

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

**Inspection Report
2018-2019**

GEMS Modern Academy

11 YEARS OF INSPECTIONS

Outstanding









Curriculum
CISCE
















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School Information

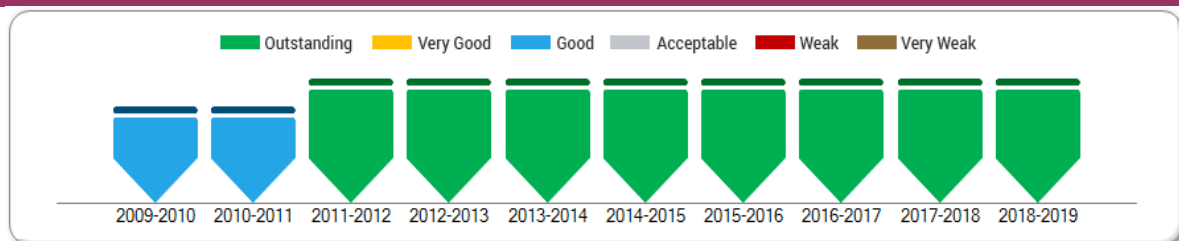
General Information	 Location	Nad Al Sheba
	 Opening year of School	1986
	 Website	www.gemsmodernacademy-dubai.com
	 Telephone	00971-4-3263339
	 Principal	MRS NARGISH KHAMBATTA
	 Principal - Date appointed	4/1/2014
	 Language of Instruction	English
	 Inspection Dates:	15 to 18 October 2018

Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	3825
	 Number of Emirati students	0
	 Number of students of determination	363
	 Largest nationality group of students	Indian

Teachers	 Number of teachers	234
	 Largest nationality group of teachers	Indians
	 Number of teaching assistants	72
	 Teacher-student ratio	1:16
	 Number of guidance counsellors	3
	 Teacher turnover	9.8%

Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CISCE
	 External Tests and Examinations	ICSE, ISC, SAT, AP & IBDP
	 Accreditation	CISCE and IBO
	 National Agenda Benchmark Tests	ASSET, GL

School Journey for GEMS Modern Academy



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' academic achievements have been maintained at a high level in almost all respects. Children make rapid progress in Kindergarten (KG), especially in their language and social development. Students' learning skills, and their numeracy and English literacy skills, continue to be very well developed. The development of students' Arabic language skills, and investigative skills in science, are variable. Students' knowledge and understanding of Islam remains good.
- Students across the school are polite, hardworking, mature and confident. They are always ready to help others. They are respectful and knowledgeable about others' beliefs and cultures. They actively care for and improve their school environment, and work hard to solve problems and make life better for themselves and for others in the community. Their leadership skills are excellent. Almost all arrive on time for school and attendance rates are very high.

Provision for learners

- Teachers know their students very well. Overall, the quality of teaching is highly effective in engaging students and in facilitating their learning. A few inconsistencies are often the result of teachers being prepared to try new strategies. Against this background, the effectiveness of teaching over time underpins students' successful learning, their high levels of achievement and their outstanding personal development.
- The curriculum is very well established in KG, middle and secondary phases, and is evolving into an inquiry-based approach in the primary phase. It is rich, balanced, and compliant with Emirati and national requirements. It offers students choice, and is highly innovative with a particular emphasis on solving real-life problems. Regular reviews ensure that it continues to meet the needs of all groups of students.
- The school remains highly effective in protecting students and in caring for their health and well-being. Buildings and facilities are maintained in excellent condition. Regular checks are made to reduce risk. Good behaviour, positive attitudes and regular attendance are promoted exceptionally well. Support for students of all abilities is highly effective, as is guidance for their personal development and career pathways.

Leadership and management

- The principal and other school leaders share a vision of inclusion for all. Partnerships with parents and organisations across the globe make a significant contribution to school improvement. Leaders encourage and empower others to solve problems using a wide range of strategies and resources. Governors hold them accountable for their work. Buildings, facilities and resources are of the highest quality.

What the School does Best:

- The principal's unrelenting commitment to a vision for excellence and continuous improvement, through action research and innovation, that is shared by the whole school community
- Students' confidence, politeness, work ethic, respect and care for others, and their positive but risk-taking approach to learning
- The very good outcomes in KG as a result of the focus on developing learning skills, resilience, self-confidence and creativity
- The evolutionary process of reviewing provision and support to ensure that students' diverse and ever-changing needs are met effectively
- The extensive and positive partnerships with parents, families and local and global communities.







Key Recommendations:

- Ensure that improvements in teaching approaches in Islamic education and Arabic include the development of the knowledge and skills which need to be learnt.

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
Learning skills		KG	Primary	Middle	Secondary
		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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression In International Assessments **is above expectations.**

- International assessment data shows improvement in students' overall scores in TIMSS and PISA 2015. In TIMSS there is strong improvement in both science and mathematics, and this is particularly exceptional in Science Grade 4. The school exceeded its 2015 targets in Science and English and attained close to the mathematics target. NAP outcomes compared to CAT 4 potential are exceptionally strong.

Impact Of Leadership **is above expectations.**

- The leadership team demonstrates a very strong commitment to the vision and goals of the National Agenda (N.A.). Their N.A. action plan describes broad areas of action as well as indicators to evaluate success. The school has aligned the curriculum with the requirements of the TIMSS and PISA tests. Most teachers use assessment data well to inform teaching and evaluate progress.

Impact Of Learning **is above expectations.**

- The school effectively promotes skills of enquiry and higher-order thinking. The promotion of critical thinking and problem-solving is strongest in English, mathematics and science. It is developing across the wider curriculum. Learning technologies are used effectively in some lessons to support independent learning and enable students of different abilities to work at appropriate rates.

Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.

For Development:

- Evaluate the impact of critical thinking and problem-solving on progress in all subjects across the curriculum.

Reading Across the Curriculum

- Achievement in reading across the curriculum is well developed. The school uses a variety of internal and external reading level measurements to develop personalised student reading plans.
- Confidence in reading is clearly evident in students' ability to use multiple strategies when learning new vocabulary in lessons in all subject areas.
- The library programme is an integral component of the schools reading policy. The librarian collaborates with school leaders and heads of departments to provide resources for lessons and projects across the curriculum. The library is accessible to students after school hours.
- School leaders have implemented a number of initiatives to support reading across the curriculum. For example, there is school-wide awareness of individual student's Lexile scores which teachers use in their lesson planning and which students use to independently select reading books. The school initiatives aim to develop lifelong readers.

The school's provision, leading to raised outcomes in reading across the curriculum, is Well Developed.

For Development:

- Encourage students to develop independent reading skills in all subjects across the curriculum, including mathematics and science, to enhance their learning, understanding and achievement.

UAE Social Studies

- The UAE social studies programme is appropriately adapted and resourced to meet the needs of different groups of learners.
- Learners usually work independently, show understanding, and regularly make connections across other areas of the curriculum. Students investigate for themselves and use technologies to enhance and support their learning.
- In lessons and in recent work, a large majority of students attains levels that are above curriculum standards for UAE social studies.
- A large majority of students makes better than expected progress in relation to individual starting points and the UAE social studies curriculum standards.

The school's implementation of the UAE social studies programme is Meeting Expectations.

Innovation

- Innovative thinking is embedded in the culture of the school. Students regularly reflect on their learning. Technologies effectively support independent learning, enquiry and research.
- Students are encouraged to be risk-takers and to solve real-life problems that will benefit the local and wider communities.
- Teachers skillfully enable students to ask questions and to challenge others. In the most effective lessons, students develop critical thinking and are creative and original.
- The curriculum is evolving. An inquiry-based approach to learning in the primary phase, design thinking in the middle phase, and project prism activities in the secondary phase all enhance innovation.
- Students in all phases participate in activities that develop leadership and enterprise qualities. However, these activities need to be strengthened to expand the range of opportunities to meet the needs of all students.
- The school leaders' vision, to have students solve real-life problems to make the world a better place in which to live, is commendable. Action research and partnerships across the globe are fundamental to the school's work.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
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. Primary students achieve slightly better than students in the middle and secondary phases. Progress in lessons is good, but work samples in some grades show adequate progress only. Internal assessment results do not reflect students' attainment in lessons.
- Student's knowledge and application of recitation skills are strong in the primary and middle phases. Students have a secure knowledge, appropriate to their grade, about rules of worship, living a virtuous life, and sources of Islamic law.
- Students have good critical thinking skills as a result of open questioning and the integration of technology in most lessons. However, their ability to support their learning using references from the Holy Qur'an and Hadeeth is inconsistent.

For Development:

- Improve students' ability to support their learning using references from the Holy Qur'an and Hadeeth.

Arabic as an Additional Language

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

- The majority of students makes good progress in vocabulary acquisition, basic grammar and reading comprehension because these are the main focus areas of students' work in most lessons. Students who are new to the school make rapid progress due to high levels of individual support.
- Internal assessment results are more realistic in the primary phase than in higher phases. Students can decipher words, but not fluently. Structured writing is developing well, but creative writing is underdeveloped. Speaking and listening are emerging skills, particularly in the two higher phases.
- The Arabic department assigns students to one of three ability groups in Grades 6 to 9, based on years of study and students' Arabic standards. This has worked well as it enables better implementation of the curriculum and targets improved attainment.

For Development:

- Provide more opportunities for students to develop speaking and listening skills as identified in the curriculum expectations.

English

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

- The school's assessments and external test results reflect inspection findings that most students' reading and writing are of a high quality. In most classes, most students have excellent oral communication skills, however a few are less competent. Almost all students are good listeners.
- Most students are passionate and highly competent readers. Most older students show skills of text analysis beyond those expected for their age. A very few younger students are less secure in their knowledge of phonics for building words when writing or reading. Most students' creative writing is highly imaginative.
- Most children in KG make better than expected progress, competently acquiring the decoding skills for reading, writing creatively and talking to others to explain their learning.

For Development:

- Ensure that all younger students have a secure knowledge of phonics and can apply it to their writing and to their reading.

Mathematics

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

- Children in KG and primary phase students make the most rapid progress in number work. Middle phase students' attainment has been more variable over time than that of the other phases. Secondary students apply their mathematical learning most accurately.
- Students in all phases are well versed in explaining their reasoning and in setting out mathematical solutions. Collaboration in group work is very strong in the KG, primary and middle phases and leads to stronger understanding. Children's enquiry skills in KG are a particular strength.
- Students' critical thinking skills are improving in all phases. External examination attainment in Grade 12 is improving, while that in Grade 10 has shown a slight dip. Students in all phases are increasingly confident in using digital resources to support their mathematical learning.

For Development:

- Improve progress and attainment across the full ability range, by challenging students with appropriate activities that match their individual needs.

Science

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

- Excellent foundations for enquiry and problem solving in science are laid in the KG phase. Students continue to develop these as they move up through the school. By the end of the secondary phase most students are building a very secure conceptual understanding. They can apply their understanding skillfully to complex scenarios.
- In KG, children choose and plan their own independent investigations. Students receive more teacher guidance in the primary and middle phases. However, by the end of the middle phase, most students are ready to move on to more demanding practical science activities.
- Mathematical, reading and research skills are highly developed by the end of the secondary phase. Although the development of scientific ideas is very strong throughout the school, there is some variability in the primary phase.

For Development:

- In the primary phase, ensure that the development of scientific ideas, processes and concepts always matches the best practice observed in lessons in the higher phases.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students across all phases are motivated, enthusiastic, independent learners, who communicate their learning very effectively. Critical thinking and problem solving are strong features in an increased number of lessons.
- Students take responsibility for their own learning and work effectively in groups. Their ability to collaborate and work towards common goals is excellent. Children in KG effectively use learned strategies to discuss, plan and complete projects such as building a bridge for cars.
- Most students are skilled at research and use technology to underpin their learning. They have opportunities to make meaningful connections between areas of learning and to apply their learning to real-world situations. In Arabic as an additional language, students are engaged in learning and work together well. However, their research skills are underdeveloped.

For Development:

- Enhance the research skills of students of Arabic as an additional language.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students, in all phases, show excellent behaviour and positive attitudes. They are committed to learning and demonstrate a high level of self-discipline. They are respectful, highly motivated and sensitive to the needs of their peers. Children in KG show independence in lessons, especially when expressing their ideas.
- In KG, children are most interested in applying their learning and in using their problem-solving skills rather than merely giving a correct answer. In a very few lessons in the lower grades, when teaching is not highly engaging, not all students consistently demonstrate high levels of self-discipline.
- The school is very successful in providing opportunities for students to express their opinions. As a result, more students are developing and sharing their leadership responsibilities. For example, they are engaged in finding solutions to real-life global problems.

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

- In KG, children have a clear understanding of Islamic values appropriate to their age and stage of development. Across the other three phases, students demonstrate an excellent understanding and high appreciation of Islamic values. Those in the upper phases are proud to organise and host a Ramadan Iftar for the school community.
- Students demonstrate an excellent knowledge and understanding of UAE culture and heritage. They participate in various Emirati cultural events and assemblies. In KG, children are immersed in books about the UAE as well as being participants in school celebrations.
- Students have a strong affiliation to their own cultures. They have an excellent understanding of other world cultures enhanced by their travel and by their involvement in the school's art and music programmes. French day in the primary phase, and Spanish day in the secondary phase, enable further development of students' world perspectives.

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

- Students are proactive and highly involved in the life of the school and the wider community. Their contributions have a very positive impact on the development of their leadership skills. They show care and consideration for others and willingly support one another.
- Students have an excellent work ethic and demonstrate a high commitment to success. Innovative thinking is embedded in the culture of the school through the Thinking Centre where students can develop their ideas into concrete projects. Students are willing to take a risk and initiate new projects to solve problems.
- Students care for their school and the environment very well. They have a deep knowledge and understanding of sustainability and conservation, and they have their own practical ideas on how to care for the environment. They lead beach cleaning campaigns and an effective e-waste recycling initiative.

3. Teaching and assessment

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

- Teachers' open-ended and probing questions skilfully promote learning particularly in KG and in other subjects across the school, including mathematics. Most teachers have a strong subject knowledge, especially in English. Most plan well-structured lessons, with a range of engaging activities.
- Critical thinking is a positive feature of teaching in mathematics and English lessons, as well as in KG. Students' effective use of technology is a successful feature of teaching in the best Islamic education and English lessons.
- There are a few inconsistencies in the extent to which teachers rigorously promote critical thinking in subjects other than English and mathematics. The accuracy with which they match tasks to individual students' level of understanding and skill is not always a consistent feature of their practice.

	KG	Primary	Middle	Secondary
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- Most teachers' understanding of how to use assessment information to support their lesson planning is secure. The vast majority also ensures that their support and challenge help students to make very good progress.
- Observations of lessons and work scrutiny strongly focus on evaluating progress. This, combined with improved methods to measure and compare students' progress, enables leaders to acquire a deeper understanding of learning across the school.
- Assessment practice is continuously being refined. However, recent enhancements to the process are not yet fully established across the school, as a few teachers are still developing their ability to use current assessment information to support the highest levels of progress.

For Development:

- Improve the consistency and quality of support and challenge provided to students, to ensure that all make optimal progress.

4. Curriculum

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

- The rationale for the curriculum in all phases aligns with the national, school and Emirati visions. However, the rationale in the primary phase, during its transition to an enquiry-based approach, lacks clarity.
- An increasing number of curricular and co-curricular choices, and carefully planned cross-curricular links, sustain the high quality of curriculum design and implementation.
- Regular and systematic review of the curriculum results in greater achievement by most students, particularly in external benchmarking examinations in mathematics and science.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Curriculum adaptation is outstanding in all phases. Identification of different groups of students in Arabic provides more relevant learning opportunities for most students in the middle and secondary phases.
- Regular modification of the curriculum at different levels sustains the quality of learning at all phases. Purposeful curricular links help students to develop an excellent understanding of Emirati culture and society.
- Integration of units of inquiry in KG, and the use of a range of teaching and learning strategies in English for example, ensure that most students make better than expected progress in all phases.
- Arabic language is offered in KG 2 for 30 minutes per week.

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

- The arrangements for protecting and safeguarding students are widely known, and rigorously and universally applied. Students are aware of how to live healthy lives and to keep safe including when using the internet.
- Students are very well supervised at all times. The school has a proactive and systematic approach to reducing risk both in school and on trips. The premises are secure and maintained to the highest levels of hygiene and cleanliness.
- Initiatives, such as the analysis of reported incidents and the introduction of self-defence programmes for secondary students, enhance health and safety in the school.

	KG	Primary	Middle	Secondary
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- A positive and caring ethos is evident in all phases. Respect, trust and high expectations characterise the outstanding relationships throughout the school, and result in courteous and self-disciplined students. The school has effective procedures in place for monitoring attendance and punctuality.
- The school is fully inclusive and has effective systems to identify and provide for students of determination and those with gifts and talents. Teaching strategies and curriculum modification ensure outstanding support for students.
- The development of student's emotional and social needs is a priority. Highly qualified counsellors provide emotional support, and the values education programme supports students' well-being. The careers department provides a very effective guidance and work skills programme.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- School leaders are fully committed to the inclusion of students of determination. The school's SEND improvement plan is comprehensive. Systems for policy review are in place. Professional development effectively empowers teachers to ensure outstanding personal development and progress for students.
- A range of assessment strategies is successfully used to identify individual learning needs. Modifications facilitate students' access to a curriculum that encourages independent learning. The inclusion unit supports students with complex needs very effectively. However, the provision and the environment are not always appropriate to the age of students.
- The school places parents at the center of its provision and values their significant contributions. It involves them in the life of the school and readily provides access to the school's guidance and support systems. However, parents would benefit further from an enhanced quality of information.
- The curriculum is modified well to match a range of needs. Assistants skillfully assist students. Support is sensitive and targeted appropriately. Modifications enable most students to make significant progress. The school's commitment to inclusion is understood by all students and adults.
- Most students make outstanding progress in their learning. Rigorous assessment and feedback ensure that expectations are high. Social and personal development are key aspects of the learning support programme. Students are involved in the planning and implementation of their learning.

For Development:

- Ensure that parents have access to an enhanced quality of information.

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

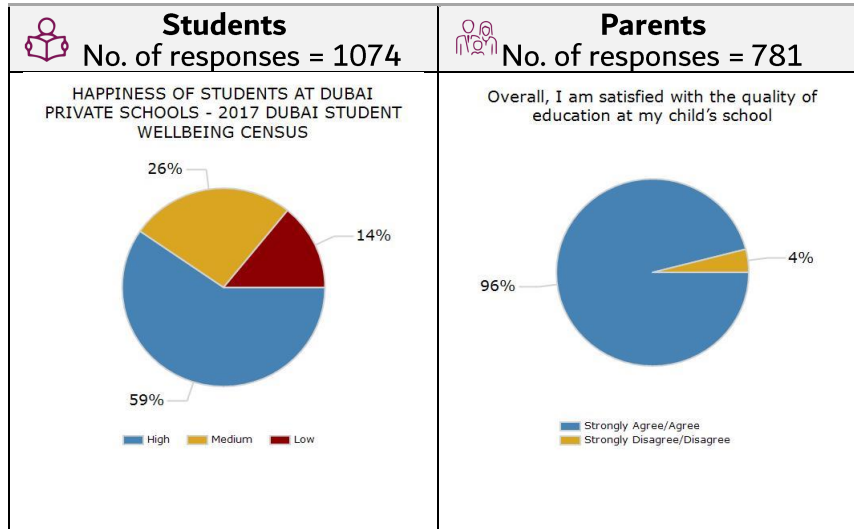
- The principal's vision for excellence and her commitment to continuous improvement through action research, innovation and partnerships across the globe, are shared by the whole school community. School leaders relentlessly seek ways to ensure that the needs of all students are met. They encourage and empower staff and students to be risk takers. Expectations are high. Leaders at all levels are held to account for their performance.
- School leaders know the school's strengths and areas for development very well. Self-evaluation is a whole-school process. It is based upon rigorous analysis of assessment information and surveys of students, parents and teachers. The findings form the basis for the school development plan. Despite some slight variability in the quality of teaching, over time the plan ensures that achievement is maintained at a high level.
- Parents express strong support for all aspects of the school. They consider themselves full partners in their children's learning and in shaping the school's priorities. Communication is regular and includes marks achieved in assessments as well as comments on their children's personal development. Feedback from parents is welcomed, leading to a strong relationship with the school. Links with the local and global communities are strong.
- The executive board and local advisory board are fully aware of the school's strengths and challenges, and are committed to inclusion. They are methodical and logical in bringing about change. The systems for supporting the school and for monitoring and holding the school to account are highly effective. There are clear channels for other stakeholders to express their opinions and to influence the direction of the school.
- The timetable is effective in providing for quality teaching time and opportunities for student activities. The vast majority of teachers are well qualified. A few are enrolled in a training programme to gain an additional qualification in teaching. The premises are of exceptionally high quality and significantly enhance learning across all phases. Resources are first class, although there are relatively few books available in the libraries to foster a love of reading in Arabic.



For Development:

- Ensure that leaders evaluate students' progress accurately and precisely when monitoring the effectiveness of teaching and learning.

The Views of parents and students

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



 <p>Students</p>	<ul style="list-style-type: none"> Levels of student well-being in this school exceed the Dubai average in almost every key indicator. Almost all students are happy, optimistic and report positive teacher-student relationships. Most indicate a positive view of their academic progress and most lead a healthy lifestyle. These comments are supported by the inspection findings.
 <p>Parents</p>	<ul style="list-style-type: none"> Parents report a high level of satisfaction with the quality of education at the school. Most believe that leaders and teachers listen to their concerns and answer their questions appropriately. Almost all feel that their children are safe at school. Parents feel well informed about their children's progress and school events. They place a high value on the well-being and academic progress of their children.

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