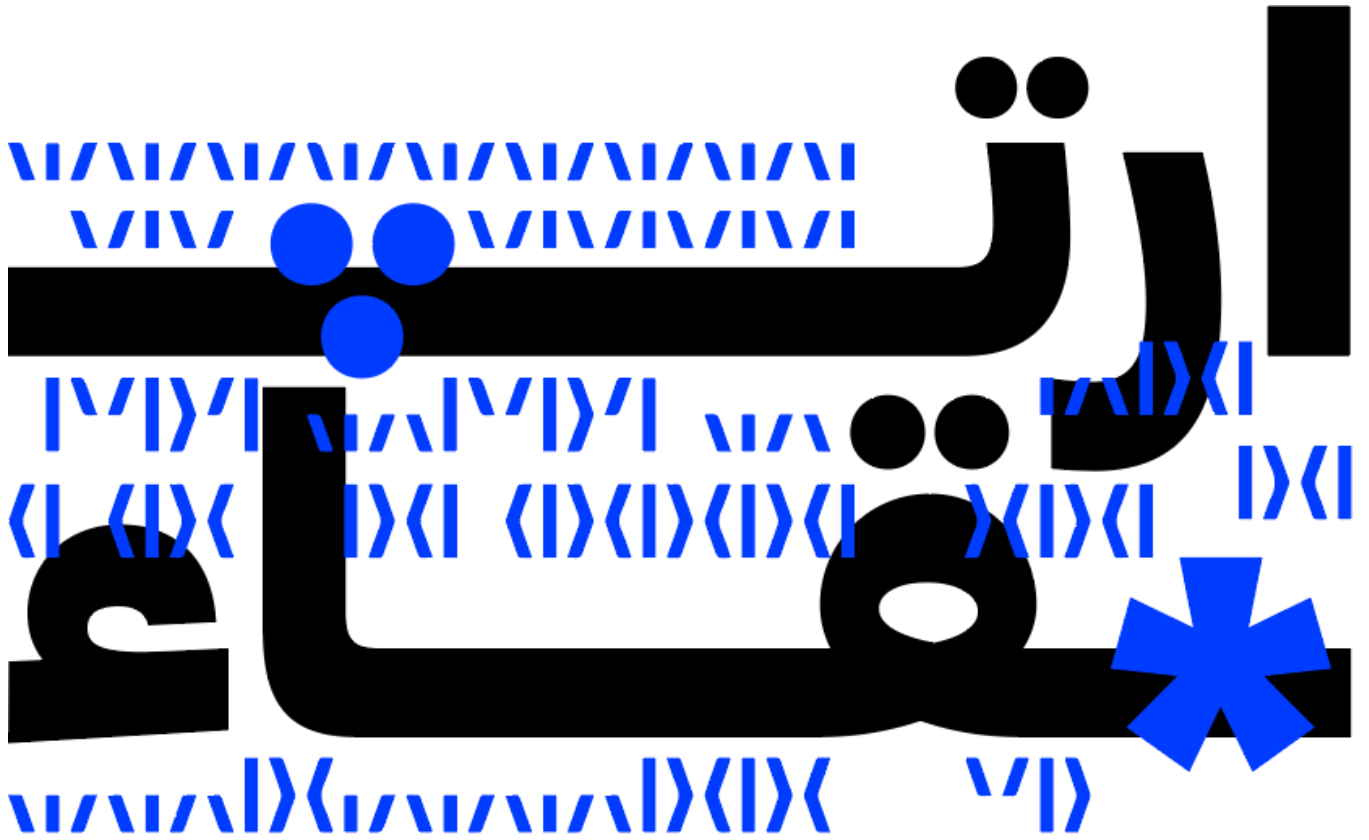




Irtiqa'a School Inspection

AY 2023/24

GEMS World Academy

Rating: Very Good

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School Information

General Information		
	Name	GEMS World Academy
	Esis Number	9344
	Location	Abu Dhabi, AL REEM ISLAND, RR7, C1
	Website	http://www.gemsworldacademy-abudhabi.com/
	Telephone	026416333
	Principal	KELVIN Colin HORNSBY
	Inspection Dates	27 to 30 May 2024
	Curriculum	British

Information On Students

Cycles	Cycle 1 - Cycle 2 - Cycle 3 - KG
Number of students on roll	875
Number of Emirati students	71
Number of students of determination	40
Largest nationality group of students	India - UAE - USA

Information On Teachers

Number of teachers	72
Nationalities	United Kingdom (UK) - United States of America - Ireland
Number of teaching assistants	52

Changes since the previous inspection

Since the school's previous inspection in 2021, the overall performance judgment has remained very good. The school's curriculum license has changed, and the school is authorized to fulfill the statutory requirements of the National Curriculum in England and the International Baccalaureate (IB) curriculum framework. The school has introduced a new phase - MYP secondary years 7 – 9 in addition to the introduction of FS1 in phase 1.

Progress and attainment have improved to very good in Arabic as a first language and as a second language in PYP. In mathematics, in the Early Years Foundation Stage (EYFS) and Primary Years Program (PYP), attainment and progress have been evaluated as good, while progress in PYP Islamic education improved to very good due to better teaching. In English and science in EYFS, attainment has been evaluated as good because the school has changed its curriculum since the previous inspection. In the PYP, students' attainment in science has been evaluated as good.

Assessment has improved to very good in both EYFS and PYP because there are now robust whole-school processes and systems for assessing and tracking the progress of individuals and groups of students. The school's curriculum design and implementation are outstanding, and curriculum adaptation is very good.

The health and safety of students, including child protection, continue to be an outstanding feature in the school, and care support continues to be a strong feature, particularly in the identification for those with additional learning needs, including students of determination, as well as those who are English Language Learners (ELLs).

A new leadership team with extensive experience has been appointed, including a new principal/CEO, vice-

principal, head of primary and secondary phases, and deputy head of primary and assistant headteachers. The school roll has also doubled with increased classes in the EYFS and other years, including a new Year 9 cohort. The leadership team has implemented a range of innovative programs and activities that impact student achievement; many are in partnership with globally recognized education partners.

Governance has improved to an outstanding level, with governors focusing on ensuring accountability and school leaders focusing on student learning experiences and outcomes.

Management, staffing, facilities, and resources are now outstanding due to significant improvements in facilities and the availability of resources to support learning. Since the previous inspection, the school has relocated to a new purpose-built campus with extensive, high-quality facilities.

The school's efforts towards meeting their targets on international assessments: TIMSS, PISA, PIRLS

To prepare for international assessments, leaders focus on attainment and progress in English, mathematics, and science. They review how staff design, adapt and implement open-ended questions and critical thinking activities. Additionally, leaders have ensured that the curriculum fully aligns with TIMSS expectations. A whole-school approach has been adopted to ensure access to learning. To measure the impact of their actions, leaders conduct monitoring activities, including lesson observations and scrutiny of planning. They also analyze data to determine whether students have made improvements in their learning.

Performance in standardized and international assessments

The following section focuses on the school's performance in standardized and international assessments.

International Assessments: TIMSS, PISA, PIRLS

- The school is still waiting to receive the latest Trends in International Mathematics Science Study (TIMSS) assessment results. The school's mean score in mathematics for Grade 4 in 2019 was 555, which indicates that the school achieved a high international benchmark. The school's mean score in science for Grade 4 in 2019 was 526, which indicates that the school achieved the intermediate international benchmark.
- In the Progress in International Reading Literacy Study (PIRLS) international assessment (2021), students attained 566, which is above the high international benchmark.

Reading

The school boasts two well-stocked libraries catering to the foundation's primary and middle phases. The collection exceeds 16,000 titles available in both English and Arabic, with a predominant focus on English books. The diverse stock includes age-appropriate fiction and nonfiction materials. Dedicated sections for the Foundation Stage (FS) and lower grades of primary ensure that young readers can access suitable resources. Both libraries feature high-quality reading areas and dedicated spaces for small group work. Weekly timetabled lessons ensure that students regularly engage with library resources. The well-qualified librarian and support staff organize numerous reading activities and collaborate closely with teachers to integrate reading into the curriculum. Additionally, the library offers online resources, including e-lending platforms, accessible off-campus, providing flexibility for students and parents.

The school has implemented the Read Write Inc phonics program, delivered from the FS to Year Three, focusing on developing phonics skills to help children and students decode and recognize words by sight. Each FS and primary-phase classroom is stocked with reading books relevant to the curriculum and learner's reading abilities. In the upper Primary Years Program (PYP) and Middle Years Program (MYP), an accelerated reading program supports comprehension and assessing knowledge through regular quizzes. The VIPERS approach—Vocabulary, Inference, Predict, Explain, Retrieve and Summarize Sequence—is embedded across the school, explicitly teaching reading skills through weekly guided and whole-class reading sessions. Reading skills are assessed through the phonics screening program in the FS and early years of the primary phase, with careful tracking and monitoring of students' progress.

The school has implemented various initiatives to encourage reading, including the Reading Millionaire challenge, which promotes reading a million words or more. The librarian and staff support this challenge. The English Coordinator in the PYP phase has developed a guided reading program for all staff to support and promote reading across the curriculum. Parents are actively encouraged to participate in their children's reading at home through regular sessions, support materials, and workshops. Reading is well-promoted across the school, with most lessons integrating reading activities. Early intervention plans are in place for students who do not make the expected progress, ensuring they receive the necessary support.

Strengths of the school

- Students have very positive attitudes and relationships. They are self-reliant in lessons and across the school and readily take on and manage their own projects, including being involved in enterprise activities.
- The leadership has developed a relevant, comprehensive curriculum that promotes innovation and challenges, which enhances students' transfer of learning between subjects.
- There are rigorous protocols and arrangements for health and safety across all phases, including promoting safe and healthy lifestyles for all students.
- There are highly successful partnerships with parents and national and international organizations that make significant contributions to the school.
- The leadership of the principal and his team, as well as the support and influence of the governing board, ensure that the school has a purposeful learning climate and culture.
- The school's high-quality and extensive specialist facilities and resources support students learning and provide an environment where all students can thrive.

Key Recommendations

1. Improve students' achievement further to a consistently high level by:

- providing children and students with more opportunities to practice extended writing across the curriculum for specific purposes with accuracy and proper grammar in both Arabic and English languages.
- ensuring that there is more challenge in mathematics and science in EYFS and MYP lessons.
- providing students with additional learning needs, including students of determination, with more interventions and support, especially in English medium subjects.

2. Improve teaching and assessment by:

- ensuring teachers consistently plan well-differentiated work to meet the needs of all groups of students, particularly in the extension of high-attainers, including those with gifts and/or talents.
- ensuring that best practice in teaching is consistent across all subjects and phases.
- improving the quality of written feedback in books to provide students with feedback that is well focused.
- ensuring all teachers use time effectively in lessons, so that students can actively take ownership of their learning.

3. Improve leadership by:

- redefining roles and responsibilities within senior leadership to reflect the central importance of Arabic medium subjects within the curriculum.
- strengthening the impact of monitoring teaching and learning by ensuring that the monitoring that takes place leads to improvements in students' academic and personal outcomes.
- strengthen inter-phase collaboration, ensuring that all staff are fully aware of the knowledge, skills and understanding students need as they progress through the school.

Overall School Performance: **Very Good**

PS1: Students' achievements					
Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Very Good	Not Applicable
	Progress	Good	Very Good ↑	Very Good	Not Applicable
Arabic as a first language	Attainment	Good	Very Good ↑	Very Good	Not Applicable
	Progress	Good	Very Good ↑	Very Good	Not Applicable
Arabic as a second language	Attainment	Not Applicable	Very Good ↑	Good	Not Applicable
	Progress	Not Applicable	Very Good ↑	Very Good	Not Applicable
UAE Social Studies	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
English	Attainment	Good ↓	Very Good	Very Good	Not Applicable
	Progress	Very Good	Very Good	Very Good	Not Applicable
Mathematics	Attainment	Good ↓	Good ↓	Good	Not Applicable
	Progress	Good ↓	Good ↓	Good	Not Applicable
Science	Attainment	Good ↓	Good ↓	Good	Not Applicable
	Progress	Very Good	Very Good	Good	Not Applicable
Learning Skills		Very Good	Very Good	Very Good	Not Applicable

PS2: Students' personal and social development, and their innovation skills

	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Outstanding	Outstanding	Outstanding	Not Applicable
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Not Applicable
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Not Applicable

PS3: Teaching and Assessment

	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good	Very Good	Very Good	Not Applicable
Assessment	Very Good 	Very Good 	Very Good	Not Applicable

PS4: Curriculum

	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Not Applicable
Curriculum adaptation	Very Good	Very Good	Very Good	Not Applicable

PS5: The protection, care, guidance and support of students

	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Not Applicable
Care and support	Very Good	Very Good	Very Good	Not Applicable

PS6: Leadership and Management

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

Inspection findings

PS1: Students' achievements

Islamic Education

A number of areas are evaluated by inspectors when evaluating students' attainment and progress in Islamic Education. These include the following:



Holy Qur'an
and Hadeeth



Islamic values
and principles



Seerah (Life
of the Prophet
PBUH)



Faith



Identity



Humanity and
the universe

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Islamic Education	Attainment	Good	Good	Very Good	Not Applicable
	Progress	Good	Very Good 	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the 2022/23 academic year, measured against Ministry of Education (MoE) curriculum standards, indicates that the large majority of students in PYP and MYP attain above curriculum standards. The school's analysis of internal assessment data for the current academic year in FS2 indicates that the majority of students attain levels that are above modified MoE curriculum standards taught in phase 1.
- The school does not administer external assessments for Islamic education.
- In lessons and their recent work, the majority of children and students across EYFS and PYP and the large majority of MYP phases demonstrate levels that are above the curriculum standards.
- Over the last three years, the school's analysis of internal assessment data indicates that students' attainment has been very good in PYP; however, there was not enough data to demonstrate the same in EYFS and MYP.
- The school compares students' results in the internal assessment at the end of term 3 of the previous academic year against their results in the diagnostic test conducted at the beginning of the year to measure progress over time. The school's analysis of progress data for 2022/23 indicates that the majority of students in PYP and MYP make better than expected progress. The school's analysis of internal assessment data for the current academic year in FS2 indicates that the large majority of students make better than expected progress from their starting points.
- In lessons and recent work, the majority of children in EYFS and a large majority of students in PYP and MYP

make better than expected progress in developing their knowledge of Islamic teachings, etiquette, the Holy Qur'an, and Hadeeth.

- The school's analysis of progress data for groups within the school indicates that in PYP and MYP, boys and girls make very good progress, while students with additional learning needs, including students of determination, make weak progress. High attaining and gifted and talented students make weak progress in PYP and acceptable progress in MYP. The school's data analysis shows that in PYP and MYP, Emirati students and lower-attaining students make outstanding and very good progress, respectively, while the gifted and talented make weak and good progress, respectively; and girls make outstanding progress across both phases. There is no provided data to show the progress of the different groups of students in the foundation stage. In lessons observed, higher-attaining students and students with additional learning needs, including students of determination, do not always make the progress they are capable of.

Next Steps:

1. Encourage students' creativity to express their deep understanding of Islamic events through art, storytelling, creative writing and projects.
2. Accelerate students' attainment and progress across all phases.

Arabic as a first language

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in Arabic language. These include the following:



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a first language	Attainment	Good	Very Good ↑	Very Good	Not Applicable
	Progress	Good	Very Good ↑	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the 2022/23 academic year measured against Ministry of Education (MoE) curriculum standards indicates the large majority of students in PYP and MYP attain levels above curriculum standards. The school's analysis of internal assessment data for the current academic year in FS2 indicates that the majority of students attain levels that are above modified MoE curriculum standards taught in phase 1.
- The school does not benchmark students' attainment in Arabic against external or standardized assessments.
- In lessons and recent work, the majority of children in EYFS and a large majority of students in PYP and MYP attain levels above curriculum standards. In EYFS, most children identify and read the alphabet letters they have learned and recognize the letters at the beginning, middle, and end of words. They know the names of colors, but they struggle to read words. In phases 2 and 3, the large majority of students demonstrate listening, understanding, reading, and comprehension skills above curriculum standards. Although they read fluently and with expression, their speaking skills in standard Arabic as well as their ability to write in length, are less well-developed. A few students make spelling and grammar mistakes in their writing.
- Over the last three years, the school's analysis of internal assessment data indicates that a large majority of students in PYP and MYP attain levels above curriculum standards.
- The school's analysis of internal progress data indicates that the large majority of students in FS2 and the majority of students in PYP and MYP make better-than-expected progress over time and from their starting point at the beginning of the academic year.
- In lessons and their recent work, the majority of children in EYFS and a large majority of students in PYP and MYP make better-than-expected progress in developing their speaking, reading, writing, and comprehension skills in relation to appropriate learning objectives aligned with the expected curriculum standards.
- The progress of groups is measured at the end of term three of the previous academic year against the

diagnostic test conducted at the beginning of the year. School data shows that in PYP and MYP , boys, girls, gifted, and talented students make outstanding progress, while lower-attaining and high-attaining students make weak and very good progress, respectively, across both phases. The school's data analysis shows that Emirati students make outstanding progress in PYP, while they make weak progress in MYP. However, students with additional learning needs, including students of determination, make outstanding progress in PYP and acceptable progress in MYP. There is no data available to show the progress of different groups in the foundation stage.

Next Steps:

1. Further enhance students' writing skills to write at length and more creatively in PYP and MYP.
2. Improve students' confidence in speaking in Standard Arabic in PYP and MYP.
3. Provide students with additional learning needs, including students of determination with more interventions and support in lessons.

Arabic as a second language

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Arabic as a second language	Attainment	Not Applicable	Very Good ↑	Good	Not Applicable
	Progress	Not Applicable	Very Good ↑	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY 2022/23 against Arabic as a second language (ASL) expectations indicates that the majority of students in PYP and the large majority in MYP attain levels above expectations.
- The school has no external national or international assessments for ASL.
- In lessons and their recent work, the large majority of students in PYP and the majority in MYP demonstrate listening, understanding, reading, and speaking skills above ASL expectations. Their writing skills are in line with expectations. A few students in PYP do not always show a secure understanding of questions and answers in one word. A few students in MYP struggle with writing sentences correctly using memorized words.
- Over the last three years, the school's analysis of internal assessment data indicates that large majority of students in PYP and majority of students in MYP attain levels above curriculum standards.
- The school's internal progress data analysis indicates that most students in PYP and MYP make better-than-expected progress over time and from their starting points.
- In lessons, the large majority of students in PYP and MYP make better-than-expected progress in gaining secure comprehension, writing, speaking, and reading skills.
- The progress of groups is measured at the end of term three of the previous academic year against the diagnostic test conducted at the beginning of the year. The data shows that boys and girls, lower and higher-attaining students, students of determination, and gifted and talented students make better-than-expected progress over time. In lessons, boys and girls make the same progress. Lower-attaining students usually make the expected progress. Higher-attaining students make the progress they are capable of. The students with additional learning needs, including students of determination, make the expected progress toward their targets.
- The progress of groups is measured at the end of term three of the previous academic year against the diagnostic test conducted at the beginning of the year. The data shows that boys, girls, lower-attaining students, and students with additional learning needs, including students of determination, make outstanding progress in PYP and MYP. In PYP and MYP, higher-attaining students make very good and good progress, respectively, while gifted and talented students make outstanding and good progress, respectively. In lessons observed, boys and girls make similar progress toward learning objectives.

Next Steps:

1. Continue to develop students' writing skills in both phases.
2. Improve students' speaking and conversation skills in PYP.

UAE Social Studies

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in social studies. These include the following:



National identity



Citizenship



Government



Values and ethics



The individual and society



The national economy

Subject		KG	Cycle 1	Cycle 2	Cycle 3
UAE Social Studies	Attainment	Not Applicable	Good	Good	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable

Findings:

- The school's analysis of internal assessment data for the AY 2022/23 against the Ministry of Education's (MoE) curriculum standards indicates that the majority of students in PYP and the large majority in MYP attain above the curriculum standards.
- The school does not administer any standardized examinations for social studies.
- In lessons and their recent work, the majority of students in PYP and MYP demonstrate knowledge and skills above the curriculum standards.
- Over the last three years, the school's analysis of internal assessment data indicates that a large majority of students in PYP and MYP attain levels above curriculum standards.
- The school's analysis of internal progress data for 2022/23 indicates the majority of students in PYP and MYP make better than expected progress from their starting points and overtime.
- In lessons and their recent work, the majority of students in PYP and MYP make better than expected progress gaining new knowledge of the geography and history of where they live in relation to appropriate learning objectives aligned with the MoE curriculum standards. The progress of groups is measured at the end of term three of the previous academic year against the diagnostic test conducted at the beginning of the year, and the data shows that a majority of boys and most girls, lower and higher-attaining students, students of determination, and gifted and talented students make better than expected progress over time. In lessons, boys and girls make the same progress. Lower-attaining students usually make the expected progress.
- The progress of groups is measured at the end of term three of the previous academic year against the diagnostic test conducted at the beginning of the year, and the data shows that girls, Emirati students, lower-attaining students make outstanding progress in PYP and MYP. The analysis also indicates that boys make very good progress in both phases. However, in PYP, high attaining students and students with additional learning needs, including students of determination make weak progress, gifted and talented students make acceptable progress. In MYP, higher attaining students and gifted and talented make

acceptable progress and students with additional learning needs, including students of determination make weak progress. In lessons observed, higher-attaining students make the progress they are capable of and students with additional learning needs, including students of determination, make the expected progress toward their individual targets.

Next Steps:

1. Extend students' knowledge of the geography of the UAE and its connection to agriculture.
2. Deepen students' knowledge of world history and enhance their skills in analyzing and understanding.
3. Strengthen students' skills in analyzing the various types of maps to find information.

English

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in English language. These include the following:



Speaking



Listening



Reading



Writing

Subject		KG	Cycle 1	Cycle 2	Cycle 3
English	Attainment	Good ↓	Very Good	Very Good	Not Applicable
	Progress	Very Good	Very Good	Very Good	Not Applicable

Findings:

- The school's analysis of internal assessment data 2022/23 against early learning goals, NCfE, and the IB curriculum framework indicates that the attainment of the majority of students in EYFS and a large majority of students in PYP and MYP is above curriculum expectations.
- The school has administered the GL Progress Test in English to benchmark students' attainment. Results for 2022/23 indicate weak attainment for students in Years 4, 5, and 7. In Years 6 and 8, attainment was very good. In the 2021 PIRLS assessment, students' reading literacy was 566, which is in the high international benchmark. No students are eligible for PISA.
- In lessons and their recent work, the majority of children and the large majority in PYP and MYP demonstrate reading, speaking writing, and comprehension skills above curriculum standards. In the foundation stage, students show confidence in using familiar words during class discussions with teachers. They use their phonic knowledge to read and recognize words and their sounds. They recognize words clearly and form the letters in words correctly. In the PYP, students can read and understand a wide range of texts and engage in collaborative discussions, listening to other opinions and writing narratives and reports. In the MYP, students can explore the impact of literary techniques and analyze the impact of the context of texts, including Shakespearean plays and modern novels. Some higher-attaining students across both phases do not produce the written work they are capable of because they are insufficiently challenged.
- Over the last three years, the school's analysis of internal assessment data indicates that the majority of students in EYFS and PYP and the large majority of students in MYP attain levels above curriculum standards.
- The school tracks children's and students' progress, including students with additional learning needs, using online applications. Across all phases, teachers assess students' starting points using diagnostic and baseline tests aligned to curriculum standards at the start, during the academic year, and at the point of admission to the school. Results are analyzed to measure the amount of progress individuals make. Progress data analysis indicates that most children and students make better-than-expected progress from their starting points.
- In lessons and their recent work, the large majority of and students across all phases make better-than-

expected progress in gaining new reading, writing, speaking, and comprehension in relation to appropriate learning objectives aligned with the curriculum standards.

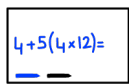
- The school's analysis of assessment data indicates that students with additional learning needs, including students of determination, make weak progress across all phases. In the foundation stage, boys make weak progress, while girls make very good progress and Emirati students make acceptable progress. There is no data for the gifted and talented and higher-attaining students in the foundation stage. The school's analysis also shows that in the PYP, boys make weak progress and girls make acceptable progress; while Emirati students, lower-attaining students, and higher-attaining students make very good progress, and gifted and talented students make good progress. In MYP, Emirati students, higher-attaining students, and lower-attaining students make very good progress, while boys, girls and gifted and talented students make good progress.

Next Steps:

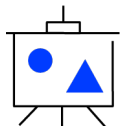
1. Ensure consistency in writing skills across all phases.
2. Stretch higher-attaining students' application of inference and interrogation skills.
3. Continue to prioritize and accelerate the language and communication skills of lower-attaining children in the foundation stage and new students who are ELLs.

Mathematics

A number of areas are evaluated in the inspection framework when judging student's attainment and progress in the language. These include the following:



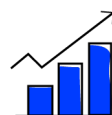
Number and quantity and their use



Space and shape



Change relationship, algebra and trigonometry



Uncertainty, chance, data and data display



Mathematical thinking: formulating, employing and interpreting

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Mathematics	Attainment	Good ↓	Good ↓	Good	Not Applicable
	Progress	Good ↓	Good ↓	Good	Not Applicable

Findings:

- The school's analysis of internal assessment data 2022/23 against early years learning goals, National Curriculum in England, and the IB curriculum framework indicates that a majority of students across all phases attain levels above curriculum standards.
- The school has administered the GL Progress Test in mathematics to benchmark students' attainment. Results for 2022/23 indicate good attainment.
- The school has participated in the international assessment Trends in Mathematics and Science Studies (TIMSS 2023) but have not yet received results. In (TIMSS 2019) students' attainment was benchmarked at 555.
- In lessons and recent work, majority of students demonstrate levels of mathematical knowledge, skills, and understanding above curriculum standards. In EYFS, children work on their number sense, including shape, space and measures, with practical resources such as concrete objects, counters and number lines. However, they need further support in using the world around them to solve problems, such as doubling and halving. In PYP, students can recall the multiplication times table up to 12 with fluency. They can add and subtract mixed numbers with the same denominator and use the four operations (addition, subtraction, multiplication and division), with whole numbers to solve problems. Students need additional support in mathematical reasoning, such as following a line of inquiry, making conjectures, identifying relationships, and developing arguments or proofs using mathematical language. In MYP, students confidently work with data representation, including scatterplots and frequency diagrams. They use DESMOS, a graphic-based math tool, to plot information and understand equations. They understand congruence and can identify congruent figures, using similarity criteria, such as AA, SAS, and SSS) to prove that two triangles are similar. However, students need more practice with identifying other congruent shapes by comparing corresponding sides and angles.
- Over the last three years, the school's analysis of internal assessment data indicates that majority of students in EYFS and PYP, and the large majority of students in MYP attain levels above curriculum standards.
- The school's analysis of internal assessment progress data for 2022/23 indicates that the large majority of

students in all phases make better than expected progress.

- In lessons and recent work, the majority of students make better than expected progress in gaining new mathematical knowledge of numbers and operations in relation to appropriate learning objectives aligned with curriculum standards.
- The school's analysis of assessment data shows that in the foundation stage, PYP and MYP, Emirati students and the lower-attaining students make very good progress. The data shows that boys make weak progress in both the foundation stage and PYP. However, girls make good progress, and there is no data regarding the progress assessment for higher-attaining students and gifted and talented students in the foundation stage. In the PYP, gifted and talented students make acceptable progress, girls make very good progress, and the higher-attaining students make good progress. The school's analysis shows that in the MYP boys make acceptable progress, while girls make very good progress and the gifted and talented students make good progress, and the students with additional learning needs, including students of determination, make weak progress in the foundation stage and MYP, and very weak progress in PYP. . In the PYP, gifted and talented students make acceptable progress, girls make very good progress, and the higher-attaining students make good progress.

Next Steps:

1. Further develop students' mathematical ability in FS, especially in developing their sense of the world around them, including solving more challenging word problems involving doubling and halving.
2. Accelerate students' mathematical reasoning skills that enable them to explore different approaches and explain their answers, particularly in the Primary phase.
3. Continue to improve students' skills and understanding in identifying congruent shapes.

A number of areas are evaluated in the inspection framework when judging student’s attainment and progress in science. These include the following:



Scientific thinking, inquiry, and investigative skills



Ability to draw conclusions and communicate ideas



Application of science to technology, the environment and society

Subject		KG	Cycle 1	Cycle 2	Cycle 3
Science	Attainment	Good ↓	Good ↓	Good	Not Applicable
	Progress	Very Good	Very Good	Good	Not Applicable

Findings:

- The school's analysis of internal assessment data 2022/23 against early years learning goals, National Curriculum in England, and the IB curriculum framework indicates that the majority of children in the Early Years Foundation Stage (EYFS) and the large majority of students in the PYP and MYP are above curriculum standards. This level of attainment aligns with students' knowledge and skills observed in lessons in EYFS and PYP, however, in MYP a majority of students attained levels above curriculum standards.
- The school benchmarks attainment against GL Progress standardized assessments. In the GL tests, completed by years 4 to 8, in 2023, the results indicate attainment is weak.
- In lessons and their recent work, the majority of students demonstrate scientific knowledge, understanding, and skills that are above the curriculum standards. In EYFS, students use their investigation skills to compare the properties of paper. In PYP, students recognize variables and can plan scientific inquiries that demonstrate their scientific thinking. In MYP, the majority of students explore force and motion and demonstrate sound practical laboratory skills.
- Over the last three years, the school’s analysis of internal assessment data indicates that majority of students in EYFS and PYP, and the large majority of students in MYP attain levels above curriculum standards.
- Students’ individual starting points are assessed at the start of the year in all phases. End-of-year tests aligned to curriculum standards are conducted, and the results are compared to the baseline testing to measure progress. Analysis of progress tracking data indicates that the majority of children in EYFS make better than expected progress, and the large majority of students in PYP and MYP make better than expected progress by the end of the year.
- In lessons, and in their recent work, a large majority of children and students in PYP and the majority of students in MYP make better than expected progress in gaining new scientific knowledge and developing scientific investigation skills and the application of the scientific method.

- The school's analysis of assessment data indicates that in the foundation stage, boys and students with additional learning needs, including students of determination, make weak progress, while Girls, Emirati students, and lower-attaining students make very good progress. There is no data for higher-attaining students and gifted and talented in the foundation stage. The school's analysis shows that in the PYP , boys , and students with additional learning needs, including students of determination, make weak progress; while Emirati students, girls, lower-attaining students, and higher-attaining students make outstanding progress; and the gifted and talented students make very good progress. The school's analysis of assessment data indicates that in MYP Emirati students, lower attaining students, higher attaining students, and gifted and talented students make very good progress; while boys, make weak progress, students with additional learning needs including students of determination, make acceptable progress, and girls make good progress.

Next Steps:

1. Extend children's scientific inquiry skills in making a fair test, in EYFS.
2. Further develop students' recording of experimental work, not just in digital form but also as a meaningful written record in their books, in MYP.
3. Continue to develop practical skills and assign each member of a group, when conducting scientific experiments, a specific role to ensure everyone is actively involved.

Learning Skills

Students learning skills and the impact on academic achievements are evaluated across all phases. Points taken into consideration when evaluating expected learning skills in all phases are as follows:

- Engagement and the responsibility students take, for leading their own learning.
- Interactions and collaboration with others to achieve shared learning goals.
- Successfully connect learning to other subjects and real life as global citizens.

Subject	KG	Cycle 1	Cycle 2	Cycle 3
Learning Skills	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Students across all phases are enthusiastic and willing learners. Children starting from EYFS to students in MYP demonstrate confidence and take responsibility for their own learning. They focus on their learning goals and accurately evaluate their strengths and weaknesses with the use of rubrics in the higher phases. They take targeted actions to improve their work and demonstrate a love of learning.
- Interactions and collaboration are a very productive tool used by students to communicate their learning effectively in a wide range of learning situations. Children in EYFS are confident in sharing their ideas and verbalizing their thoughts and students in PYP and MYP communicate their learning very clearly to the group ensuring they achieve the task and goals.
- Students, using their approaches to learning skills reflect on real life situations, and consistently make meaningful connections between areas of learning and their understanding of the world. The IB framework encourages a trans-disciplinary approach, connecting areas of learning with themes like, 'where we are in place and time' and 'sharing the planet' making learning relevant to the students' understanding of the world.
- From EYFS through PYP to MYP students use learning technologies independently and very effectively. They are innovative and enterprising and eager to find things out for themselves with the availability of resources in the classroom, library and state of the art innovation lab. In MYP students were challenged to research with the aid of artificial intelligence to develop a car for the annual F1 Entara competition and use new technology effectively when collaborating on projects.

Next Steps:

1. Continue to ensure that there is a balanced approach to key skills across phases.
2. Ensure that students continue to develop their understanding of the skills.
3. Provide further opportunities for the development of innovative activities for students in all phases.

PS2: Students' personal and social development, and their innovation skills

Personal Development

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Personal Development	Outstanding	Outstanding	Outstanding	Not Applicable

Findings:

- Students have very positive and responsible attitudes to learning. The school has an inclusive school environment that is conducive to both personal and social development. Students across the school demonstrate a growing sense of self-reliance and confidence in their learning. They respond very well to feedback and instructions. They actively engage in giving feedback and expressing their opinions to peers and adults when necessary. Students embody the school's focus on positive character building and global citizenship by demonstrating caring and principled behavior.
- Students consistently demonstrate that they are “Ready, Respectful and Responsible.” The school’s behavior management system, the “3 Rs,” supports students’ understanding of the community expectations. They exhibit self-discipline in alignment with the school’s values and participate in structured activities that foster persistence, resilience and understanding that setbacks are part of the learning process. Students can self-correct and feedback helps them improve their learning. Bullying is rare due to the school’s implementation of positive behavior supports, which reinforces a positive climate that cultivates mutual respect. Students are sensitive to the needs and differences of others, for example through Acts of Kindness Week, Neurodiversity Day, and Anti-bullying Week, as a result, relationships between staff and students are respectful and considerate.
- Students are sensitive and empathetic to the needs and differences of others, often lending a helping hand. Teachers are familiar with student’s interests and needs, using this information to build mutual trust and ensure feelings of trust and safety. Acts of kindness are common among students, who demonstrate patience, understanding and support for one another. This culture of caring and kindness aligns with the GEMS Jewels of Kindness and core values.
- Students demonstrate excellent understanding of safe and healthy lifestyles. Most students bring healthy lunch boxes to school. Teachers monitor and support the students to make healthy eating choices. They consistently make wise choices about their own health and safety; this is supported by the IB Personal Social, Physical Education (PSPE) outcomes and online digital safety awareness. Students frequently initiate and participate in activities that promote safe and healthy lifestyles such as sports week and sporting squads, antibullying, road safety assemblies and diabetes awareness.
- Attendance at 96.1% is very good for the school, with students usually arriving to school and their lessons on time.

Next Steps:

1. Continue to develop students’ self-reliance and promote further opportunities to make decisions within a set of boundaries.
2. Further, raise attendance across all phases.

Understanding of Islamic values and awareness of Emirati and world cultures

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Not Applicable

Findings:

- Students demonstrate a clear understanding of Islamic values and practices. They appreciate how these values influence UAE society. Students can provide examples of how these values influence people’s lives in the UAE. They celebrate and appreciate all the Islamic events. Students participate in various school events to promote their understanding of Islamic values. Students participate in a themed week focusing on the values associated with the life of the Prophet and in activities such as visiting hospitals to encourage the application of Islamic values such as kindness and empathy.
- Students across the school appreciate UAE culture and heritage, participating in various national celebrations throughout the academic year. They engage in art and music competitions during the National Day to demonstrate their appreciation of UAE culture. A group of UAE national students, known as UAE ambassadors, leads many events in the school promoting national identity. However, students’ deep understanding of UAE culture and heritage values is inconsistent across the school.
- Students across the school appreciate their own culture and possess a clear knowledge of other world cultures. They celebrate International Day and are aware of cultural diversity in the school and globally. This awareness is further developed through interactions with peers and by incorporating multicultural themes into the school curriculum. However, students are irregularly engaged in activities that promote a deeper understanding of world culture.

Next Steps:

1. Further deepen students' understanding of UAE culture and heritage values.
2. Engage students in more activities that promote their understanding of world cultures.

Social responsibility and innovation skills

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Not Applicable

Findings:

- Students are proactive members of the community, actively engaging in volunteering and social contributions that impact their school, local and wider communities. They participate in various volunteer activities, both in person and virtually. They eagerly take part in programs supporting refugee women and children, as well as those affected by natural disasters, such as earthquakes, worldwide.
- Students show an excellent work ethic. They are highly resourceful, innovative and creative. For instance, students in Year 7 participated in Repton Abu Dhabi Annual Digital Summit, where they were among the winning teams showcasing how Artificial Intelligence (AI) can solve real-world problems. On Cyber Defense Day 2023, a nationwide cybersecurity program tailored specifically for students, they engaged in crucial conversations about online safety and developed skills and awareness to protect themselves and others in the digital world. Additionally, students achieved recognition in the 2024 FIRST LEGO League Abu Dhabi regionals, receiving awards in the Explore PYP and Challenge MYP categories for their talents in coding, presentation skills and Lego model design. Their participation in the Formula Ethara at YAS Marina Circuit resulted in winning the best team identity award for their car and uniform design. Also, in collaboration with the Greenpower Education Trust, students won the best-presented team award for their electric car design.
- Students care for their school and are successful in improving its environment. The school has raised awareness of sustainability issues, to support environmentally responsible behaviors. Sustainable Development Goals (SDG) are part of the IB Primary and Secondary curriculum. In year 6, students are given the opportunity to research and learn about a real-life issue linked to one of the SDGs. In the Secondary phase, students are encouraged to consider what they are learning in the classroom and apply that learning by taking action on issues and needs in the school, local, and global community. For example, students have designed an IOS app that focuses on sustainable development goals. Students have been on multiple environmental field trips including Sea World competition for beach clean-up, Mangrove tree planting as part of sharing the planet. The Dubai Expo sustainability pavilion and the National Aquarium with a focus on sustainability.

Next Steps:

1. Continue to enrich students' contribution to sustainability.

PS3: Teaching and Assessment

Teaching for effective learning

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Teaching for effective learning	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Most teachers effectively apply their subject knowledge, especially in the PYP phase where the transdisciplinary approach of IB is very effectively applied. Teachers have a clear knowledge of how children and students learn and encourage them to question and ‘wonder’, the how, what, and why from the outset of the lesson.
- Lesson planning is thorough and aims to engage children and students fully in the learning process. The format of lessons varies in the different phases, with time allowances being more fluid in EYFS and PYP, whilst in MYP, the transition between lessons, timing, and pace is more of a challenge. Classrooms offer a stimulating learning environment and are well-resourced, with easy access to digital learning platforms. Teacher planning, learning environments, and resource access enable students to be very successful learners.
- Teachers’ interactions with students ensure they are keen and willing learners. Questioning is key in getting students involved from the outset and promotes high-level thinking and critical responses. Children in EYFS are encouraged to verbalize their ‘wonderings’ at the start of almost all lessons. Dialogue is an essential component of lessons, and students’ confidence in questioning and challenging the teacher is a regular feature, especially in MYP and the higher year groups in PYP. This emphasis on dialogue leads to thoughtful discussions and reflection.
- Teachers use highly effective strategies to engage students and make lessons relevant to the student's individual needs across most subject areas. Specific levels of support are consistent in most lessons in terms of teacher assistants and work allocation for SEN students in EYFS and PYP; however, students in MYP require more support and challenge to achieve their full potential.
- Most teachers skillfully develop students’ critical thinking, innovation, and problem-solving skills by offering a host of opportunities, varied approaches, resources, and specialist areas to motivate and challenge them to become independent 21st-century learners.

Next Steps:

1. Continue to develop the teacher’s classroom time management, particularly regarding time for a meaningful plenary session to address the outcome of each lesson, in the MYP.
2. Further embed strategies for highly effective teaching in EYFS and MYP to accelerate students’ progress in lessons.
3. Ensure that teachers continue to effectively plan to meet the needs of different groups of students in all subjects by consistently providing specific levels of support and challenge.

Assessment

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Assessment	Very Good 	Very Good 	Very Good	Not Applicable

Findings:

- The school has coherent and consistent internal assessments linked in the foundation phase to the EYFS early learning goals, the National Curriculum for England for English-medium subjects in other phases, and MoE curriculum standards for Arabic-medium subjects. Across both the PYP and MYP, curriculum standards are also linked to the IB standards. Internal assessments provide valid, reliable and comprehensive information on children's and students' academic development, personal development, and well-being.
- The school benchmarks student attainment against international standards such as TIMSS and PIRLS and the standardized GL-Progress Tests for English, science and mathematics. In addition, the school applies the GL CAT4 diagnostic assessment.
- The school uses various online systems that analyze students' strengths and weaknesses in-depth. These systems can track cohorts over time; however, due to a change in curriculum, the school has not tracked progress over the last three years. Data is analyzed at individual and year-group levels and accurately measures the different groups, including boys and girls, Emirati students, SEND and high and low-attaining students and gifted and talented.
- Teachers effectively use the range of assessment information in line with curriculum expectations to inform their lesson planning so that the needs of individuals and groups are met. In most cases, teachers use data to create groups, including reading groups in the foundation stage and the early years of the primary phase, as well as mixed-ability groups in other years and phases. Data is also used to set targets for students that provide an appropriate level of challenge. However, in lessons, high attaining, gifted and talented are inconsistently challenged.
- Teachers are very knowledgeable of the strengths and weaknesses of the children and students in their classes. They provide clear verbal feedback in lessons and use formative assessment to offer personalized support and challenge. Teacher feedback using online platforms is detailed. However, teacher-written feedback in workbooks needs further development as there is an inconsistency across year groups and subjects. Student self-reflection and self-assessment, including peer assessment, are features in most lessons.

Next Steps:

1. Further develop assessment trend data systems so that all students are tracked as they move up through the school.
2. Increase challenge for high-attaining and gifted and talented students.
3. Strengthen formative assessment for personalized learning across the PYP and MYP to tailor teaching more precisely to individual student needs.
4. Further develop teacher-written feedback to address inconsistencies across year groups and subjects.

PS4: Curriculum

Curriculum design and implementation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Not Applicable

Findings:

- The school follows the National Curriculum in England using the International Baccalaureate (IB) framework, having changed from the American curriculum since the previous inspection. For Arabic, Islamic Studies, and social studies, the school follows the Ministry of Education curriculum. The IB framework has a very clear rationale that aligns with the school, Emirate, and national vision. It has sustainable global goals, is relevant, and comprehensive, and promotes innovation and opportunities for challenge. The IB approaches to learning provide a highly effective balance of knowledge, skills, and understanding, fulfilling the school's national statutory requirements.
- The curriculum is effectively planned to ensure progression in all subjects with effective liaison between subject leads and the IB coordinators. Continuity of learning is smooth, ensuring students are well prepared, with the IB approaches to learning (ATL) mapping, for the next phase of their education.
- There are no curricular options as presently, the school only goes to year 9.
- Cross-curricular links are meaningful and planned purposefully with innovation being a natural component of the IB program based on trans-disciplinary learning themes in PYP like 'sharing the planet and 'where we are in place and time. In MYP there are interdisciplinary units (IDU) of inquiry with the school providing at least one IDU a year for each year group. In PYP, students worked towards an exhibition promoting global and sustainability issues, and in MYP, students were engaged in an IDU unit on healthy habits. These projects are well-managed and significantly enhance students' transfer of learning between subjects.
- The school has completed the first full review since changing from the American curriculum to the National Curriculum in England in addition to the PYP team completing their curriculum review in preparation for a PYP evaluation visit. The IB framework ensures that students' achievements, aspirations, and Emirate and national priorities are regularly reviewed and reflected on to ensure the curriculum makes good provision in all subjects to meet the academic and personal needs of almost all students. The curriculum is viewed as a live document that evolves according to the needs of the students.

Next Steps:

1. Continue to ensure continuity of learning across all phases, particularly as MYP students move to the next phase of their learning journey.

Curriculum adaptation

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Curriculum adaptation	Very Good	Very Good	Very Good	Not Applicable

Findings:

- The school is very successful in ensuring teachers modify the curriculum to meet students' individual needs. All identified students have IEPs and teachers have access to these to adapt their planning accordingly. An integral part of the planning ensures ongoing reflection of units of work have relevance, challenge, and engage students. The IB framework allows for modifications centered around the motivation of students by addressing their individual needs.
- The curriculum is rich and offers excellent opportunities for students to engage in activities that promote enterprise, innovation, creativity and social contribution. These opportunities include involvement in '8 billion ideas', (a digital platform that introduces skills from early years of innovation and entrepreneurship) COP28, and Greenpower. They also get involved in initiatives by local companies like Spinney's and F45 and this brings relevance and enriches the experience of all students. The school offers a wide range of extracurricular activities for students to be engaged in, activities include robotics, coding and artificial intelligence. Projects that have significantly enhanced the student's academic and personal development include 'Grown up for a Day', 'Design the next Toy Craze', 'Green my City', and 'Career Explorer' Year 6 students were recently involved in a business enterprise project.
- Appropriate links with Emirati culture are coherently embedded through most aspects of the curriculum, enabling students to develop a clear understanding of UAE society. The majority of subjects relate aspects of their learning to connections with the UAE, in science, the Louvre was used as an example for students to design an interactive light feature and 'The Shaduf' in ancient Egypt was related to modern irrigation systems used to water trees locally. Further opportunities to specifically explore aspects of Emirati culture were highlighted in Arabic medium subjects.

Next Steps:

1. Further modify the curriculum to develop more opportunities for students to better understand Emirati culture and society.

PS5: The protection, care, guidance and support of students

Health and safety, including arrangements for child protection / safeguarding

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Not Applicable

Findings:

- The school has rigorous procedures for the safeguarding of students' including child protection. The arrangements for child protection and safeguarding are clearly outlined in the policy and made available to all stakeholders on school induction days. All staff employed by the school sign the policy to confirm they have read and understood the criteria. Policies are reviewed regularly, and all staff receive frequent training. All employee attendance is recorded on the mandatory training provided for employed staff in child protection and safeguarding. There is an accurate, up-to-date electronic register of all adults who work or are involved in the school. The school is highly effective in ensuring all students are protected from bullying, including online. The school actively teaches students how to stay safe online and on social media.
- All stakeholders are proactive about health and safety and the arrangements for the safety, security, and hygiene of the school. The school consistently provides a fully safe, hygienic and secure environment for students and staff. The school carries out frequent and rigorous health and safety checks, risk analysis and assessment for all student-related activities, inside and outside school, such as sports events or educational visits. Regular health and safety risk assessments are recorded, and subsequent action is taken to meet the health and safety expectations of the school community. Supervision of students is exceptionally effective at all times in school and on bus journeys to and from school. The school conforms to all legal requirements and fully complies with the Civil Defense regulatory requirements, including regular emergency and fire drills.
- The school has external contractors to manage health and safety tasks, the school's CCTV and alarm system, 24-hour site security, routine water quality testing, laboratory chemical disposal, swimming pool maintenance, and the daily cleaning of the school. The school maintains very detailed and secure records, including records of incidents and subsequent actions. In addition to up-to-date records for these regulatory daily and ladder checks, all contracts are with approved providers. The school has a well-equipped medical clinic staffed by two nurses and a visiting doctor. All medicines are locked in a fridge inside the clinic, and nurses supervise and administer the medication to students as and when required. The nurses keep up-to-date and accurate computerized records on the GEMS Health and Safety Portal.
- The school's premises and facilities provide an excellent physical environment, which meets the learning needs of all. The school offers a safe and secure learning environment for all school community members. The school has accessibility points and features for people with mobility or physical disabilities, such as a ramp and lifts inside the school.
- The schools' promotion of safe and healthy living is very effective. It permeates almost all aspects of school life. The school canteen serves a range of healthy food and drinks to all school members. Access to fresh drinking water is readily available. Homeroom teachers inform students about healthy lifestyles through a healthy living program for all students. Exercise and fitness are promoted through various school initiatives

organized by the P.E. department, including a range of extracurricular sports activities, trips and competitions. The outdoor play areas have protective padding on surfaces students play on and there is appropriate shading in the recreational areas to protect all school members from direct sun exposure.

Next Steps:

1. Continue to expand well-being programs to support students' personal and emotional development as they move through the school.

Care and support

Performance Indicator	KG	Cycle 1	Cycle 2	Cycle 3
Care and support	Very Good	Very Good	Very Good	Not Applicable

Findings:

- Teachers and adults have established positive relationships with children and students at the school whom they know extremely well. There is a climate of trust and respect between students and adults. Expectations for all students' good conduct and behavior are clear and understood by all, and expectations are shared with parents and families.
- The school has effective protocols to record and track student attendance and punctuality to school. The systems and routines are well-embedded. The follow-up of absences and lateness is efficient and effective. In the higher year groups in the primary and middle phases, punctuality to lessons of a minority of students reduces actual lesson time.
- The school has rigorous processes to identify students with additional learning needs, including students of determination. The school holds records that include medical assessments with specific diagnostic assessments. Detailed individualized educational plans (IEPs) are in place for all identified children and students, including information and reports from specialist external support services. In addition, the school uses a four-tier approach to support. The school has also identified a number of gifted and/or talented students through academic achievements as well as sports, music, art, drama, and technology talents.
- The school has a qualified and experienced assistant head teacher who is responsible for special educational needs, supported by staff to support those with additional learning needs, including students of determination and students with English as an additional language. Personalized targets in IEPs are prepared electronically and made accessible to class teachers. Support teachers provide inclusive support for students with additional learning needs through adaptations of learning tasks during lessons. The implementation of effective, personalized support by classroom teachers and subject specialists can be further improved. Specialist staff lead one to one and small group interventions. Consequently, most learning needs are met, and students with additional learning needs progress toward their goals. Most gifted and talented students make progress, and a few excel in learning.
- The heads of both primary and secondary, including the deputy head teacher of the foundation stage, provide trusted, respected, and well-informed information about students' academic achievements. The care and guidance provided by the school counselor to support the well-being and personal development of children and students at the school is highly effective. The open-door policy and the highly personalized support are highly valued by students and families. The school provides some support and guidance for students' future career pathways.

Next Steps:

1. Continue to develop inclusive practices through training so that every teacher can effectively adapt learning tasks and support students with additional needs.
2. Further promote and encourage punctuality to lessons in higher year groups to prevent the loss of learning time.
3. Expand career pathway support to help students make informed decisions about their future career aspirations, especially as the school expands to include higher phases.

PS6: Leadership and Management

The effectiveness of leadership

Performance Indicator	Quality judgement
The effectiveness of leadership	Very Good

Findings:

- The senior leadership team, led by a highly experienced principal, sets a clear and ambitious strategic direction shared with the school community. Leaders have set this out in a detailed vision and mission statement that is prominently shared with parents, students and staff. There is a clear commitment to the UAE’s national priorities and the national agenda, which are embedded in the school's work, with comprehensive plans to support students succeeding in international examinations, including TIMSS and PIRLS. The principal and school leaders ensure that the school maintains an inclusive admission policy and effectively supports students with additional learning needs.
- Senior leaders demonstrate a thorough knowledge and understanding of the curriculum and best practices in teaching, learning, and assessment. The school has introduced and integrated High-Performance Learning pedagogy into its work and adopted a British and International Baccalaureate curriculum across the school, focusing on increasing students' achievement, personal development and learning skills. This has resulted in a purposeful and inclusive learning culture where students take responsibility for their learning and development.
- Relationships and communication with all stakeholders, including parents, are consistently professional and highly effective. Leaders delegate roles and responsibilities across the school, including phase and subject leaders, fostering a culture of shared responsibility. Middle leaders know their roles and are accountable for raising student achievement. The school clearly focuses on working across subjects in each phase to ensure interdisciplinary learning is embedded. Working between phases is evident but not a key feature, especially middle leaders' knowledge of learning approaches undertaken in the different phases. Morale throughout the school is very positive.
- Leaders at all levels clearly and accurately understand what they need to do to improve the school. Leaders have identified key areas for improvement, including inquiry, critical thinking, and the use of curriculum assessment processes. They have successfully improved these areas through staff adopting and integrating these areas into their work. They acknowledge that there needs to be more consistency in teaching to improve student achievement. The school leaders have been innovative in reviewing and modifying the curriculum to meet the needs of a large majority of students. The school leaders demonstrate a strong capacity to improve the school.
- Leaders hold staff accountable through regular analysis of student performance data, formal and informal lesson observations, and personal reviews. As a result, the school has continued to maintain performance levels in the Primary Years Phase (PYP) across all subjects as well as improvements in learning skills and assessment use. Leaders ensure that the school is compliant with statutory and regulatory requirements.

Next Steps:

1. Ensure that leaders at all levels, including middle leaders, maintain a greater consistency in teaching practices across all subjects and phases.
2. Strengthen inter-phase collaboration, ensuring that all staff are fully aware of the specific subject knowledge and understanding that students need to be successful learners as they progress through the school.

School self-evaluation and improvement planning

Performance Indicator	Quality judgement
School self-evaluation and improvement planning	Very Good

Findings:

- The school takes a rigorous approach to self-evaluation, using a range of internal and external data and assessments, including key staff participation, parent surveys, student feedback, and International Baccalaureate (IB) consultation reports. As a result, judgments are realistic and aligned with the UAE inspection framework. The school knows its strengths and key priority areas requiring improvement very well.
- Teaching and learning are effectively monitored and systematically conducted by senior and middle leaders. They undertake a series of informal learning walks and formal lesson observations that follow a prescribed approach and link into the GEMS organization teaching approach. New staff receive focused support and feedback. The monitoring focuses on teaching and its impact on students' achievements, including how teachers integrate the IB learner profile. Monitoring has ensured that student achievement has been maintained across several subject areas.
- The school improvement plan is coherent and identifies key priorities, areas for improvement, targets, responsibilities, and success criteria. The targets set are broad, and the plan does not fully identify the key success metrics for improvement. The improvement priorities align with the previous inspection report and the school self-evaluation.
- The school has continued to show sustained improvement over time in many areas and implemented several recommendations from the previous inspection report. However, many of these have not yet fully impacted students' achievements because of changes in curriculum and the growth in the number of children and students in school, particularly in EYFS and MYP.

Next Steps:

1. Strengthen the impact of monitoring teaching and learning further.

Parents and the community

Performance Indicator	Quality judgement
Parents and the community	Outstanding

Findings:

- The school effectively engages parents as partners in their children's education. Parents are invited to participate in various school's events such as workshops, assemblies, Ramadan Iftar, and reading sessions for students, as well as talk about their jobs in the foundation stage. Parents' support of their children's learning has enabled the maintenance of standards and improvement in some areas. Parents contribute to surveys issued by governors, and their views are fully considered. However, there is room for improvement in parents' participation in surveys. The school has an active Parent-Teacher Association (PTA) that organizes various events and a Local Advisory Board that helps set future strategies for the school. Parents' involvement makes a very positive contribution to raising students' standards.
- The school's communication with parents is highly effective in ensuring parents are consistently well-informed about their children's learning and development. Numerous platforms are used to ensure parents are regularly informed about their children's progress and personal development. Parents are invited to several workshops and receive weekly newsletters that provide regular summaries and updates on the PYP and MYP, High-Performance Learning (HPL) programs, and assessments. Parent-teacher meetings are scheduled every term where teachers share feedback to encourage parents to participate in their child's improvement planning. Parents who have children of determination continue to be involved in the monitoring and target setting in their child's individual education plan (IEP). Parents are highly satisfied with the extent of communication from the school. The school has a Parent Relations Officer who maintains open communication with parents. Parents feel welcome at the school anytime and enjoy gathering at the school café.
- Parents can access various platforms to review their child's academic progress anytime. The reporting system is comprehensive and detailed, informing parents of their child's academic progress, next steps, and personal and social development. Reports include a summary of assessed content and assessment criteria. They clearly communicate all aspects of students' achievements, including their results in external and standardized assessments.
- The school has very effective links with national and international partners that benefit both the school and the community. The school, for instance, hosted a conference on inclusion and extended invitations to individuals and speakers from other schools and the community. Students regularly participate in volunteer activities, benefiting the students and the wider community. The school has established connections with other schools and numerous local and international entities to enrich students' academic and personal development and support further education. These include collaborations with organizations such as 8Billion, which supports students in developing enterprise and entrepreneurship skills, the Abu Dhabi International Sports League, and the Emirati Heritage Club. Students and staff benefit significantly from the school's local and international connections. Expanding local links that promote UAE heritage and culture will offer students more effective opportunities to broaden their understanding in this area.

Next Steps:

1. Enhance parental participation in surveys to ensure that the school considers the perspectives of all

parents.

2. Continue to actively engage all parents to involve them in their children's learning and school life.

Performance Indicator	Quality judgement
Governance	Outstanding 

Findings:

- Governance includes wide representation from all stakeholders through the GEMS company board and the school's Local Advisory Board (LAB). The LAB includes parent representatives, staff representatives, and an educational expert. Whilst there is currently no in-person student representative, the board seeks the views of students. The LAB has various sub-committees, such as teaching and health and safety, which feed back into the governance meetings. The GEMS governing board, which includes the Chief Education Officer of the GEMS company, consistently seeks and considers stakeholders' views, through which it gains comprehensive and accurate knowledge about the school. The views of staff and parents are gathered formally via surveys organized through the GEMS company and more informally through the community networks. Students' surveys are conducted by the school, and the outcomes are relayed to the board. As a result, governors have comprehensive and accurate knowledge about the school.
- The GEMS board ensures accountability for the school's actions and outcomes by systematically monitoring the school's actions. In this way, the school's senior leaders are held fully accountable for the quality of the school's performance, particularly the academic achievements and the personal and social development of the students. Accountability is ensured by the regular conduct of audits, plus a requirement for the principal to report to the Chief Education Officer regularly and have key performance targets. There is a rigorous system of school-wide reviews that ensures human resources, health and safety, and leadership accountability. Combined with the results of surveys, these processes ensure that both management and broader stakeholder concerns can be raised. The LAB and GEMS receive reports about the school's performance, so accountability is from commercial and educational perspectives. In this way, the board acts as a highly effective and constructive critic to help the school improve.
- The GEMS board and the LAB significantly contribute significantly to the school's leadership and direction based on ethical principles. The board provides advice and guidance through the Chief Education Officer based on detailed knowledge of educational trends in the UAE and internationally. This ensures that the school is well-staffed and very well-resourced and that all statutory requirements are met. The board understands key issues the school may face when introducing higher-year groups and more classes next academic year and beyond. The board has established clear policies and procedures for all aspects of the school's operations, including quality assurance and health and safety compliance.

Next Steps:

1. Continue to develop representation at the governance level.
2. Ensure the school has appropriate staffing and resources to cover the staged move to introduce a senior phase.
3. Seek GEMS group-level support to help the school meet ADEK attendance expectations.

Management, staffing, facilities and resources

Performance Indicator	Quality judgement
Management, staffing, facilities and resources	Outstanding 

Findings:

- GEMS World Academy in Abu Dhabi is a new purpose-built school serving Foundation Stage to Year 9. All aspects of the day-to-day management of the school are highly efficient and positively impact students' achievements. The building is well-maintained and accessible for all. The school has effective systems and routines in place. Morning arrival and afternoon dismissal are managed and supervised for safe transitions and to minimize safety concerns between car and bus children. The timetabled classes operate smoothly and lessons are organized to maximize on learning time. Time is allocated daily for social-emotional development, literacy (in both English and Arabic), mathematics, physical education, and the arts. The timetable includes weekly opportunities for science, extracurricular activities, bilingual lessons, and assembly.
- The school is appropriately staffed to fulfil the vision and mission of the school, with all academic staff members suitably qualified with ADEK PASS approval. Senior leadership have also passed an additional ADEK interview. Professional development is planned and designed to align with the school's key priorities. The school provides opportunities to undertake Masters' degrees to develop teachers leadership skills. Teaching and support staff benefit from professional development opportunities that are suitably matched to the school's priorities for improvement. There are clear teacher cover routines to minimize disruptions and ensure that learning continues when teachers are absent. Deployment of staff in school, relates to their knowledge, experience and skills in the specified areas.
- The school premises are of a high quality with extensive specialist facilities that are designed well to allow access for all students' needs. Shared facilities include canteen, library, multipurpose hall, swimming pool, tennis court and outdoor play areas. These are available for students' to use during timetabled activities. The use of these spaces supports social and academic learning. The facilities for practical subjects and sporting activities have supported the growth of sports squads and innovation teams, who compete successfully in competitions against other schools. Outdoor play areas are shaded and appropriate for the number of students in the school. Classrooms are of a suitable size and are equipped with Smartboards. All school areas are Wi-Fi-enabled, allowing staff and students' to use digital devices for learning and communication.
- The school has an extensive range of high quality, age-appropriate resources relevant to curriculum requirements to support curriculum delivery. This promotes effective teaching and learning in classrooms. Technology resources include tablets with supportive learning apps. The library is well stocked with age and year group appropriate, English/Arabic/bilingual fiction and nonfiction books. Resources for students with additional learning needs, including students of determination are appropriate.

Next Steps:

1. Continue to provide personalized professional development to enhance all teachers understanding of how to effectively support all students including those with additional learning needs and the gifted and talented students in lessons.
2. Further develop curriculum resources and ensure they are used consistently and effectively to support students' development.

3. Continue to maintain the highly effective day to day running of the school ensuring a positive impact on all students.

If you have a question or wish to comment on any aspect of this report, please contact irtiqaa@adek.gov.ae