



المعرفة
Knowledge



GEMS INTERNATIONAL SCHOOL AL KHAIL L.L.C

IB CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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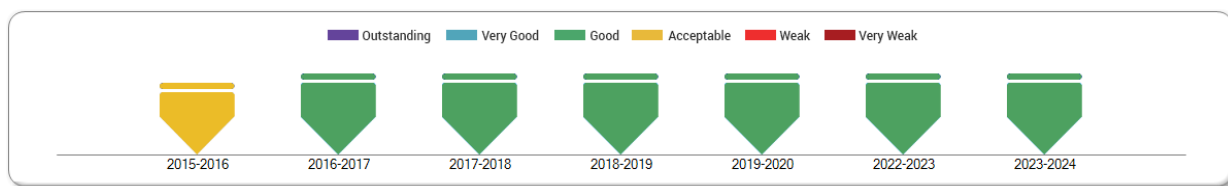
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SCHOOL INFORMATION

 GENERAL INFORMATION		Location	Al Khail
		Opening year of school	2013
		Website	www.gemsinternationalschool-alkhail.com
		Telephone	97143396200
		Principal	Simon James Herbert
		Principal - date appointed	8/1/2020
		Language of instruction	English
		Inspection dates	27 to 30 November 2023
 STUDENTS		Gender of students	Boys and girls
		Age range	4 to 18
		Grades or year groups	KG 1 to Grade 12
		Number of students on roll	2174
		Number of Emirati students	31
		Number of students of determination	344
		Largest nationality group of students	Arabic
 TEACHERS		Number of teachers	195
		Largest nationality group of teachers	British
		Number of teaching assistants	110
		Number of guidance counsellors	4
 CURRICULUM		Curriculum	IB
		External Curriculum Examinations	IBDP, IBCP
		Accreditation	IB, CIS

School Journey for GEMS INTERNATIONAL SCHOOL AL KHAIL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students' Outcomes

- Students' attainment is being maintained in most subjects in all phases. There have been improvements, particularly in the Diploma Programme (DP). In Arabic as a first language, while attainment is still weak in the Middle Years Programme (MYP), students are showing positive improvements in their progress. Attainment in Kindergarten (KG) and Primary Years Programme (PYP) science has declined, as has progress in English in PYP.
- Students show positive and responsible attitudes. The school's environment is supportive. The student council contributes to school life and initiates events, although opportunities are limited for junior classes. Students demonstrate innovative skills in projects which are recognised in national competitions. Environmental awareness is fostered. Students in DP lead initiatives including beach clean-ups. Students have a strong appreciation of Islamic values, but less so of world cultures.

Provision For learners

- Teaching in KG and DP ensures high-quality learning and progress. However, challenge and consistency vary in PYP and MYP. Differentiated activities generally meet individual needs. The development of critical thinking is inconsistent. Leaders analyse external assessments, but teachers' use of the resulting data for planning is not well developed. Some teachers offer valuable feedback, but students do not always receive appropriate guidance on next steps in their learning.
- The curriculum reflects a strong IB philosophy, notably in MYP and DP, and offers an increasing range of options. The PYP programme of inquiry lacks balance. However, curriculum mapping ensures continuity, addresses gaps and emphasises cross-curricular themes. Counselling supports students' subject choices. Curriculum modifications cater for differing needs. Adaptations for higher achievers and for learners of English as an additional language, are not fully adequate.
- The school has well-defined policies for safeguarding students. Members of staff receive ongoing training. Safety measures are effectively implemented. There is a strong commitment to students' health. Teachers of physical education and the medical personnel promote healthy choices. Positive relationships contribute to a nurturing environment. The school is highly inclusive. Students with differing needs are identified and supported. The delivery of this support is not fully consistent.

Leadership and management

- Leaders focus on the development of ambition, respect and trust. They conduct systematic self-evaluation. They monitor teaching regularly, but do not always focus enough on students' outcomes. Parents have positive communication channels. There is a range of community links. Governors are supportive and act as critical friends. Day-to-day management of the school is efficient. Leaders prioritise the wellbeing of students, staff and parents.

Highlights of the school:

- Students' attitudes, behaviour and work ethic, and their understanding of Islamic values and Emirati culture.
- The care, welfare and safeguarding of the whole school community.
- The inclusivity of the school and its support for all.
- The curriculum pathways offered in DP and the subsequent improvement in achievement.

Key recommendations:

- Review the curriculum in PYP and MYP to provide sufficient time for the development of key skills in all subject areas, and notably in science.
- Ensure that teachers use assessment data effectively in modifying the curriculum to meet the needs of all students.
- Raise teachers' expectations and ensure consistent challenge.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

	KG	PYP	MYP	DP
Learning skills	Very good	Good ↓	Good	Very good

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

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 leadership AND MANAGMENT

The effectiveness of leadership

Good

School self-evaluation and improvement planning

Good

Parents and the community

Outstanding 

Governance

Very good 

Management, staffing, facilities and resources

Very good

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Good	Not applicable

- The school did not meet its target on the 2021 Progress in International Reading Literacy Study (PIRLS), conducted with Grade 4 students. The school's score of 555 was below the target of 570. However, the score is above the high international benchmark. In the last two years of Measures of Academic Progress (MAP) benchmark assessments, students' performance was weak in mathematics, while performance in English and science was acceptable. The number of Emirati students in these phases is too small to track separately.

C. Leadership: International and Emirati Achievement	Good
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- The school's National Agenda action plan includes a wide range of initiatives aimed at raising students' performance in external benchmark and international assessments. Leaders understand the need to address gaps in skills identified in MAP assessments. However, the steps taken to address these gaps have not been fully effective in each subject.

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

- The reading literacy diagnostic skills assessment has not yet been administered. Efforts to build a positive reading climate are showing results. Teachers effectively develop students' use of vocabulary related to each specific subject. As a result, students can access the curriculum more easily and discuss their understanding with greater confidence.

Overall school standards in the National Agenda Parameter are good.

For Development:

- Increase students' familiarity with the style and wording of international assessments in both English and Arabic.
- Improve students' skills in reasoning, critical thinking and problem-solving.

Wellbeing



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

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

- Leaders have created a vibrant community by integrating wellbeing into the ethos and culture of the school. The skilled leaders of wellbeing have developed an ambitious and innovative programme. Self-review and monitoring are used very well to identify wellbeing needs. They also inform improvement plans, including those for extensive professional training. However, plans currently lack measurable targets.
- Members of staff, students and parents all engage strongly with the school's vision of respect, trust and ambition. Students in their many leadership roles have a very significant impact in influencing wellbeing provision. Their many interventions have a strong impact, such as the student-led mentoring sessions. Members of staff receive a comprehensive and supportive induction programme. The monitoring system helps them to achieve high job satisfaction and to feel appreciated.
- Wellbeing topics are embedded in the curriculum and extended in extra-curricular activities, which are often led by senior students. Teachers successfully create nurturing classroom environments in which students flourish. Students are positive about their school experiences. Student leaders support the wellbeing of others especially those in lower age groups, but less so in relation to their classmates.

For Development:

- Provide more opportunities for student leaders to support students' wellbeing, especially within their own age groups.

UAE social studies and Moral Education

- The moral, social and cultural studies (MSCS) framework of the Ministry of Education (MoE) is integrated into units of inquiry from KG to Grade 12. Social studies is a separate subject in PYP. In KG, units of work are integrated into the curriculum. Students in PYP have a minimum of 40 minutes of formal instruction per week. In MYP and DP, there are 50 minutes of formal instruction each week.
- Teachers encourage students to develop a personal response to local, national and global concerns, and increase their understanding of moral, ethical and social issues. A variety of tasks and activities in lessons supports students' learning and personal development. Extra-curricular activities add a further dimension. Ongoing and final assessments are used.

Arabic in Early Years

- In KG, children have two sessions of Arabic per week, for a total of 80 minutes. In KG1, all students learn Arabic together. In KG2, teachers cover the MoE curriculum criteria for Arabic speakers in a separate lesson from beginners. Expectations of language development differ. Arabic speakers are introduced to letters and phonics through stories which are read to develop their listening skills. Assessment of progress is through observation. It is not documented. Teachers have no advice or guidance to follow.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- In PYP, students achieve similar good levels of attainment and progress. Attainment has not changed in any phase, but students' progress is improving in DP. This improvement is due to the modified curriculum and teaching, and to extra staffing to enhance students' skills.
- Students in PYP memorise a range of short Surah and can apply Tajweed rules. They show secure knowledge of Seerah. Some MYP students can explain the significance of Islamic methodology for Zakat almsgiving. In DP, some students can discuss how Islamic law protects human rights.
- Modification of the curriculum, extra lessons in the Holy Qur'an, more effective teaching and the linking of learning to everyday life ensure progress. The literacy skills of non-Arabic speakers delays progress in their recitation ability.

For Development:

- Enhance students' understanding of Islamic concepts.
- Improve students' accuracy and fluency in reciting the Holy Qur'an.

ARABIC AS A FIRST LANGUAGE

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

- Weak attainment in MYP reflects the deficiencies in students' basic literacy skills, including reading, phonics, basic grammar and vocabulary. Students' reading skills in upper PYP and DP classes are in line with curriculum expectations.
- In DP, students can express themselves well in speaking and writing. They justify their opinions with factual evidence and links to everyday experiences. In PYP, students analyse literary texts and can identify the elements of a story. In upper classes in PYP, students discuss characterisation.
- In DP, opportunities for creative expression contribute to improved progress. An online reading platform and lesson activities help to improve reading comprehension skills. Progress is hindered in PYP and MYP by undemanding tasks.

For Development:

- Address the gaps in students' basic literacy skills in MYP.
- Improve students' vocabulary and application of grammar.
- Accelerate progress in PYP and MYP through higher expectations and provision of greater challenge.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students in MYP are not familiar enough with reading texts. Listening skills are characterised by responses to familiar commands. Students' speaking is limited due to the lack of opportunities in lessons.
- Students can read texts containing familiar words. Most can understand the main idea of the text they read, especially in upper MYP. Students in both phases know appropriate grammar. They can use correct verb tenses and masculine and feminine forms in their writing.
- Students' vocabulary and knowledge of basic sentence structure allow them to express themselves in speaking and writing. Development is restricted due to tasks which are at too low a level.

For Development:

- Accelerate progress by raising teachers' expectations and the level of challenge in tasks.
- Give students more opportunities to speak during lessons.

ENGLISH

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

- Attainment is strongest in the KG and DP phases., where a large majority make better than expected progress. External benchmark assessment results are below expectations in PYP. In many cases, progress is restricted because of inadequate challenge in students' language activities.
- Listening and speaking are developing in KG. They are the stronger skills in the other phases. Workbooks in upper MYP grades and DP show well-developed writing. Reading is the weakest skill in PYP.
- To remedy this, a reading literacy programme is now in place. It is being planned and taught three times per week in all PYP classes to support more effective progress.

For Development:

- Ensure that the reading literacy programme has an appropriate impact on students' reading skills.
- Ensure that there is sufficient challenge for all students in learning activities

MATHEMATICS

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

- In KG, children are skilled in concepts of number, as they count and explore their environment. In PYP, students develop number and operations with secure understanding of place value. Older students build on their knowledge of change and chance.
- Across the school, students show skills in data handling, geometry and number relationships. Through inquiry projects and in lessons, they are developing the necessary skills to apply mathematical thinking to practical situations, with some students demonstrating sound reasoning.
- The school's initiative to support new students with language differences, or gaps in knowledge, has some positive effect. In the better lessons, students' engagement in inquiry develops mathematical thinking, as they collaborate with their classmates to choose solutions.

For Development:

- Increase opportunities for the practical application of mathematical concepts.
- Accelerate progress by raising students' and teachers' expectations of what they can learn and do.

SCIENCE

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

- Science experienced through everyday contexts supports good attainment. The improved progress in DP reflects the development of inquiry, problem-solving and investigative skills, evidenced in high-quality extended essays and internal assessments.
- An increased emphasis on reading and on precise scientific vocabulary supports progress in PYP and MYP. In KG, the lack of inspiring inquiry and science activities outside the classroom slows children's progress.
- Opportunities to discuss, debate and explain science help to develop students' confidence and understanding. Insufficient engagement in regular open-ended investigative work delays progress and the development of practical, problem-solving and inquiry skills. Research skills are well extended.

For Development:

- Accelerate progress by creating a stimulating, challenging and investigative learning environment during every science lesson.
- Use the outdoor environment as a regular context for learning science in KG.

LEARNING SKILLS

	KG	PYP	MYP	DP
Learning skills	Very good	Good ↓	Good	Very good

- Children in KG are active, engaged learners. Students in DP are focused, mature learners who take responsibility for their own learning. Students in MYP are developing appropriate learning skills.
- Students collaborate as they work towards common goals. They have positive interactions. Most students communicate their learning well. Children and students in many lessons work effectively in groups. In a minority of lessons, students can apply their learning to the world beyond school.
- In the most effective lessons, students develop their skills in enterprise, inquiry, research, critical thinking and problem-solving. These skills are inconsistently applied in lessons in PYP and MYP. Technology is used in many lessons to extend students' learning.

For Development:

- Ensure that enterprise, inquiry, research, critical thinking, and problem-solving are key features in all lessons, especially in PYP.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Very good	Very good

- Students have a well-developed sense of personal responsibility. Children and students demonstrate positive attitudes, strong relationships and excellent behaviour, especially in KG and PYP.
- Students report that they are happy and supported at school. Relationships between students are generally positive. They show genuine concern for, empathy towards, and tolerance of others.
- Since the previous inspection, teachers have developed a number of activities to enhance students' awareness of how to lead safe and healthy lives. Students now take more responsibility for their own healthy lifestyles.

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

- Children in KG and students in other phases have a very good understanding of Islamic values and their influence on society in the UAE. In MYP and DP, students show independence of mind and a strong sense of responsibility.
- Students celebrate Islamic and national events. They support charities and participate in donation campaigns like Ramadan bags. They promote UAE culture by creating models such as forts out of recycled materials.
- Teachers maximise opportunities for strengthening students' knowledge and understanding of Islamic and national values. However, similar actions directed to other world cultures are yet to be developed.

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

- The student council contributes positively to school life by enabling students' opinions to be heard. Members initiate, organise and lead many of the school's events. However, these activities occur less frequently in KG and lower PYP grades.
- Students develop and apply innovative and entrepreneurial skills with designs, such as solar panel jet packs and go-karts. They are recognised in internal and national competitions. Projects initiated by younger students are limited in frequency and effect.
- All students are focused on improving the environment. They participate in groups that focus on environmental awareness and action. In DP, students initiate and support schemes that have positive environmental effects. They led attempts to clean beaches in Oman.

For Development:

- Expand students' knowledge of other world cultures.
- Ensure that students in all phases have opportunities to initiate and lead activities that benefit the whole school community.

03 TEACHING AND ASSESSMENT

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

- Teachers in KG and DP more consistently ensure high-quality learning, challenge and progress. Challenge in lessons in PYP and MYP is inconsistent.
- In KG, teachers provide purposeful and interesting learning environments. Effective questioning, dialogue and high expectations are more frequent in teaching in DP. Open-ended questions and critical thinking are not always key elements of lessons in PYP and MYP.
- When class activities are differentiated, individual learning needs are generally met. The most effective teaching leads to the purposeful development of critical thinking, problem-solving and independent learning. However, it is not a regular feature across the phases.

	KG	PYP	MYP	DP
Assessment	Very good	Good	Good	Very good

- Teachers in KG monitor children's progress effectively. Across other phases, teachers use a range of ongoing assessments to check learning. Occasional final assessments gauge attainment against curriculum standards. These examinations lack the challenge of external benchmark assessments.
- Leaders conduct a thorough analysis of international and external assessments. They identify gaps and strengths, adjust the curriculum and make adaptations. Teachers' use of the data for planning and implementation of plans is not yet well developed.
- Teachers know their students well. They recognise their strengths and potential barriers to learning. They provide useful feedback to students, using detailed success criteria for projects and presentations. Comments in students' notebooks do not always indicate next steps in learning.

For Development:

- Ensure that teaching strategies provide consistent challenge for all students and meet their learning needs.
- Ensure that teachers' expectations are high and that all students make progress in lessons.
- Include higher-order thinking questions and problem-solving in internal assessments, to provide closer alignment with external benchmark tests.

04 CURRICULUM

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

- Considerable curriculum development reinforces the IB philosophy and values across phases. The MYP and DP curricula provide a broad range of options. The ongoing development of the PYP programme of inquiry lacks a review of the balance and depth of subjects within the units.
- Curriculum mapping facilitates continuity and progression, while addressing gaps in knowledge. Cross-curricular themes are systematically planned to develop students' skills in meaningful contexts in both PYP and MYP.
- Strong academic counselling on subject choices and on post-school options assists students to choose subjects appropriate for their selected careers. Alternative pathways to further education include the IB diploma full award, diploma courses and the careers-related programme, which is strengthened by a vocational option.

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

- The curriculum generally meets the needs of different groups, with modifications and additional support. However, the needs of the higher achievers and students for whom English is an additional language are not fully considered. Not all teachers provide work that meets these students' needs.
- Some opportunities to engage in activities to promote enterprise, innovation and creativity are available. Students make a valuable social contribution and participate in a wide range of extra-curricular and enrichment activities. Creativity, activity and service (CAS) are integral components of the diploma programme.
- The curriculum in all phases includes learning experiences that develop students' knowledge and understanding of the values, culture and society of the UAE.

For Development:

- Ensure that curriculum modification is applied more consistently across the phases to provide appropriate and challenging work for students of all abilities.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Clearly defined policies and procedures are in place for safeguarding students. They are known to all stakeholders. All members of staff receive ongoing training in safeguarding. The school ensures that students are protected from all forms of abuse.
- Effective policies and procedures ensure that the school's premises are safe and secure. Health and safety procedures and records are well maintained and up to date. Members of staff have a clear understanding of their responsibilities towards the safety of students.
- The school's commitment to students' health is exemplary. Through extra-curricular activities and planned lessons, teachers of physical education, as well as medical personnel and class teachers, monitor and motivate students to make healthy lifestyle choices.

	KG	PYP	MYP	DP
Care and support	Very good	Very good	Very good ↑	Very good

- Teachers and students enjoy highly positive relationships. They display great care and respect. Systems for managing attendance and punctuality are effective. Almost all students now arrive punctually to their lessons.
- The school is highly inclusive. It provides a very nurturing and welcoming learning environment for all groups of students. Detailed systems identify students of determination and those with gifts and talents. Members of staff are trained in identifying individual needs.
- Support for students of determination has strengthened through strong leadership, increased staffing and professional training. Provision is effective but not fully consistent. Leaders give the wellbeing of students, members of staff and parents high priority.

For Development:

- Ensure that provision for students of determination is of a consistently high quality.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The high priority which the school gives to inclusion is supported by all leaders, including the well-qualified and informed head of inclusion. Admission procedures mean that the school caters for a wide variety of needs.
- Clear and accurate identification of barriers to learning helps to inform individual education plans (IEPs). Students' needs are usually well supported. Clearly targeted and mostly well-delivered interventions from trained teachers and assistants help to improve students' learning and outcomes.
- Leaders ensure excellent communication and relationships with parents who in turn make significant contributions to their children's education. Parents are fully informed of their children's progress with high-quality, personalised weekly reports. They benefit from effective guidance from the school.
- Supportive classroom climates, including alternative programmes, are consistent across the school. Lesson planning is appropriate. Teaching ensures that a majority of students are highly motivated. Support for learning has improved, successfully encouraging students to be more independent.
- Assessment data are used to identify students' starting points and to inform the setting of achievable and ambitious individual targets. They do not yet fully inform the school's self-evaluation. In lessons and in their work, a majority of students of determination make better than expected progress.

For Development:

- Ensure that accurate analysis of progress data for students of determination is used to set measurable targets in improvement plans.

06 LEADERSHIP AND MANAGEMENT

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

- Leaders have a positive vision, emphasising ambition, respect and trust. They aim for a high-quality learning environment. Communication throughout the school is positive. Middle leaders are developing their roles and have additional responsibilities. Leaders acknowledge barriers to effective learning, especially in English language learning. Overall, outcomes are maintained, with improvements in DP. A focus on developing outcomes in PYP is somewhat lacking.
- Leaders conduct systematic self-evaluation using various sources to monitor their five priorities, thus guiding the development plans. Leaders regularly monitor teaching, but they place insufficient focus on students' outcomes. Middle leaders support teachers, but sometimes the processes lack efficacy. Improvement plans, although aligning with school priorities, do not yet contain clearly measurable actions or sufficient attention to students' outcomes.
- Parents make very positive contributions and give support for community events. They are well engaged with the school. Communication between parents and teachers is highly effective, especially for the parents of students of determination. Comprehensive reporting, both formal and informal, provides regular updates on academic and personal progress. Leaders have established valuable links with the local and wider communities, benefiting both students and teachers.
- Governance comprises a local advisory board (LAB) and the corporate body. Governors have a thorough understanding of the school and of students' outcomes. While the advisory board is inclusive, the addition of an Emirati governor and a governor for ELL provision would benefit the community. Both groups actively monitor and provide constructive criticism of the school's performance and offer positive support for leaders. Recent capital expenditure has facilitated the development of the school.
- The school's day-to-day management efficiently supports academic and wellbeing outcomes. A new system facilitates movement in the upper school. Staffing is adequate. Teachers are well deployed. Increasing demands are posed by the provision of support for English as an additional language, with appropriate strategies and additional staffing. High-quality facilities cater for subject needs. Limited space in some areas is being addressed, and resources are mostly sufficient.

For Development:

- Ensure that all middle leaders have effective support and resources to enable them to carry out their responsibilities.
- Provide measurable actions in the school's longer-term strategic vision.
- Enhance professional training for teachers to support the increasing number of new students, especially those for whom English is an additional language.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan should address:

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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