own businesses. However, opportunities to develop enterprise and entrepreneurial skills are less developed among the elementary and middle school students.
- The students participate in a rich array of opportunities to develop their environmental awareness through, for example, an environmental club, beach cleaning and recycling programs. Children in the Kindergarten use recycled materials well.

For Development:

- Elementary and middle school students need to develop their social responsibilities.

3. Teaching and assessment

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

- Across the school, teachers plan imaginative lessons to engage students by insightful discussions and to develop their critical thinking skills. They use inquiry approaches skillfully, especially in the middle and high schools and in social studies and science.
- In most classrooms, clear learning intentions, practical activities and open ended questions enable students to work together on challenging tasks and to develop deep understanding of topics. Teachers use a wide variety of resources to provide rich learning experiences.
- Intensive professional training has resulted in most teachers being able to plan stimulating lessons which provide students with opportunities to engage in active, focused learning. Technology is used effectively in all phases to enhance learning and to provide feedback to students.

	KG	Elementary	Middle	High
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- Students develop good habits in reflection and self-assessment from an early age. The 'Seesaw' program is used well in the Kindergarten and elementary school to collect and share evidence of learning.
- Very effective analysis of external benchmark test results influences both the curriculum and teaching. It provides valid measures of students' attainment and progress. Assessment rubrics are used well in the middle and high schools. Systems to measure internal year-on-year progress could be further clarified.
- Improved moderation, including that done between various GEMS schools in Arabic, has improved the reliability of assessments in Islamic Education and Arabic. Attainment measures from Kindergarten to the middle school could be more fully aligned to external benchmark tests.

For Development:

- Ensure that all teachers maintain high expectations of all groups of students.
- Ensure that internal assessments are fully aligned to external benchmark tests, and that the school has valid procedures to measure year-on-year progress accurately.

4. Curriculum

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

- The curriculum provides rich, rewarding learning experiences. It is creative, innovative, and coherent and provides a variety of choices in learning for all students.
- The well planned curriculum balances knowledge and skills. Aligned with the Common Core and Next Generation Science standards, it encourages inquiry, problem solving and critical thinking. The IB Diploma Program offers a wide range of rigorous courses that prepare students very well for the next stages of their education.
- The school has developed a 'Pathways' program to meet the needs of students of determination. Ongoing reviews ensure that the curriculum continues to evolve and provide a learning framework that prepares students to be successful members of a global society.
- Moral education is taught in all phases. It is a separate subject in the high school and integrated elsewhere.

	KG	Elementary	Middle	High
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Adaptations to the curriculum are planned very successfully, supporting all groups of students. Modifications are particularly effective in providing enrichment and challenge for students of determination.
- The flexible and diverse curriculum provides opportunities for students to achieve personally, physically, creatively and academically. A wide range of IB courses prepares students for the academic rigor and challenge of university. The extensive scope of extra-curricular activities encourages the development of different talents and skills.
- Students develop excellent knowledge of the values which influence the society of the UAE. The programs of study develop understanding of the culture and heritage of the UAE, are thought provoking and linked to local places of interest.
- In the Kindergarten Arabic is taught twice weekly in 40 minute periods.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Health and safety policies are thorough, detailed, and comprehensive. Teachers have been well trained in health and safety topics.
- Meticulous records are kept of safety procedures and routines such as evacuation plans, incidents, training and compliance data. High-quality risk assessments have been conducted to ensure the students' safety.
- Healthy living is a school wide focus. Nutritious foods and snacks are available in the canteen and cafeteria. The school is fully accessible to all students, including those with physical limitations. Such students have personal plans in place.

	KG	Elementary	Middle	High
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Systems and procedures for managing students' behavior are effective. Mutual respect and trust characterize interactions between staff and students. Rigorous processes are in place to track and promote attendance and punctuality.
- The school welcomes children of all abilities. A comprehensive process supports the early identification of students of determination and those with gifts and talents. Effective support is provided for students with individual needs. There is insufficient challenge for academically gifted students in some lessons.
- A school wide pastoral care program actively promotes and monitors students' social, personal and emotional development. The career guidance counsellors offer helpful advice and support to high school students when identifying possible careers and choosing higher education pathways.

For Development:

- Provide suitable challenge in all lessons for those students who are identified as academically gifted.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination	Very good
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- The governor for inclusive education and the Inclusion Champion promote an inclusive ethos, oversee provision and take responsibility for the students' outcomes. The inclusion team's development plan, policies and procedures ensure that there is high quality provision that addresses students' needs and supports their progress.
- Specialist teachers use a selection of assessment tools and focused observations to facilitate early identification, ensuring that there is access to appropriate support, aligned to the strengths and needs of individual students.
- The school maintains frequent contact with parents and keeps them informed about their children's progress. Parents attend meetings to discuss their children's individual learning plans and to access useful guidance for supporting their children at home. Curriculum modifications and personalized support effectively meet the individual needs and learning profiles of students. However, this support is not always available in classes where Arabic is spoken.
- Individual Education Plans (IEPs) provide teachers with students' profiles and individual learning goals. However, many IEPs, especially those of the upper elementary and middle school students, do not sufficiently consider their non-academic goals. Assessment data show that progress is very good by the majority of these students.

For Development:

- Ensure that IEPs include a range of non-academic goals to address the development of personal, social, emotional, behavioral and communication skills that might interfere with learning.

6. Leadership and management

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

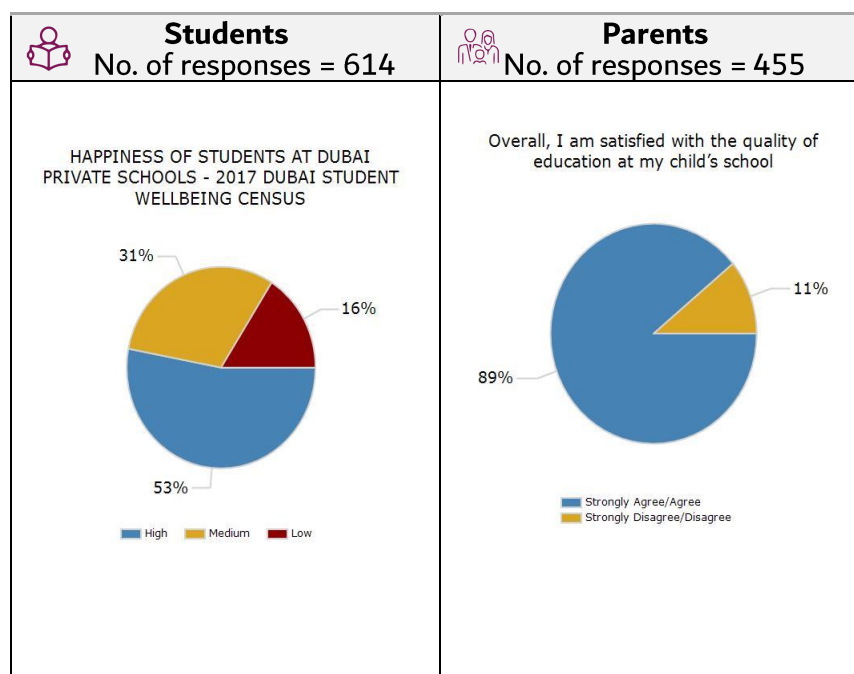
- Senior leaders have developed a challenging vision that combines the best of the school's traditions with the opportunities provided by modern developments in how students learn best. Leaders throughout the school have used this vision to provide a consistently student centered learning environment. They produce a positive climate by clear communication and effective professional relationships. This climate underpins the generally high quality of learning across the school.
- Leaders monitor the school's performance regularly and have increased the ways by which they use data to understand students' attainment. Senior leaders have accurately perceived opportunities for improvement and taken effective actions. These has included a more child centered approach in the Kindergarten, restructuring the elementary school to produce clearer progression, and reorganizing the middle school to produce a more age appropriate environment for students. Most of the leaders' self evaluation judgements reflect the data accurately.
- Parents have regular updates about their children's learning through several online portals. Information about each child is supplemented by detailed reports, student led conferences and parent-teacher interviews. Weekly newsletters, the school website and social media provide parents with extensive information. Parents report that they can contact the school freely and receive prompt responses. Students, particularly in the middle and high schools, are actively involved in local, national and international sporting, cultural and philanthropic partnerships.
- Governance is provided by senior GEMS staff and a Local Advisory Board (LAB) which provides appropriate stakeholder representation. The LAB has developed its role in the school, but it is still not known sufficiently by all parents. Through systems of accountability, the GEMS representatives provide a wide range of support and guidance. These have included some coaching to improve students' learning outcomes in Islamic Education and Arabic.
- The school has well established routines and procedures that are understood by teachers, parents and students. Teachers are well qualified and supported by a large number of ancillary staff. Ongoing professional training focuses on student learning, best practice, and instructional strategies that foster success. The school is very well equipped with a broad range of resources. Technological equipment is a particularly strong feature of the school.

For Development:

- Senior leaders and governors should develop their strategies to support Islamic Education and Arabic so that the teaching and thus students' attainment in these subjects rise to the same high standards as in other subjects.
- Ensure that all self-evaluation judgements accurately reflect external assessment data.

The View of parents, and senior students

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



 Students	Almost all students are positive about their school experience. They report being engaged with their learning, with their peers and with their teachers. A very high proportion of students say that they are happy. Inspection findings support the survey's findings in these aspects.
 Parents	Parents report being happy with the quality of education at the school. They agree that leaders and teachers listen to them and act on their views. A few parents comment about high fees, but a large majority report that the school offers value for money. Parents report that they are well informed and that their children are safe and provided for well. Inspection findings support the survey's findings in these aspects.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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