

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

GOOD

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

GEMS  
International School  
- Al Khail

Celebrating  
10 years of  
inspections

GEMS INTERNATIONAL  
SCHOOL - AL KHAIL

IB CURRICULUM

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## School information

### General information

|                            |                                         |
|----------------------------|-----------------------------------------|
| Location                   | Al Khail                                |
| Type of school             | Private                                 |
| Opening year of school     | 2013                                    |
| Website                    | www.gemsinternationalschool-alkhail.com |
| Telephone                  | 043396200                               |
| Address                    | Al Khail Road, Al Marabea East Dubai    |
| Principal                  | Glen Radojkovich                        |
| Principal - Date appointed | 8/1/2017                                |
| Language of instruction    | English                                 |
| Inspection dates           | 19 to 22 February 2018                  |

### Teachers / Support staff

|                                       |         |
|---------------------------------------|---------|
| Number of teachers                    | 119     |
| Largest nationality group of teachers | British |
| Number of teaching assistants         | 41      |
| Teacher-student ratio                 | 1:10    |
| Number of guidance counsellors        | 3       |
| Teacher turnover                      | 28%     |

### Students

|                                        |                |
|----------------------------------------|----------------|
| Gender of students                     | Boys and girls |
| Age range                              | 4-17           |
| Grades or year groups                  | KG1 to G11     |
| Number of students on roll             | 1242           |
| Number of children in pre-kindergarten | 28             |
| Number of Emirati students             | 35             |
| Number of students with SEND           | 82             |
| Largest nationality group of students  | Arab           |

### Curriculum

|                                 |      |
|---------------------------------|------|
| Educational permit / Licence    | IB   |
| Main curriculum                 | IB   |
| External tests and examinations | None |
| Accreditation                   | IB   |
| National Agenda benchmark tests | MAP  |

### School Journey for GEMS International School- Al Khail

■ Outstanding 
 ■ Very Good 
 ■ Good 
 ■ Acceptable 
 ■ Weak 
 ■ Very Weak



2015-2016



2016-2017



2017-2018

## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

|                    |                                                                                                                                       |
|--------------------|---------------------------------------------------------------------------------------------------------------------------------------|
| <b>Outstanding</b> | Quality of performance substantially exceeds the expectation of the UAE                                                               |
| <b>Very good</b>   | Quality of performance exceeds the expectation of the UAE                                                                             |
| <b>Good</b>        | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)                      |
| <b>Acceptable</b>  | Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE) |
| <b>Weak</b>        | Quality of performance is below the expectation of the UAE                                                                            |
| <b>Very weak</b>   | Quality of performance is significantly below the expectation of the UAE                                                              |

## Summary of inspection findings 2017-2018

**GEMS International School- Al Khail** was inspected by DSIB from 19 to 22 February 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The new principal and school leadership team have a clear vision for the future direction and development of the school. School leaders are supported by an effective governing body. Together they have taken positive action to implement the recommendations made in the previous inspection report. Relationships and support from parents are very good.

### Students' achievement

Students' attainment and progress in English, mathematics and science are mostly good. Attainment and progress in Islamic education and Arabic as an additional language are acceptable, as is attainment in mathematics in the MYP. While progress in Arabic as a first language is acceptable, attainment is weak. Students' learning skills are very good across the school.

### Students' personal and social development, and their innovation skills

Students' personal and social development is very good in all phases. Their understanding of Islamic values and Emirati and world cultures is good. Students are increasingly involved in projects that enable them to be innovative. They participate in a range of activities of benefit to the school and the wider community.

### Teaching and assessment

Teaching in all four phases is consistently good. Internal assessment procedures are effective and the school analyses both the internal assessment and external benchmark test data. However, teachers do not use this data systematically either as part of their lesson planning or for monitoring students' progress.

### Curriculum

Both curriculum provision and curriculum adaptation are at least good across the school. The school is offering the IB Diploma Programme for the first time this year. A choice of activities is offered to students as part of the after school programme. Provision for guidance counselling is effective.

### The protection, care, guidance and support of students

The school provides a safe, supportive and caring environment for students. Child protection and safeguarding procedures are clear and understood by all. Students appreciate the guidance they receive on subject options, careers and higher education. Provision and support for students with SEND is very good.

### What the school does best

- Students' learning skills, personal responsibility and social development are very good in all phases of the school.
- The very good arrangements for promoting healthy lifestyles and keeping students safe.
- The improved curriculum in the PYP provides rich learning experiences for students.
- Parents' involvement in and support for the school.
- The very good facilities and resources provided to support student learning.

### Key recommendations

With a focus on students' progress and attainment, leaders should:

- accurately evaluate the effectiveness of school improvement initiatives and ensure that all school action plans have clear and measurable objectives
- ensure teachers use assessment information in all lessons to match work to students' ability levels and accurately measure their starting points in learning.
- Raise attainment and accelerate students' progress in Arabic and Islamic education by ensuring that;
  - demonstrate the knowledge, skills and understanding needed to promote rapid progress in these subjects
  - targeted support is provided for students who are falling behind age-related expectations in Arabic.
- Improve the effectiveness of the senior leadership team by the addition of an individual with overall responsibility for all aspects of inclusion.

## Overall School Performance

Good

### 1. Students' Achievement

|                                                                                                                         |            | KG             | PYP         | MYP          | DP             |
|-------------------------------------------------------------------------------------------------------------------------|------------|----------------|-------------|--------------|----------------|
| Islamic education<br>                  | Attainment | Not applicable | Acceptable  | Acceptable   | Acceptable     |
|                                                                                                                         | Progress   | Not applicable | Acceptable  | Acceptable   | Acceptable     |
| Arabic as a first language<br>         | Attainment | Not applicable | Weak ↓      | Weak         | Not applicable |
|                                                                                                                         | Progress   | Not applicable | Acceptable  | Acceptable ↑ | Not applicable |
| Arabic as an additional language<br> | Attainment | Not applicable | Acceptable  | Acceptable   | Not applicable |
|                                                                                                                         | Progress   | Not applicable | Acceptable  | Acceptable ↑ | Not applicable |
| English<br>                          | Attainment | Good ↑         | Good        | Good ↑       | Good           |
|                                                                                                                         | Progress   | Good           | Very good ↑ | Good         | Good           |
| Mathematics<br>                      | Attainment | Good           | Good        | Acceptable   | Good           |
|                                                                                                                         | Progress   | Very good      | Good        | Good         | Good           |
| Science<br>                          | Attainment | Good           | Good        | Good         | Good           |
|                                                                                                                         | Progress   | Good           | Good        | Good         | Good           |

|                 | KG          | PYP         | MYP         | DP        |
|-----------------|-------------|-------------|-------------|-----------|
| Learning skills | Very good ↑ | Very good ↑ | Very good ↑ | Very good |



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

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

## 3. Teaching and assessment

|                                 | KG   | PYP  | MYP  | DP   |
|---------------------------------|------|------|------|------|
| Teaching for effective learning | Good | Good | Good | Good |
| Assessment                      | Good | Good | Good | Good |

## 4. Curriculum

|                                      | KG   | PYP         | MYP    | DP   |
|--------------------------------------|------|-------------|--------|------|
| Curriculum design and implementation | Good | Very good ↑ | Good   | Good |
| Curriculum adaptation                | Good | Good        | Good ↑ | Good |

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

|                                                                               | KG        | PYP       | MYP       | DP        |
|-------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| Health and safety, including arrangements for child protection / safeguarding | Very good | Very good | Very good | Very good |
| Care and support                                                              | Good      | Good      | Good      | Good      |

## 6. Leadership and management

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



## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries

in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

- Attainment as indicated by the National Agenda Parameter (N.A.P.) benchmarks is below expectations in English, mathematics and science.
- The school meets the registration requirements for N.A.P.
- Senior leaders' commitment to the National Agenda is supported by well-considered action plans. Students and parents are provided with their individual N.A.P. reports.
- All assessment information is thoroughly analysed to identify cohort strengths and any achievement gaps. Students' progress is checked through summative tests and ongoing teacher assessments.
- Adaptations to the curriculum are made to address the N.A.P. skill requirements and improve students' performance in international benchmark tests and external examinations.
- Teaching strategies to promote inquiry-based learning and problem solving are developing well. However, lesson plans do not always take enough account of the needs of different groups of students.
- Very good technological resources and digital platforms are provided to enable students to fully develop critical thinking and investigative skills in a 21<sup>st</sup> century educational setting.

**Overall, the school's provision for achieving National Agenda targets meets expectations.**

## Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai. The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the

aspirations of students, expectations of staff and subsequent achievements of students. The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

**Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation**

- School leaders and governors, have a limited awareness of the achievements of Emirati students. Checks on students' progress towards their targets, lack rigour. As a result, strategies to raise attainment are not sufficiently focused. Significant improvements have been made in the engagement of Emirati parents. They are more aware of strategies to improve literacy in English but not in Arabic.
- In lessons, Emirati students take increasing responsibility for their learning. They work collaboratively and are confident in use of technology. The school analyses assessment information, but teachers do not always use this information in lesson planning. Parents do not always understand assessment information. Particularly measures of a students' academic potential.
- The use of assessment information to adapt the curriculum is inconsistent. Planning to take account of the needs of Emirati students is rare, unless they are also students with special educational needs (SEND). There is a focus in the school on improving verbal reasoning for all students but there is no specific focus for Emirati students.

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

### Moral Education

- Leaders have made a good start in planning a coherent curriculum that embraces all four pillars of moral education. It is skilfully integrated in the PYP and developing well in the MYP.
- Teachers plan lessons that are engaging and enjoyable. They facilitate purposeful discussions around topics such as equality and fairness that promote critical thinking and personal reflection.
- Students participate enthusiastically in individual research, group projects and class discussions. They share their ideas and communicate confidently when presenting to their class or in assemblies.
- The school uses a range of effective assessment procedures in the PYP to evaluate the impact of moral education, including self-assessment. Assessment procedures in the MYP are less well-developed.

**The school's implementation of the UAE moral education programme is developing.**

### Social Studies

- UAE social studies is taught both as a stand-alone subject and as a theme that is integrated skilfully into other subjects. The curriculum is particularly well planned in the PYP.
- Teachers plan lessons that engage students' interest and provoke critical thinking. They facilitate purposeful discussions and provide good opportunities for students to work collaboratively and share ideas.
- Students participate enthusiastically in discussions. They present their personal stories about their own national identity and contribution to the success of the UAE with confidence and clarity.
- The school has effective systems in place to evaluate students' progress in the PYP. It is refining assessment in the MYP to align more closely with the revised programme for UAE social studies.

**The school's implementation of the UAE social studies programme is developing.**

### Innovation in Education

- Students use learning technologies confidently and applying their learning innovatively in new contexts. They draw accurate conclusions and present their learning with confidence in most subjects.
- Students are very active participants in the innovation class and Creativity, Activity, Service (CAS) programme. Good use is made of social media to initiate projects both within the school and the wider communities.
- Teachers develop inquiry-based and research projects in line with the ethos of the IB, learning to successfully develop students' initiative and innovation, problem solving and critical thinking skills.
- Curriculum initiatives that promote inquiry and research support the development of creative and innovative thinking. These skills are promoted sequentially from KG1 to Grade11.
- The promotion of innovation has been strengthened by the appointment of an innovation leader and planning that places emphasis on the development of critical thinking and investigative skills.



## Main inspection report

### 1. Students' achievements

|                                                                                                        |            | KG             | PYP        | MYP        | DP         |
|--------------------------------------------------------------------------------------------------------|------------|----------------|------------|------------|------------|
| Islamic education<br> | Attainment | Not applicable | Acceptable | Acceptable | Acceptable |
|                                                                                                        | Progress   | Not applicable | Acceptable | Acceptable | Acceptable |

- While attainment is generally in-line with MoE curriculum expectations, there are gaps in students' knowledge and understanding of aspects of Islamic facts and concepts. As a result of a lack of challenge in many lessons, students' progress is slow.
- Students in the lower grades are developing a secure understanding of Islamic concepts, such as the Hajj and are able to talk about what they are learning with confidence. However, the development of recitation skills is a consistent area of weakness across all grades.
- Following revision of schemes of work and alignment with the units of inquiry, gaps in learning are being addressed. However, impact on students' achievement is not evident.

#### For development

- Ensure that all students are appropriately challenged by setting work that is matched to their individual needs.
- Identify and address any gaps in students' knowledge and understanding.

|                                                                                                                   |            | KG             | PYP        | MYP          | DP             |
|-------------------------------------------------------------------------------------------------------------------|------------|----------------|------------|--------------|----------------|
| Arabic as a first language<br> | Attainment | Not applicable | Weak ↓     | Weak         | Not applicable |
|                                                                                                                   | Progress   | Not applicable | Acceptable | Acceptable ↑ | Not applicable |

- While progress in lessons is mainly in line with expectations, students' written work and test results indicate that attainment is below MoE curriculum expectations. Expectations are low and starting points in learning are not identified accurately. Consequently, more able students are insufficiently challenged.
- Students are reasonably competent in the use of contextual grammar and, generally identify punctuation accurately when reading. Speaking skills are less effective, particularly in the MYP.
- The introduction of on-line reading activities is having a positive impact on students' reading fluency and comprehension. Recent reviews and modifications to the curriculum are beginning to improve speaking and writing skills.

#### For development

- Provide more frequent opportunities for students to develop and extend their speaking and writing skills.

|                                                                                                                       |            | KG             | PYP        | MYP             | DP             |
|-----------------------------------------------------------------------------------------------------------------------|------------|----------------|------------|-----------------|----------------|
| Arabic as an additional language<br> | Attainment | Not applicable | Acceptable | Acceptable      | Not applicable |
|                                                                                                                       | Progress   | Not applicable | Acceptable | Acceptable<br>↑ | Not applicable |

- While the progress and attainment of most students is generally in line with expectations, progress in the MYP is slightly better than in the PYP. This is a result of more motivating and engaging work being set in lessons.
- Reading and listening are the most well developed skills. In oral work, many students have difficulty in the use of grammatically correct sentences. Writing skills are improving with students responding well to opportunities to write about real-life events.
- Recent developments have included the introduction of a variety of on-line activities related to the development of language skills. These are having a positive impact on students' progress and interest in the language.

#### For development

- Provide regular and frequent opportunities for students to extend conversation skills, and in particular, use grammatically correct sentences.

|                                                                                                |            | KG     | PYP         | MYP    | DP   |
|------------------------------------------------------------------------------------------------|------------|--------|-------------|--------|------|
| English<br> | Attainment | Good ↑ | Good        | Good ↑ | Good |
|                                                                                                | Progress   | Good   | Very good ↑ | Good   | Good |

- Whilst attainment and progress when measured against curriculum standards are above expectations, the same levels of attainment are not reflected in external benchmark tests. Progress is more rapid in the PYP because there is a more consistent emphasis on the development of English across the curriculum.
- In all phases, students speak confidently and clearly, and reading skills develop systematically. Students in the MYP and the DP are increasingly able to write for a variety of audiences and purposes. Children in the KG make good progress in the development of early literacy skills.
- A school wide focus on writing is providing a structure for students to develop skills of analysis and to explore ideas, for example, when analysing characterisation in writing. This is helping students to develop their imaginative and creative writing skills.

#### For development

- Extend the opportunities for all students to develop the skills of creative and imaginative writing.

|                                                                                                         |            | KG        | PYP  | MYP        | DP   |
|---------------------------------------------------------------------------------------------------------|------------|-----------|------|------------|------|
| <b>Mathematics</b><br> | Attainment | Good      | Good | Acceptable | Good |
|                                                                                                         | Progress   | Very good | Good | Good       | Good |

- The attainment levels reflected in lessons and in students' work, in the KG, PYP and the DP is above age related expectations and above that indicated by external test results. Students' progress is better than that predicted from measures of their academic potential
- In grades 9 and 10, students in extended mathematics are making accelerated progress. They respond exceptionally well to inquiry strategies and are able to select appropriate mathematical strategies in problem solving. The application of mathematical skills in problem solving is weaker in the MYP.
- Curriculum changes are providing more opportunities for the PYP students to develop their skills of estimation, measuring and investigation. In all phases, however, students do not have enough opportunity to apply their mathematical skills in real life contexts.

#### For development

- Provide more consistent opportunities for students to engage in real life investigations and to extend their enquiry and reasoning skills.

|                                                                                                       |            | KG   | PYP  | MYP  | DP   |
|-------------------------------------------------------------------------------------------------------|------------|------|------|------|------|
| <b>Science</b><br> | Attainment | Good | Good | Good | Good |
|                                                                                                       | Progress   | Good | Good | Good | Good |

- The attainment of the majority of students, as shown in their work and assessment information, is above curriculum expectations. Students make better than expected progress because they develop strong scientific knowledge and investigative skills across all phases.
- In all sciences, the attainment and progress of the DP students are above course expectations and above that predicted by measures of academic potential. Their ability to apply their scientific knowledge, research and investigative skills are strong, as is their understanding of the examination requirements.
- Students' attainment is mostly above international standards with a rising trend over time. This is due to mostly good quality teaching and planning to meet the needs of all students. There is, however, some repetition of work previously covered at the point of transition between phases.

#### For development

- Share best practice to support students' transition from one phase to the next and within phases, to consistently ensure very good attainment and progress.

|                        | KG          | PYP         | MYP         | DP        |
|------------------------|-------------|-------------|-------------|-----------|
| <b>Learning Skills</b> | Very good ↑ | Very good ↑ | Very good ↑ | Very good |

- Almost all students are confident and enthusiastic learners who take full responsibility for their own learning. They work with good pace and sustain excellent levels of concentration and independence in most lessons. Students use learning technologies very effectively and sometimes innovatively.
- When given the opportunity, most students work very well collaboratively, discussing their work and reflecting on decisions. When lessons are overly teacher directed students have limited opportunities to work independently.
- In many subjects, students demonstrate the ability to engage in critical thinking and to make links between areas of learning. However, in some Islamic education, Arabic and, to a lesser extent, in PYP mathematics lessons, the application of students' well-developed learning skills is restricted.

#### For development

- Provide opportunities for students to use their transferable learning skills through the inquiry based approach across all subjects.

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

|                             | KG        | PYP       | MYP       | DP        |
|-----------------------------|-----------|-----------|-----------|-----------|
| <b>Personal development</b> | Very good | Very good | Very good | Very good |

- In all phases, students demonstrate positive attitudes to school and to learning. They behave very responsibly and show respect for their teachers, and the classroom rules. Although most are sensitive to the needs of others a few students lack self-discipline outside classrooms.
- The respectful and considerate behaviour of students make a significant contribution to the school's friendly atmosphere. Students from all backgrounds are mutually supportive and work well together. Most students are in regular attendance and punctual at the start of the day.
- Students have a very good understanding of the value of healthy eating and the importance of maintaining an active lifestyle. The recently established student council has promoted healthy living, for example through organising mini-marathons.



|                                                                                    | KG   | PYP  | MYP  | DP   |
|------------------------------------------------------------------------------------|------|------|------|------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b> | Good | Good | Good | Good |

- Across the school students' demonstrate a good understanding of aspects of life in the UAE that are international in nature and relevant to their own lives. However, their understanding of Emirati heritage and traditions is not as strong.
- Students learn about the UAE by participating in a number of one-off school events, such as the UAE National Day and Flag Day. Additionally, the application of students' learning to the context of the UAE is a developing feature of many lessons.
- Students' have a strong awareness and appreciation for their own and other world cultures. Through participation in a variety of activities that enable them to compare different cultures, they increase their understanding of the common features of human life.

|                                                    | KG   | PYP  | MYP  | DP   |
|----------------------------------------------------|------|------|------|------|
| <b>Social responsibility and innovation skills</b> | Good | Good | Good | Good |

- Students act responsibly and, through the student council, contribute positively to the life of the school and the wider communities. They demonstrate a good understanding of social responsibility and consideration for others by for example, raising funds for refugees.
- Students generally have a good work ethic. Many participate in the innovation classes and participate in a variety of competitions for innovative ideas. These have included, for example, the design of a sustainable car suitable for the UAE environmental conditions.
- Students are keen to sustain an eco-friendly school. This is supported well in the PYP where students develop a good understanding of environmental sustainability. Most students are able to explain the environmental significance of different sources of energy.

#### **For development**

Improve students' understanding of Emirati traditions and heritage.

### 3. Teaching and assessment

|                                 | KG   | PYP  | MYP  | DP   |
|---------------------------------|------|------|------|------|
| Teaching for effective learning | Good | Good | Good | Good |

- Teachers generally use their secure subject knowledge to plan lessons that have a range of interesting and appropriately challenging work. These lessons capture students' interest and fully engage them in learning. However, the level of challenge is not always well matched to students' ability levels.
- Many teachers use skilful questioning to check students' understanding and promote deeper thinking. However, in some instances questioning is closed and used simply for factual recall. In these lessons, not enough use is made of questioning to challenge students' thinking and deepen understanding.
- Start of unit assessments provide teachers with the information needed to plan work that provides opportunities for development and application of critical thinking and problem solving skills. However, this is not being done consistently in all lessons.

|            | KG   | PYP  | MYP  | DP   |
|------------|------|------|------|------|
| Assessment | Good | Good | Good | Good |

- Improved internal assessment procedures are providing more accurate information on students' attainment. All subject leaders and most teachers make good use of this information to track students' progress.
- The analysis of assessment information in relation to the performance of individuals and groups are improving and a strength of the school. Although not fully consistent, these analyses are being used, to adapt the curriculum to meet students' differing learning needs.
- Analyses of measures of students' academic potential are used to identify those students who may have barriers to learning as well as those with exceptional abilities. The school is planning to use of this information to set focused attainment targets for students.

#### For development

- Ensure teachers make more use of questioning to challenge and deepen students' understanding.
- Make full use of the available assessment information to ensure that the work set in all lessons is appropriately challenging and well matched to students' differing ability levels.

#### 4. Curriculum

|                                             | KG   | PYP         | MYP  | DP   |
|---------------------------------------------|------|-------------|------|------|
| <b>Curriculum design and implementation</b> | Good | Very good ↑ | Good | Good |

- The curriculum has a clear rationale. Continuity of learning is enhanced by curriculum mapping between the phases, and effectively overseen by a KG to DP curriculum co-ordinator. In all phases the curriculum is relevant and provides a balance of knowledge, skills and conceptual understanding.
- The strengthening of the conceptual focus in PYP promotes more meaningful interdisciplinary links and supports inquiry based learning. In MYP opportunities for interdisciplinary connections are evident in the curriculum planning but are not identified in the unit plans.
- Curriculum enhancements include reference to subject outcomes and MAP assessment targets in all unit plans. Approaches to learning are tracked to support sequential skill development. The DP curriculum expectations are included in the MYP to add rigour and support cross-phase continuity in learning.

|                              | KG   | PYP  | MYP    | DP   |
|------------------------------|------|------|--------|------|
| <b>Curriculum adaptation</b> | Good | Good | Good ↑ | Good |

- Effective adaptations that provide challenge and engagement enrich the curriculum. The philosophy and pedagogy of the IB programmes provide experiences that encourage students to think creatively and investigate issues of local and global significance.
- In the MYP and the DP the curriculum offers choice and motivation for students through a range of elective subjects. In the KG and the PYP, the inquiry approach enables students to reach understandings in a variety of ways through engagement in both whole class and personal explorations.
- An expanded extra-curricular programme provides opportunities for students to discover and develop their talents. The CAS programme is still developing school wide. In the MYP and the DP it is under-developed for independent, student initiated service that extends beyond the school.

#### For development

- Ensure that unit planning in the MYP makes full use of interdisciplinary connections.

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

|                                                                                      | KG        | PYP       | MYP       | DP        |
|--------------------------------------------------------------------------------------|-----------|-----------|-----------|-----------|
| <b>Health and safety, including arrangements for child protection / safeguarding</b> | Very good | Very good | Very good | Very good |

- Health and safety policies and procedures are regularly reviewed and updated. The policies include child protection and safeguarding, school evacuations and risk analysis procedures for external visits. Regular training ensures that all staff are fully up-to-date with these policies and procedures.
- The school site is secure. The maintenance of all safety facilities is regular and up-to-date. Fire drills and other evacuations are conducted periodically and are thoroughly evaluated by senior staff. Laboratories and other specialist rooms are safe and secure.
- The medical staff play an active role in the life of the school and promote healthy living. This is evident through the healthy food choices provided in the canteen. Through physical education and the after-school sports programme, students are encouraged to adopt healthy lifestyles.

|                         | KG   | PYP  | MYP  | DP   |
|-------------------------|------|------|------|------|
| <b>Care and support</b> | Good | Good | Good | Good |

- The school provides a nurturing and caring environment in which relationships between students and staff are respectful. Behaviour management systems are consistently implemented with positive effect. However, lunchtime behaviour in the KG is not always well managed because there insufficient supervisory staff.
- The identification of students with SEND and those who are academically gifted is accurate. Procedures for identifying those with talents are not fully developed. Support for students experiencing barriers to learning is improving but remains too variable.
- A cohesive and committed team of counsellors oversee the emotional well-being of students. The open-door policy and personalised support is valued by students and their parents. It ensures any concerns are quickly followed up. Staff assist the smooth transition between phases.

### For development

- Provide sufficient adult supervision to support the development of positive behaviour of the youngest students when they are at play.



## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Good

- The school has appointed an inclusion champion and governor for inclusive education. However, not all class teachers have the skills needed to make appropriate adjustments to their teaching to meet the needs of students with SEND.
- Staff use a range of assessments to identify students with SEND. The process of identification starts in the KG, on entry to the school and through staff or parent referrals. Assessments are used to plan targeted interventions including in-class support and individual or small group withdrawal support.
- Parents value the support and guidance provided by the SENCO and they receive regular information about their children's progress. They are encouraged to actively contribute to their children's individual education plans and are guided on how to support them at home.
- Curriculum modifications and personal support assist students in their learning. However, some teachers do not have sufficient understanding of how to modify their approach to engage and support students with SEND. In lessons, most students are well supported by their peers.
- Whilst students generally make good progress, there is a variation between subjects for some individuals. As the barriers to learning are reduced, the achievement gap between students with SEND and their peers is closing. Assessment information is not always used effectively to support progress.

### For development

- Implement a systematic training programme for teachers that includes the sharing of the expertise of specialist staff and the examples of good practice in the teaching of students with SEND.

## 6. Leadership and management

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

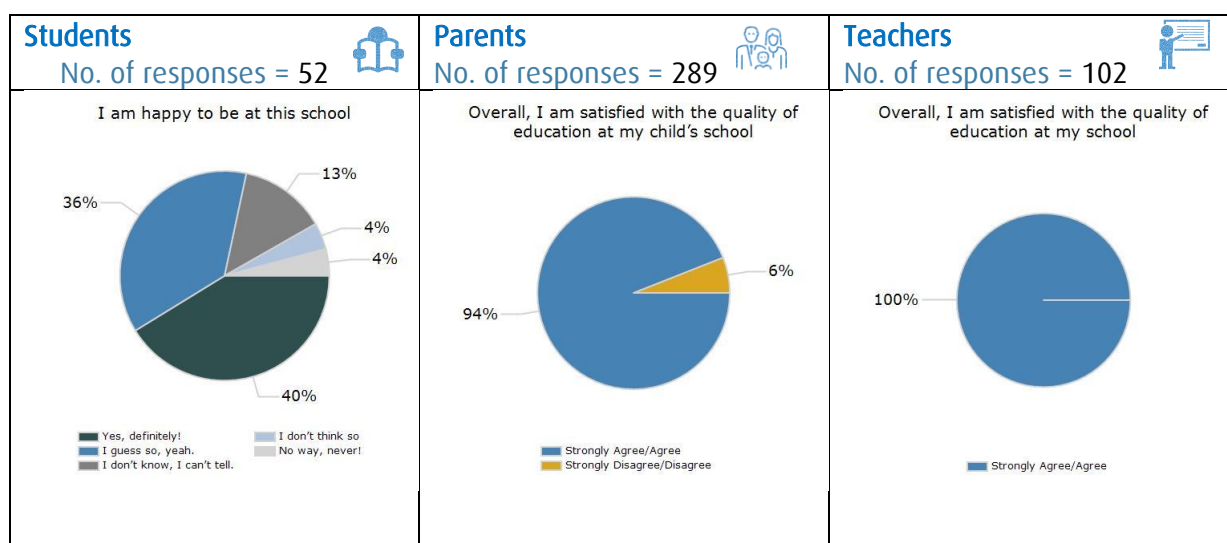
- The new principal and the senior leadership team have a vision for the school that is closely linked to the UAE national and Emirate priorities. They promote an inclusive and caring environment and demonstrate a secure knowledge of best practice in teaching and learning. However, the processes for driving school improvement are not systematic enough. The school is compliant with all statutory requirements.
- Senior leaders have recognised and prioritised areas for improvement, based on the recommendations of the previous inspection report and their own self-evaluation. Improvement plans specify appropriate action to be taken to achieve the school priorities. These strategies are beginning to secure some positive change. However, reliable evidence of the impact of these actions on student outcomes is limited.
- Parents are actively involved in the education of their children and their views are regularly sought. Communication between the school and the parents, using a variety of channels, is frequent and effective. Parents are positive about the new reports they receive about their children's achievements and progress. There is an increasing involvement in the local and wider community.
- School governance is through a corporate and a local advisory board. The local advisory board includes parent and Emirati representatives. The boards are supportive of the principal and the leadership team. Governors have responded well to the recommendations in the last inspection report but their actions are not yet having the positive outcomes needed for improvement in Arabic and Islamic education.
- The day-to-day management of the school is very effective. The school has implemented the IB Diploma Programme but some adjustments to the timetable are needed to meet the required hours. The school has appropriately qualified staff who are well-deployed. It provides a range of professional development opportunities for staff. There is a wide range of facilities and resources to support teaching and learning.

### For development

- Ensure that all improvement plans are clearly focussed on student outcomes and that action taken has a positive effect on those outcomes.

## The views of parents, teachers and senior students

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



|                                                                                                     |                                                                                                                                                                                                                                                                                                                                                                                                                                 |
|-----------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|  <b>Students</b> | At the time of the inspection, because of technical difficulties, only two students had managed to respond to the survey. This is too small a sample for a reliable analysis of the student view of the school and its provision for their education.                                                                                                                                                                           |
|  <b>Parents</b>  | Almost all of the parents who responded to the survey are satisfied with the education the school provides and that their children are happy and feel safe at school. The areas of concern for a minority of the parents are reading for pleasure at home and literacy and reading in Arabic, opportunities for a wide variety of extra-curricular activities. The inspection findings, in general, support the parents' views. |
|  <b>Teachers</b> | Almost all teachers responded very positively to the survey questions. A few teachers considered that student respect for other students and adults could be improved. Some teachers indicated that the professional development they had received was not enabling them to be better teachers.                                                                                                                                 |

### 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](mailto:inspection@khda.gov.ae)