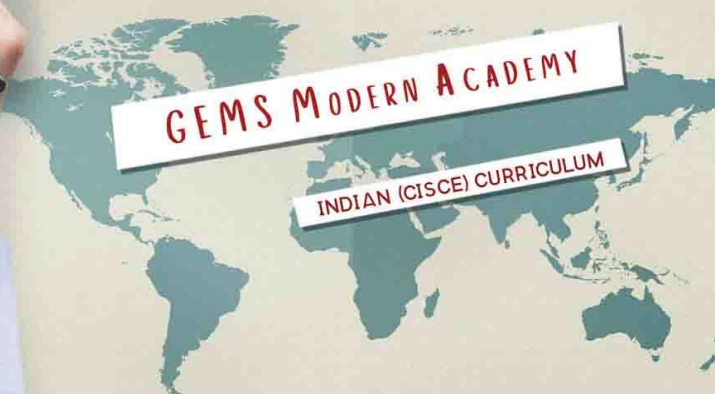


THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



INSPECTION REPORT

2017-2018



Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	12
1. Students' achievements	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	20
6. Leadership and management	22
The views of parents, teachers and senior students.....	23

School information

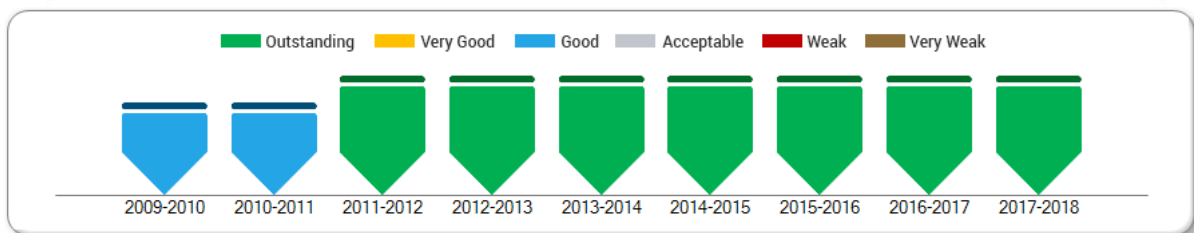
General information	
Location	Nad Al Sheba
Type of school	Private
Opening year of school	1987
Website	www.gemsmodernacademy-dubai.com
Telephone	00971-4-3263339
Address	P.O. BOX 53663, DUBAI
Principal	MRS NARGISH KHAMBATTA
Principal - Date appointed	4/1/2014
Language of instruction	English
Inspection dates	09 to 12 October 2017

Teachers / Support staff	
Number of teachers	234
Largest nationality group of teachers	Indian
Number of teaching assistants	70
Teacher-student ratio	1:17
Number of guidance counsellors	3
Teacher turnover	5%

Students	
Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	3939
Number of children in pre-KG	78
Number of Emirati students	0
Number of students with SEND	340
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CISCE / IBDP
External tests and examinations	IBT, ASSET, CAT4, PIPs, IBDP, CISCE,
Accreditation	IBO, CICSE
National Agenda benchmark tests	ASSET, IBT

School Journey for GEMS Modern Academy



The DSIB inspection process

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

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

Judgements are made on a six-point scale

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

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

Summary of inspection findings 2017-2018

GEMS Modern Academy was inspected by DSIB from 09 to 12 October 2017. The overall quality of education provided by the school is **Outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Visionary leadership, inspired by the principal, coupled with valuable participation by governors and the wider school community, ensure that very high student achievement is sustained and the school continues to improve.

Students' achievement

Student attainment and progress remain outstanding in English, mathematics and science. Progress has improved in Arabic as an additional language in the middle and senior phases.

Students' personal and social development, and their innovation skills

All children and students continue to be exemplary citizens of the school community and within their host country. They model Islamic values of respect and care for others.

Teaching and assessment

All teachers have at least a good understanding of current best educational practice. Most exceed this expectation. They assess students' learning accurately to provide appropriate levels challenge and support for individual students.

Curriculum

The extended school day offers rich curriculum pathways that support students' aspirations, enjoyment and interests. Timely review ensures that the curriculum remains relevant to meet evolving needs and challenges.

The protection, care, guidance and support of students

Considerable emphasis is put on the safety and well-being of all children and students. Comprehensive and useful guidance is provided to students for their lives in school and beyond.

What the school does best

- Sustaining and improving opportunities for all students, through visionary leadership, well supported by parents.
- Building a vibrant community, inclusive of all students, developing individuals to reach high levels of academic achievement and personal development.
- Making a commitment to, and delivering best educational practices.
- Creating a wide range of rich curriculum provision that extends and engages students.
- Providing excellent support to facilitate high levels of well-being and the health and safety of all students and staff.







Key recommendations

- Improve progress and attainment in Arabic as an additional language, through:
 - the provision of a curriculum that is relevant to the students' interests and experiences and one that builds systematically on their developing language skills
 - providing effective professional development in the best practices of teaching an additional language
 - ensuring consistently accurate measurement of students' starting points and progress, in lessons and over time.
 - Improve progress and attainment in Islamic education by raising teachers' expectations of student performance and accurately matching challenging learning experiences to the different levels of abilities of students.

Overall School Performance

Outstanding

1. Students' Achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good ↑	Good ↑
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Science 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

	KG	Primary	Middle	Secondary
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

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

- Attainment, as measured by the National Agenda Parameters (N.A.P) benchmark tests, is above expectations in English, mathematics and science.
- The school meets the registration requirements for the National Agenda Parameter
- The school is committed to reaching National Agenda targets and has developed a data-driven action plan, ensuring curriculum, teaching and learning are all aligned for that purpose.
- All N.A.P data are analysed to identify strengths and weaknesses. Teachers are aware of their students' assessment data and use it to plan learning and assessments that meet the needs of students of different levels of ability.
- Following the analysis of N.A.P. data and reports from the parameter providers, changes have been made to content, emphasis and sequencing within the curriculum.
- Enquiry is a strong feature of learning in the school. Open questioning is developing. Critical thinking involving analysis, evaluation and application is observed. This is most visible in English and science lessons.
- Students use learning technologies to research effectively, especially when students take on the role of the teacher. Analysis of N.A.P results is beginning to directly impact on student learning.

The school's provision for achieving National Agenda targets is above expectations

Moral Education

- The moral education programme is partly integrated into the schools' curriculum within social studies and partly as a discrete subject. Two new co-ordinators support the development and implementation of the programme.
- Teaching is personalised, differentiated, engaging and challenging. Parents and the wider community are involved and enhance students' learning.
- Students apply and develop their high levels of learning skills through discussion and debate.
- Assessment processes are developing. Progress is seen in students' thinking skills, through projects, teacher assessments and self-assessment.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- UAE social studies is partly integrated with the CICSE curriculum, for some grades, and partly taught as a discrete subject, as part of the extended curriculum.
- Teachers have thorough subject knowledge. They plan meaningful experiences, applying a range of well-considered teaching strategies, designed to meet the needs of most groups of learners.
- In a majority of lessons, students exhibit a high degree of independence and exercise choice wisely. They are thoughtful enquirers and often demonstrate creativity in their projects.
- Teachers assess UAE social studies through a range of strategies that target skills, which are then measured and recorded on individual progress trackers.

The school's implementation of UAE social studies is well developed


Innovation in Education

- Students, across all phases, exhibit skills of reflection and creativity. They regularly, effectively and sometimes in innovative ways, use a range of technologies to support their learning.
- A culture of innovation and a continuing drive for improvement permeates all levels of the school. Students themselves initiate many of the projects that support this culture.
- Almost all teachers make very effective use of training to plan imaginative lessons that create opportunities for the development of innovative learning.
- A wide range of opportunities, such as STEAM and Occam's razor, are integrated in the extended school curriculum, to enhance innovation and develop and challenge creative thought.
- Leaders, at all levels, model innovation in their search for extending the already high levels of learning. Parents and students follow their lead and encouragement.

The school's promotion of a culture of innovation agenda is developing.

Main inspection report


1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- Students across the school show strong attainment and progress in most areas of Islamic education. Students, particularly in the lower primary phase, make better progress than those in the middle and secondary phases. Internal assessment results do not reflect students' attainment in lessons.
- Students in all phases demonstrate good progress in developing their knowledge and understanding of seerah, the life of the prophets and of fiqh. Progress in recitation is strongest in the primary phase. Students' develop a strong understanding of the Holy Qur'an and make relevant connections to real-life.
- Senior students have developed a good understanding of sharia law, applying it to current issues and relating it to the Holy Qur'an and sunnah. Primary phase students show well-developed understanding and application of tajweed rules to new verses from the Holy Qur'an.

For development


- Improve students' achievement, through raised teacher expectations, to increase their knowledge and understanding of Islamic concepts, in all areas.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good ↑	Good ↑


- Students make strong progress across all phases. However, results in internal assessments are much higher than attainment seen in lessons and books. Students in the primary phase make better progress in speaking than in the other phases.
- Reading comprehension and listening skills are a strength across all phases. Students writing skills are well-developed. The application of the new language to real-world situations and to their interests is less consistent.
- Since the previous inspection, students' reading comprehension and acquisition of the new vocabulary have improved in all phases. This supports the overall good progress that students make in the middle and secondary phases.

For development

- Apply language to real-life and the interests of the students.

		KG	Primary	Middle	Secondary
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding


- From the Kindergarten (KG) onwards, students make rapid progress. Because of this, the attainment of most students is well above curriculum expectations, across all grades. This high level of attainment is confirmed by international benchmark tests and external examination results.
- In English lessons and in their written work, most students demonstrate high levels of competence in speaking, listening and writing. Reading skills are particularly strong. This is due to the emphasis given by the school, across all grades, to reading for pleasure.
- The development of critical thinking, innovation and enquiry skills is embedded in most lessons, across all phases. Changes to teaching strategies, placing greater emphases on independent and collaborative learning, are underpinning the development of these skills.

		KG	Primary	Middle	Secondary
Mathematics 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Attainment and progress are very strong in KG. Some inconsistency in teaching in primary, and to a lesser extent in middle and secondary phases, lead to some modest variations in achievement. Gifted and talented students are offered the greatest challenge in the secondary phase.
- Students demonstrate increasing confidence in handling problem solving and higher-order thinking tasks. Most students achieve learning objectives and demonstrate strong progress in class, in recent work and assessments, and have sustained attainment above curriculum standards over time.
- Critical thinking skills are improving across the phases, enabling the development of high level skills in analysis and evaluation. Engagement with textual problems and open-ended tasks provides students with even greater challenge.

For development

- Provide most able students with greater challenge including more opportunities to enquire and investigate at the highest level.

		KG	Primary	Middle	Secondary
 Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

- The achievement of almost all students is beyond curriculum expectations. Pupils in KG confidently make and test simple predictions and older students are highly competent at developing and testing hypotheses, analysing results and modifying their investigations when unexpected results arise.
- Outstanding teaching is a major strength across the department, and coupled with excellent learning skills, contributes to exceptional attainment and progress across all grades. Assessment data is well used by many teachers to maintain these excellent achievements.
- The introduction of robotics, STEAM and other initiatives to the curriculum, are increasingly helping students to recognise the relevance and importance of science to their local environment and the world beyond and this, in turn leads to higher progress in knowledge and skills acquisition.

For development

- Provide all students consistent and regular, verbal and written feedback on their learning, giving advice on what they need to do to improve, to reach their targets.
- Enable teachers to model the best use of assessment in adapting teaching and learning to even better meet the needs of all learners.

	KG	Primary	Middle	Secondary
Learning Skills	Outstanding	Outstanding	Outstanding	Outstanding

- A wide range of learning skills are very well developed by students across all phases of the school, particularly in KG, where children demonstrate strong, independent learning skills and make positive choices about the direction their work is taking.
- Opportunities to use critical thinking, to problem-solve and to use learning technology well and for a variety of purposes, are built into lesson plans across all areas of the school. They are also key elements in many of the activities available in the extended curriculum.
- Students demonstrate an impressive ability to link areas of learning and benefit from the well-developed ACE programme, which includes thinking and real-life problem solving activities.

For development

- Implement plans to build a digital curriculum with student input and extend the use of digital technologies to the KG and primary phases.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- The positive attitude of students, their exemplary behaviour and personal growth is outstanding across all four phases. A culture of self-discipline contributes to harmony and full engagement, both in the classroom and during the extended curricular activities.
- Tolerance and courtesy are highly valued principles in the secondary phase and are revealed in the excellent relationships among staff and students. Almost all younger children display empathy and show respect for the differences of others.
- A wellness officer enables students to take the lead in promoting and explaining the value of health and well-being. The happy, healthy and positive school atmosphere ensures exemplary attendance and punctuality in all phases.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all three phases show an excellent understanding of Islamic values. KG children demonstrate knowledge and understanding of Zakat and Ramadan. Students in the middle and secondary phases are proud to contribute to hosting an Islamic festival to raise the awareness of Islam among local schools.
- Students demonstrate an excellent knowledge and understanding of UAE culture and heritage. This is witnessed in students' contribution to various cultural events and assemblies. Children in KG actively participate in the daily singing of the national anthem and are proud of their artwork.
- Students have a strong knowledge of their own culture and show an appreciation of other cultures represented across the school. However, this is not as evident in the primary phase as it is elsewhere.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- The development of social responsibility is excellent across the school. Students actively contribute to the life of the school and the wider community. Students show care and consideration for others and demonstrate a high level of citizenship.
- Students have an outstanding work ethic. They are confident, active learners and develop the key skills to innovate and show their creativity, through the wide range of activities that the school provides. They readily use their own initiative, manage their own projects and enthusiastically contribute to whole school events.
- Students are very proud of their school and care for its environment very well. They initiate and take part in several age-related activities which contribute effectively to their knowledge and understanding of sustainability and conservation.

For development

- In the primary phase, develop in students, a better understanding of the wider world and cultures beyond those of India and Dubai.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding

- Teaching is outstanding across the school and most teachers have very high expectations of students. They challenge student thinking to encourage the development of a wide range of independent learning and problem-solving skills.
- Teachers, across all phases use their very good knowledge of individual students' strengths, weaknesses and preferred learning styles to plan stimulating and challenging lessons. Consequently, teaching promotes active and focused learning, which serves to meet the needs of all groups of students.
- Curriculum improvements in KG have led to increased opportunities in teaching for effective learning through practical enquiry. The developing primary curriculum provides students with more opportunities to develop a range of higher order learning skills in the large majority of subjects.

	KG	Primary	Middle	Secondary
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- Attainment measurements are reliable and valid. The school is developing a bespoke system for measuring progress. There is a wealth of external data which are beginning to be effectively used for this purpose.
- The school analyses a full range of tests, which are targeted to assess potential and attitudes. Leaders are able to establish students' performance using three external measures. Teachers, therefore, know their students well. Data is used effectively to make appropriate adaptations to the curriculum as well as to teaching and assessment.
- Moving to a more skills-based approach to assessment helps to identify and track specific strengths and weaknesses of individuals. Tracking of gifted and/or talented students, is in the early stages of development.

For development

- Extend the system for tracking progress of gifted and/or talented students and apply to all groups of students.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The transition between the Early Years Foundation Stage curriculum, CICSE and the IBDP is smooth. The focus on skills supports progression well. The curriculum is fully aligned to the vision and context of the UAE. It is entirely compliant with statutory regulations.
- Considerable breadth and choice is available through opportunities included the school's extended curriculum. Consequently, students are very well prepared for entry into further and higher education, as well as being able to follow their talents and their interests.
- The school adopts a rigorous, on-going approach to curricular review. This is underpinned by external input, such as data analyses of PISA, TIMMS and PIRLS outcomes. All of this results in appropriate development of an already, rich curriculum. Curriculum leaders effectively map links between subjects and integrate new content.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Regular modifications to the curriculum result from the school's desired approach to the development of learning skills. This is most apparent in the primary phase, with the recent increased emphasis on units of enquiry.
- The extended curriculum increases opportunities to enable students to develop their social skills as well as their skills of creativity and innovation. Overall, the curriculum, across all phases, is adapted very effectively to provide a wide range of stimulating and varied learning experiences.
- The school has a wide range of cultural, academic, sporting and philanthropic links to the community. The links are effective, in all phases and they impact directly and positively on students' academic and personal growth.

For development

- Improve the curriculum for Arabic as an additional language to systematically develop skills, within a real-life and child-centred context for learning.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- Safeguarding and child protection have a high priority across the school. Policies and procedures are well-defined and understood by all staff. The school makes clear that any form of bullying, including cyber bullying, is not tolerated.
- The exceptionally clean and litter-free premises reflect students' high level of respect for their learning environment. Rigorous safety checks and emergency evacuation are carried out very regularly and effectively. The supervision of students both in school and on school buses is sufficient and effective.
- The extremely well-maintained school facilities are suited to the learning needs of students. Healthy living is promoted well and nearly all students understand about the importance of good nutrition and exercise.

	KG	Primary	Middle	Secondary
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers and staff know the individual needs of the students in their care very well. Mutual respect, trust and confidence are key features of the very positive relationships across the school. Behaviour is managed very effectively and there are robust systems that support the emotional, physical and intellectual well-being of all students.
- The school has very rigorous and effective procedures to ensure the outstanding levels of attendance are maintained. Arrangements to support students with special educational needs and disabilities (SEND) are outstanding and older students receive high quality careers guidance.
- The outstanding quality of care and support has been maintained since the previous inspection. This is a highly inclusive and welcoming school, which ensures students of all abilities make excellent progress.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Outstanding ↑

- The school has a highly inclusive ethos, which is very actively promoted and supported by school leaders and governors. SEND leadership is very effective and well-supported by a highly-experienced governor for inclusive education. Consequently, there are excellent levels of provision.
- Processes to identify students with SEND are very thorough. A wide range of assessment information, alongside internal and external expert advice, is used to plan focused support. The accurate identification of need and the well-developed individual tracking systems reduce students' barriers to learning.
- Parents appreciate the support they receive from the special needs coordinator (SENCO) and the SEND support staff. They greatly value the close partnership between home and school. Regular meetings and their involvement in individual learning and behaviour plans help parents to support their children's learning at home.
- More students, who are gifted and talented, are now identified. As the result of extended tasks and projects, often as part of the ACE initiative, they make rapid progress. The extended curriculum provides students with greater challenge at their level of need.
- Most SEND students make outstanding progress. All students receive consistently high levels of personalised support within the unit and the centre. Lesson planning clearly identifies students who require additional support in class. A few plans contain insufficient detail about the support the students need to receive.

For development

- Ensure all lesson plans contain clear and specific learning targets for the SEND and gifted and talented students.

6. Leadership and management

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

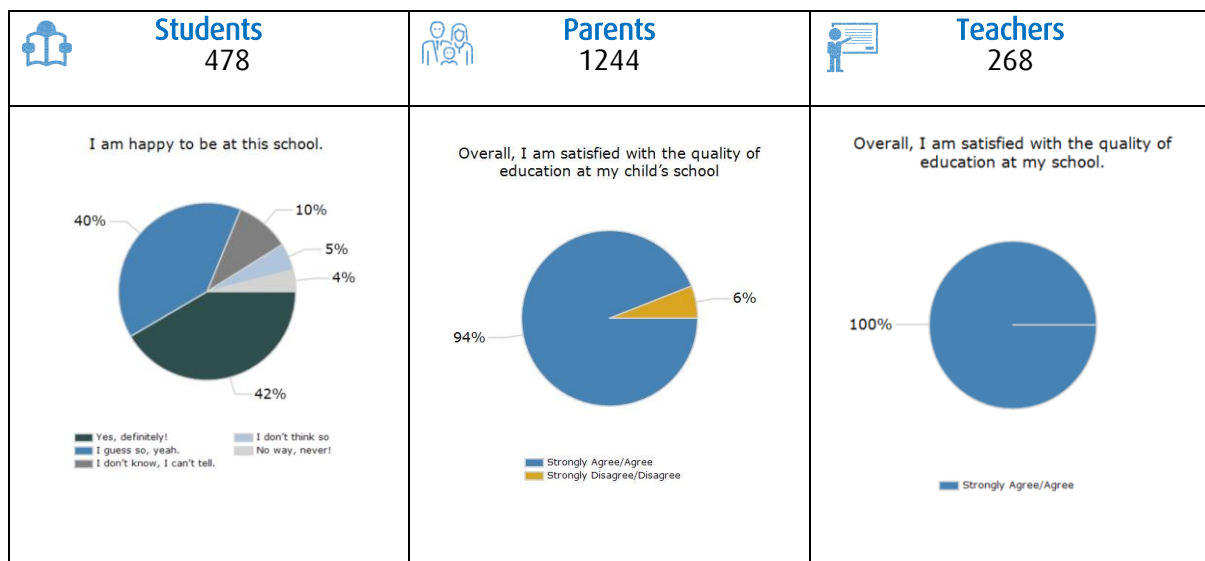
- The school's shared mission and vision is at the centre of strategic, decision-making processes involving all stakeholders. The principal has successfully established a learning culture, where leaders are anticipating tomorrow's needs. Capacity to improve and innovate is limited only by time and energy. Almost all leaders are highly effective.
- School evaluation is continuous and involves input from parents and the community. Accurate school self-evaluation, at school and department levels, leads to a clear identification of the school's priorities. Lesson observation provides a very accurate measurement of teacher performance. Strong action-planning skills, across most subjects, have a sustained, positive effect on student performance.
- Parents' involvement in their school is highly encouraged and contributes to the high level of student progress. There are very effective systems for communicating and reporting to parents. The class councils provide an excellent forum to resolve day-to-day issues. All children and students have extensive and productive involvement in the community.
- School leaders have involved parents and other stakeholders through the creation of a local advisory board. This brings considerable expertise and experience to contribute to the high performance of the school. The corporate governing body has thorough systems for monitoring the performance of the school and can hold leaders to account.
- The school runs extremely smoothly. A stable teaching force gives excellent continuity of professional development and supports succession planning. Premises are of an excellent standard and accessible to all. Resources are plentiful and of a very high quality. Many of the improvements are student initiated.




For development

- Adapt the format of the lesson observation monitoring record sheet to ensure that observers always focus, primarily on the progress of students.

The views of parents, teachers and senior students

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



 Students	<p>Virtually all students, who responded, are overwhelmingly positive about the school. They feel that they are safe and well supported, are provided with interesting activities and a wide choice of subjects. These sentiments align with the evidence gathered by the inspection team.</p>
 Parents	<p>Almost all the parents, who responded to the survey, are satisfied with the quality of education the school provides. They acknowledge that the school is well led, that staff are approachable and that their children are kept safe. A few feel that teachers do not always know their children's strengths and weaknesses. Inspection findings do not support these few concerns.</p>
 Teachers	<p>Almost all the teachers, who responded, agree with the parents' positive views. They are overwhelmingly positive about all aspects of provision. The inspection team shared in this view.</p>

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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