

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

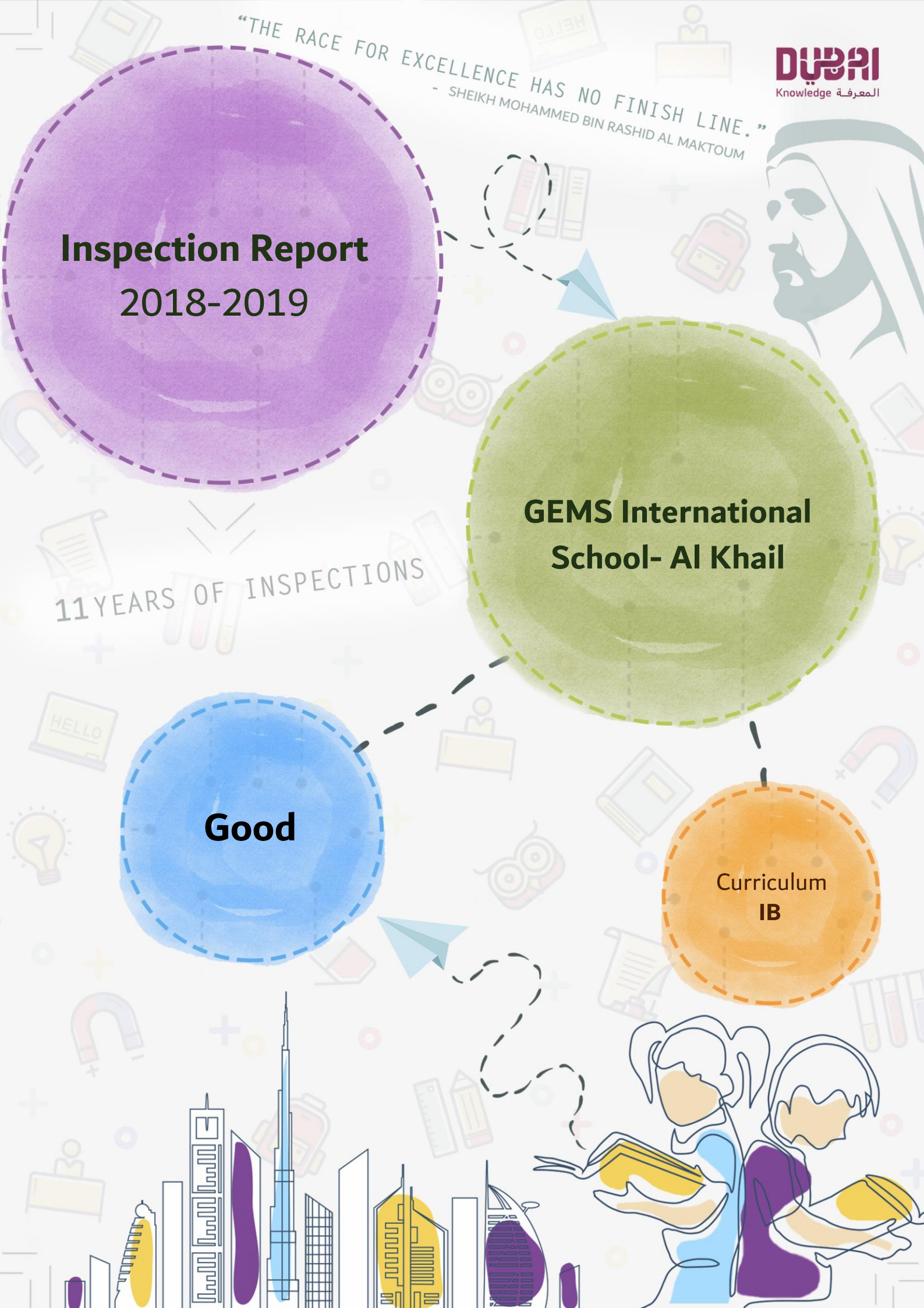
Inspection Report 2018-2019

**GEMS International
School- Al Khail**

11 YEARS OF INSPECTIONS

Good

Curriculum
IB



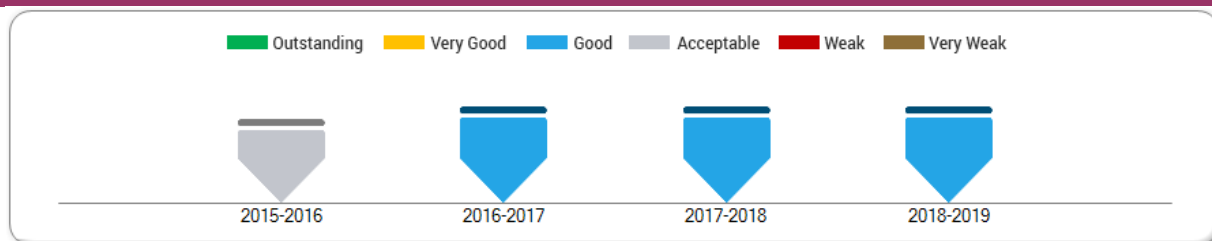
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School Information

General Information	Location	Al Khail
	Opening year of School	2013
	Website	www.gemsinternationalschool-alkhail.com
	Telephone	043396200
	Principal	Glen Radojkovich
	Principal - Date appointed	8/1/2017
	Language of Instruction	English
	Inspection Dates:	11 to 14 February 2019
Students	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1378
	Number of Emirati students	41
	Number of students of determination	158
	Largest nationality group of students	Arab
Teachers	Number of teachers	125
	Largest nationality group of teachers	British
	Number of teaching assistants	43
	Teacher-student ratio	1:11
	Number of guidance counsellors	3
	Teacher turnover	17
Curriculum	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IBDP
	Accreditation	CIS
	National Agenda Benchmark Tests	MAP

School Journey for GEMS International School- Al Khail



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Children in the Kindergarten (KG) are making very good progress in English, mathematics and science. In other phases, students' achievement is variable. It is strongest in science, especially in the primary years' programme (PYP), and weakest in Arabic as a first language. Students' ability to take responsibility for their own learning and to work collaboratively with others is a strength of their learning skills.
- Children's personal development has improved in the KG since the last inspection. Children are self-reliant and supportive of others. Across the school, students willingly take on leadership roles and have a strong environmental awareness. Students' knowledge of world cultures is well-developed and is representative of the many different countries from which they originate. The majority have a good understanding of Emirati culture and heritage.

Provision for learners

- The quality of teaching in the KG has improved, with teachers having a very strong understanding of the learning processes of young children. Although good overall, teaching quality in the other phases is inconsistent. Teachers generally have a secure knowledge of the different abilities of students through regular assessment. However, this is not always used to ensure that learning is sufficiently personalised to bring about maximum student progress.
- In the KG and PYP phases, students benefit from a curriculum that is firmly established in the International Baccalaureate (IB) philosophy of integrated enquiry-led learning. This is not yet fully established in the two upper phases. Across the school, the curriculum is adapted to include a wide range of interesting and motivating experiences, but overall adaptations are inconsistent.
- Health, safety and protection procedures are firmly in place and are generally implemented effectively. In the middle years' programme (MYP) phase, not all teachers consistently follow recommended guidelines. The barriers to learning of students of determination are identified promptly. The support these students receive to overcome these barriers is variable and often better when provided by specialist teachers. Older students are provided with effective guidance regarding further educational opportunities.

Leadership and management

- The principal and senior leadership team are successful in establishing an ethos of mutual respect and openness, where professional relationships and innovative thinking thrive. They have been successful in ensuring improvements in the KG, but not in Arabic across the school. Governors have not challenged the school sufficiently about the inconsistencies in the quality of its teaching. Partnerships between parents and the school are very good.

What the School does Best:

- The quality of teaching, assessment and curriculum provision in the KG, which results in children's very good achievement in English, mathematics, science, and strong learning skills and personal development.
- Students' ability to take responsibility for their own learning and their collaborative work with their peers
- Students' positive attitudes to their work and their willingness to take on leadership roles, helping to drive school improvement
- Leaders' commitment to the IB philosophy and national priorities, which results in a broad, interesting and stimulating curriculum, particularly in the KG and PYP phases of the school
- The partnership which the school develops with parents and the wider community and contributes to students' well-being and a systematic climate for innovation.

Key Recommendations:

- Eradicate the inconsistencies in the quality of teaching in order to increase the rate and standards of students' achievement by ensuring that:
 - leaders rigorously monitor, record and evaluate the impact of teaching on students' progress
 - governors hold the school fully to account for students' learning outcomes
 - teachers use student assessment information consistently and effectively in lessons to adjust tasks and to maintain a rapid rate of student progress
 - leaders monitor, train and deploy teaching assistants to improve the effectiveness of the support provided for students of different abilities.
- Improve attainment and progress in Arabic by:
 - using assessment information effectively to determine students' starting points, with careful reference to Ministry of Education (MoE) standards
 - fully aligning the curriculum to MoE standards, particularly in the diploma programme (DP) phase
 - increasing opportunities for research and enquiry through interdisciplinary units
 - enriching the learning environment to stimulate students' interest in learning Arabic in multiple contexts.

Overall School Performance

Good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Weak	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable	Weak
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Good	Good	Good	Good
	Progress	Very good ↑	Very good	Good	Good
 Mathematics	Attainment	Very good ↑	Good	Good ↑	Good
	Progress	Very good	Good	Good	Good
 Science	Attainment	Very good ↑	Very good ↑	Good	Good
	Progress	Very good ↑	Very good ↑	Good	Good
Learning skills		KG	PYP	MYP	DP
		Very good	Very good	Very good	Very good

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

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

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good ↑	Good	Good	Good
Assessment	Very good ↑	Good	Good	Good

4. Curriculum

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

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.

The school's progression in international assessments

meets expectations.

- The school achieved its 2015 targets for mathematics and science in the Trends in International Mathematics and Science Study (TIMSS) and is in line to meet its 2019 targets. In the Programme for International Student Assessment (PISA), the school was not in the sample, but it reached the high benchmark target in the Progress in International Reading Literacy Study (PIRLS) in 2016, exceeding the Dubai schools' average. Overall, progression in benchmark assessments is acceptable with the exception of last year's Grade 6 in mathematics, and some weakness evident in mathematics and science in the MYP. When benchmark assessments are compared to cognitive ability test data via CAT4 scores, the overall outcome is very good, with strong progression evident in all three core subjects.

The impact of leadership

meets expectations.

- School leaders have a well-developed and detailed action plan for the National Agenda. The engagement in vertical planning to improve transitions between phases is having a positive impact on curriculum, planning and teaching. Rigorous data analysis supports identification of learning groups and differing learning styles, although regular differentiation is not apparent.

The impact on learning

meets expectations.

- An enquiry approach to learning is common in KG and PYP science. During better MYP and DP lessons, students analyse their own or others' data. Almost all English lessons involve students in reading, extracting information, presenting findings and often in analysing and evaluating data. This occurs in a minority of mathematics lessons, although students discuss options when they discover more than one possible answer.

Overall, the schools' progression to achieve the UAE National Agenda targets meets expectations.

For development:

- Ensure that the key skills necessary for improvement in external benchmark assessments are integrated into lessons that are mapped against the IB learner profile.
- Ensure that lesson monitoring by leaders at all levels focuses on meeting the learning needs of individuals and groups.
- Provide more opportunities for enquiry-based learning and problem-solving, especially in mathematics.

Reading Across the Curriculum

- Students are making good progress in reading across the curriculum as a result of a focus on increasing key subject vocabulary. This supports students' ability to solve problems and carry out independent research. Most students adopt a range of reading strategies to help them read and comprehend unfamiliar text. By the time students reach the DP phase, most are confident and critical readers.
- Students, particularly those in PYP, value the school libraries and borrow books on a regular basis. Most students use the libraries for pleasure and for information gathering to support their learning.
- School leaders are committed to promoting the development of reading across the curriculum, and have invested considerably in resources and initiatives that are having a positive impact on students' learning.

For development:

- Develop a whole school reading policy that is understood by all stakeholders and its implementation and impact routinely monitored and reviewed, to measure its impact on students' progress.

UAE Social Studies

- The UAE social studies curriculum is adapted skilfully and aligned closely to the IB philosophy and the ethos of internationalism. It is effective in meeting the needs of all groups of students.
- Students interact consistently and collaborate purposefully to explore the concepts of UAE social studies, and make meaningful connections to global and local issues.
- In lessons and in their recent work, the large majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards of the UAE social studies programme.
- The large majority of students also make better than expected progress in relation to the UAE social studies curriculum standards.

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

Innovation

- In all phases, students develop their critical thinking and problem-solving skills, can work independently and, when encouraged to do so, readily apply their innovation skills.
- Students participate in a wide range of voluntary work and use their creative skills to provide innovative solutions to a range of environmental issues.
- Teachers use an enquiry-based approach to develop students' critical thinking and problem-solving skills, and ensure that opportunities for innovative thinking are embedded as part of their planning.
- The personal project and extended essay enable students to independently pursue their own lines of enquiry and research that develops creative and innovation skills.
- The innovation team, with full support of senior leaders, are systematically developing a culture in which innovative thought and practice flourish in all areas of the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students in the lower PYP grades make better progress in their age-appropriate understanding of all aspects of Islamic education than students in other phases. This is as a result of improved teaching strategies in these grades.
- Students demonstrate a better understanding of Islamic values than that of Seerah and Islamic key concepts. They understand the meanings of the Holy Qur'an verses and Hadith. However, the ability of older students to use their knowledge for evidence of rulings or guidance is less secure.
- In the PYP phase, students' memorisation and recitation skills have improved, but these remain a weakness in students' attainment in the higher phases.

For development:

- Improve students' memorisation and recitation skills so that these are consistently strong in all phases.
- Ensure that the Holy Qur'an, Hadith and Seerah are closely linked to all areas of learning in Islamic education.

Arabic as a First Language

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

- All language skills across all phases are below curriculum standards. Lack of curriculum alignment in DP is preventing higher levels of achievement. Learning environments in most classes are not motivating students to use the language in multiple contexts.
- Using standard classical Arabic in conversations is not evident in the large majority of classes across the three phases. Students' knowledge of syntax and rhetoric are below the curriculum standards. These are not being linked appropriately with the standards. Writing is underdeveloped across all phases.
- In PYP, student progress in some grades is beginning to accelerate, due to a greater level of challenge. A lack of differentiation in MYP, and low levels of challenge in DP restrict improvement.

For development:

- Strengthen student learning outcomes by linking the learning objectives more accurately to MoE standards.

Arabic as an Additional Language

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

- In PYP, teachers have a secure understanding of students' abilities, but do not use this information to increase levels of challenge. As a result, few students attain above curriculum standards. In MYP, students achieve at the minimum expected level, because teachers' knowledge and expectation of the curriculum standards linked to years of study is not sufficiently secure.
- Students' use of the contextual language to express themselves is variable across the two phases. They can respond to simple questions in PYP, but too often, in both PYP and MYP, students resort to the use of English when they are struggling with their understanding. Students' skills in reading and writing across the two phases are underdeveloped.
- Although there is evidence of an improved range of teaching strategies in lessons, especially in PYP, this has not resulted in a significant improvement in students' progress.

For development:

- Identify students' starting points accurately and plan lessons accordingly.

English

	KG	PYP	MYP	DP
Attainment	Good	Good	Good	Good
Progress	Very good ↑	Very good	Good	Good

- Children start KG with little English, and by the end of PYP almost all are fluent, articulate English speakers. They make rapid progress in the KG and lower PYP grades through a structured phonics programme. A lack of focus on spelling, punctuation and grammar in MYP limits students' progress.
- Speaking is a strength across all phases. Students in DP are articulate, fluent and have excellent English literacy skills. In all phases, students are confident readers. Inference skills, across a wide range of texts are well developed throughout the phases.
- As students progress through the school their writing skills show improvement. In the lower grades of PYP, poor handwriting and letter formation slows progress for a majority of students. By MYP and DP, writing is coherent and well-structured.

For development:

- Review the handwriting guidelines in PYP to ensure continuity from younger grades and the level of support required by students to write legibly.
- Increase the focus on spelling, punctuation and grammar in MYP, thereby integrating and enhancing the skills needed by students for external examinations.

Mathematics

	KG	PYP	MYP	DP
Attainment	Very good ↑	Good	Good ↑	Good
Progress	Very good	Good	Good	Good

- The large majority of children in KG demonstrate a strong understanding of fundamental mathematics. They work with numbers and identify the correct strategies to solve practical problems. Across the higher phases, key mathematical concepts are not embedded consistently, and a minority of students experience difficulties in applying their mathematical learning.
- In PYP, the large majority of students are secure in their number bonds and patterns and can relate these to their own experiences. In MYP and DP, opportunities to apply their knowledge and understanding to solve problems, especially those related to real life situations, are inconsistent.
- Levels of attainment have improved in MYP with a greater proportion of students now understanding more complex mathematical concepts, for example, trigonometric functions.

For development:

- Ensure that students can demonstrate understanding of key mathematical concepts by relating these to their own experience, and applying their mathematical learning more effectively in new contexts.

Science

	KG	PYP	MYP	DP
Attainment	Very good ↑	Very good ↑	Good	Good
Progress	Very good ↑	Very good ↑	Good	Good

- The youngest children are fascinated by their discovery learning, leading to improved outcomes both in KG and PYP. International benchmark tests indicate some skill gaps in MYP, which are being addressed to raise levels of attainment and increase progress.
- Discovery learning in KG develops rapidly into structured scientific inquiry and investigation as students move up the school. In PYP, students can predict, observe, record, analyse and draw conclusions. By MYP, almost all competently apply analytical skills to online research and to practical investigations.
- Students' enquiry skills are enhanced during the best lessons when they share their learning or research. This cements their own knowledge and understanding. Students in DP improve their outcomes by analysing command words from examination questions to focus their responses better.

For development:

- Increase the frequency of students sharing their learning and engaging in peer- and self-assessment of their learning.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Very good	Very good	Very good	Very good
- Almost all students enjoy learning. They are enthusiastic and take ownership of their own learning. They work purposefully. They interact very well with their peers and teachers to discuss their thoughts and, as a result, take appropriate steps to improve their work. - Most students are keen to communicate their learning and do so with clarity and confidence. They respond very well to teachers' questions and can link their learning to the world beyond school. However, links they could make across subject areas are not consistently identified. - In most subjects, students' critical thinking, problem-solving and the use of learning technologies are increasingly developed. They apply these effectively with some innovative outcomes. In some Arabic lessons, students do not make sufficient use of technology to enhance their learning skills.				

For development:

- Improve students' skills in transferring and applying their learning across different subjects.
- Ensure students in Arabic have regular opportunities to develop and display their learning skills.

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

	KG	PYP	MYP	DP
Personal development	Outstanding ↑	Very good	Very good	Very good
- Students across all phases generally display responsible attitudes. In the KG, children's positive behaviour and self-reliance contribute to a harmonious learning community. In other phases a minority of students struggle with self-discipline. Bullying is extremely rare in all phases. - Students respond well to others and work together to resolve differences. Student-teacher interactions are mostly respectful and considerate. Students are developing habits to support healthy lifestyles. Their participation in sports activities is improving. - Students attendance is good. However, punctuality is an issue. A significant minority of students are late for school each morning and to some lessons throughout the day.				

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Good	Good	Good

- Students' awareness of UAE heritage and culture is being enhanced. Children in the KG have a strengthening, age-appropriate awareness due to strong curriculum integration. However, across other phases the depth and breadth of this awareness is inconsistent.
- Across the school, students demonstrate a good awareness of Islamic values and understand their relevance to UAE modern society. They can give examples of many of these values, such as modesty and tolerance. They explain how all people in the UAE are treated equally and respectfully, irrespective of their nationality or religion.
- Students' understanding of world cultures is being effectively enhanced by the intercultural activities the school is providing. Most students can speak knowledgeably about other cultures and can provide details of these, such as their history, languages and art.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Across the school, students demonstrate a high sense of responsibility. They appreciate their school and community roles and responsibilities. Most participate actively in voluntary work, which is a requirement of the IB curriculum.
- Students' exhibit strong environmental awareness, evidenced by their active involvement in a number of recycling activities and their care of their school's environment. In all phases, students speak knowledgeably about environmental challenges facing our world and volunteer possible solutions.
- The students' council and house captains are initiating, organising, and leading many of the school's events and activities. They listen to the views of others, participate in solving problems, and are an active voice for the student body. It is their mission to make the school a happier place.

For development:

- Improve students' attendance and punctuality.
- Deepen students' awareness of Emirati heritage and culture.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good ↑	Good	Good	Good

- Teachers have thorough knowledge of their subjects, and plan lessons effectively to interest, engage and challenge students. In most phases, this is not consistently well-matched to individual students' ability levels. In KG, teachers adopt a more child-centred approach with greater positive impact.
- Most teachers make effective use of a range of good-quality resources, including technologies, to facilitate teaching and promote learning. In many lessons, teachers use open, targeted questions skilfully to challenge students, promote deeper thinking and check their understanding.
- Teachers use assessment information to plan work for different ability groups, although they do not always manage the contribution of teaching assistants to maximise their impact on students' learning. The majority of teachers develop students' critical thinking, problem-solving and independent learning, although this is not a consistent feature across all subjects and phases.

	KG	PYP	MYP	DP
Assessment	Very good ↑	Good	Good	Good

- Assessment processes in KG, where a new programme is being trialled, are particularly strong. Elsewhere, CAT4 and other diagnostic benchmark results support the identification of different groups of learners. Internal assessment data is used to track students' progress with timely interventions made if required.
- International benchmark assessments inform curriculum developments, lesson planning and teaching, by identifying shortfalls in skills and differing learning styles. Rubrics for most subjects have been created in line with external standards and reflect IBDP examination requirements.
- Most teachers know their students well and support their learning with detailed oral feedback on draft projects or assignments. Student self-assessment is increasingly a part of English and science lessons, but is not regularly integrated into other subjects.

For development:

- Integrate structured self- and peer-assessment as a regular part of all lessons to empower the students as reflective IB learners.

4. Curriculum

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

- In KG and PYP, the IB is well-established and demonstrates the philosophy and values expected of each programme. In MYP and DP, the curriculum is evolving. This year's Grade 12 is the school's first cohort of DP students.
- Continuity and progression are a strength of the curriculum. Students' learning is structured through carefully planned programmes, with strong scope and sequence, resulting in effective phase transitions. Academic counselling in MYP and DP, advising students on option choices and university applications, is effective.
- The KG curriculum has been enhanced since the previous inspection. It is child-centred and provides well-planned and purposeful activities that engage children in lessons and during play. Children take responsibility for their own learning and connect their learning to the real world.
- Moral education is taught in English from Grades 1 to 12, in two stand-alone lessons each week by homeroom teachers.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good ↑	Good	Good	Good

- The curriculum is flexible and is regularly adapted and modified to meet changing curriculum demands, such as national agenda requirements, the new Grade 12 diploma programme and individual student needs. However, it is not yet consistently adapted in lessons to meet the needs of all students.
- Students have many opportunities to engage in a wide range of sporting, cultural, social and scientific extra-curricular activities. The choice of activities and students' participation rate continue to increase. The creativity, activity and service (CAS) programme provides older students with challenging international and community experiences.
- Islamic education, Arabic, social studies, moral education and the homeroom programme, effectively develop students' understanding and awareness of Emirati culture and traditions. However, individual teachers miss opportunities in their lessons to make connections with Emirati heritage and society.
- Arabic is taught in the KG phase for two periods of 50 minutes each week.

For development:

- Embed fully the philosophy and values of IB in the MYP and DP phases.
- Strengthen the promotion of links with Emirati traditions, culture and values in all subjects across the curriculum.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Very good	Outstanding ↑

- Policies relating to health and safety, including safeguarding, are shared with stakeholders and are reviewed regularly. Safety procedures are rigorously implemented in almost all instances. Occasionally, in MYP, individual staff do not fully implement the school's safety policies.
- Arrangements to protect students from bullying, are effective and shared with students, staff and parents, through appropriate training programmes. The school provides a safe and secure environment for students and staff. Safety checks are undertaken and recorded systematically. Medication, medical records and other sensitive information are stored appropriately.
- Improvements have been made to more effectively promote healthy lifestyles and physical activity. The 'My Health' programme serves students, staff and the wider school community well and offers activities within school hours and at weekends.

	KG	PYP	MYP	DP
Care and support	Good	Good	Good	Good

- Relationships at all levels are positive and are underpinned by courtesy and respect. Attendance is closely monitored and a systematic approach is taken to improve students' punctuality. Students' behaviour is carefully managed with a range of strategies employed.
- The identification of students of determination has improved, resulting in greater numbers requiring support and monitoring. The identification of students with gifts and talents, especially academic talents, is enhanced. Their progress and development are closely monitored and reviewed using individual learning plans.
- Support for students of determination, especially by specialist staff, is increasingly well-organised, but the quality of in-class support is not as consistent. The contribution of school counsellors is greatly respected, especially when important choices, such as future education pathways, are considered by students and their families.

For development:

- Implement safety procedures rigorously in practical design workshops in MYP.
- Improve the consistency of support provided in lessons for students of determination.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- The specialist inclusion staff are well-led and form a close professional team that provides a wide range of both in-class and out-of-class support. The support provided by class teachers and teaching assistants in lessons is more variable.
- Students of determination are identified quickly and specialist staff work closely with parents to plan a wide range of academic and pastoral support. However, this is not closely and succinctly linked to targets within students' individual education plans (IEPs).
- The school works diligently to create close links with parents to help them support their children's needs at home. They receive regular information about their children's progress, but would welcome more regular general training sessions.
- The quality of support in lessons, and the success with which the curriculum is modified, are good overall but variable across classes. Training sessions for teachers, and closer monitoring of lessons, are developing, but are not yet sufficiently rigorous or regular.
- Most students of determination make good progress in lessons and in their work over time because specialist staff support is extensive. Increasingly valuable is the specialist guidance provided for students identified with gifts and talents.

For development:

- Improve the quality of IEPs to provide clear learning pathways for students of determination, and targets that reflect their learning needs.
- Ensure better levels of provision for students of determination by monitoring, identifying and supporting teachers and teaching assistants who require professional upskilling.

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

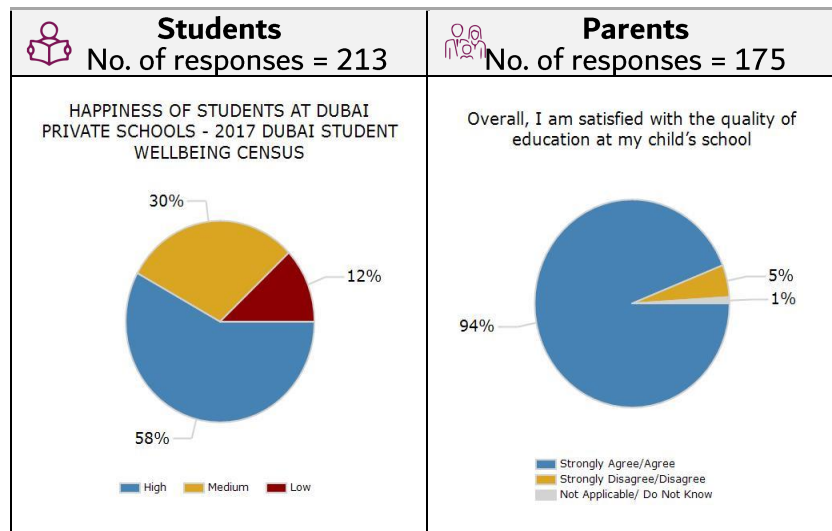
- Leaders have a strong commitment to the IB curriculum philosophy and to the national priorities, which they use to set a clear vision and direction for school improvement. Leadership capacity is strong at most levels, resulting in continued improvements in a number of the target priorities of the school. Relationships are highly professional, which leads to effective teamwork. Best practice is recognised and shared. However, this is not effective in Arabic, where standards of attainment have not improved.
- Analysis of internal and external data is part of the school improvement planning process, although this is not yet explored in sufficient depth in all subjects. Regular monitoring of teaching and learning by leaders occurs at all levels and identifies areas of strength and areas for development. However, monitoring lacks in-depth evaluation linked to the impact of teaching on students' progress. As a result, senior leaders do not have an accurate picture of the impact of school provision on students' achievements.
- Parents are very supportive of the school and are active partners in their children's learning. Communication with parents is effective. Numerous opportunities are offered to parents to contribute to their children's education and enhance their own skills and understanding. Parents' views are welcomed and their opinions are valued. For example, they suggested new priorities for reading across the curriculum. A small number of inconsistent practices regarding reporting to parents are evident across phases.
- Most groups of stakeholders are represented within the governing board. Parent members are central to the board's understanding of the school's strengths and areas for improvement. Board members have a range of expertise and use this to good effect to influence the work of the school. A good example is the support provided that has led to improved students' progress in Islamic Education in the PYP. Governors have been less effective in holding the school to account for a lack of sustained improvement.
- The school has effective procedures and routines. Occasionally, timetabling issues result in learning time lost at the start of lessons. Staff are suitably qualified and benefit from regular professional training and development. The premises are of high quality and are very well-maintained, with a wide range of facilities and resources to support and enhance teaching and learning. Access to school buildings and facilities are suitable to the needs of all users.

For development:

- Improve leadership in Arabic languages to ensure a rapid improvement in students' learning outcomes.
- Improve the monitoring of the quality of teaching through rigorous and accurate measurement of the impact on students' progress.

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	Most students report that they are happy in school and are optimistic about their futures. They feel safe and are confident they are well-cared for at home and in school. They are less confident of their ability to work hard and achieve their goals.
 Parents	Almost all parents who responded to their survey are satisfied with the quality of education provided by the school. Most are confident that the school listens to their views and they appreciate the open-door policy operated by the principal. Parents report an improved partnership but feel they would benefit from more timely communication about their children's progress.

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