

INSPECTION REPORT

2022-2023



GEMS DUBAI AMERICAN ACADEMY - DUBAI BRANCH

US/IB CURRICULUM

OUTSTANDING

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Barsha
	Opening year of School	1998
	Website	www.gemsaa-dubai.com
	Telephone	047049777
	Principal	Dr. Ethan Hildreth
	Principal - Date appointed	8/1/2022
	Language of Instruction	English
	Inspection Dates	23 to 27 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	2972
	Number of Emirati students	61
	Number of students of determination	334
	Largest nationality group of students	US

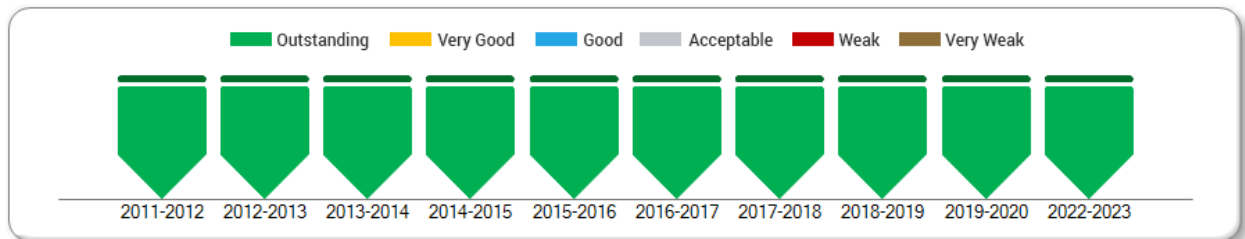
TEACHERS

	Number of teachers	240
	Largest nationality group of teachers	American
	Number of teaching assistants	72
	Teacher-student ratio	1:12
	Number of guidance counsellors	12
	Teacher turnover	9%

CURRICULUM

	Educational Permit/ License	US
	Main Curriculum	US/IB Connecticut
	External Tests and Examinations	AP, IBDP
	Accreditation	NEASC, IB

School Journey for GEMS DUBAI AMERICAN ACADEMY - DUBAI BRANCH



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Kindergarten (KG) children's achievement is outstanding in all subjects. Achievement in English and science are outstanding in each phase of the school. In mathematics, achievement ranges from very good to outstanding. Elementary school students have improved in Islamic Education and in their progress in Arabic. Older students still need to improve their achievement in Arabic, as a first language. Across the school students are strong, independent learners.
- Student interactions with one another and adults are always respectful, kind and positive. In and outside of classes, students collaborate and communicate very well. They are mindful of the needs of others, including students of determination, and contribute towards their well-being. Innovation is a key feature seen throughout the school in small or within major initiatives.

PROVISION FOR LEARNERS

- Across the school, dynamic and well-experienced teachers plan and carry out lessons which stimulate higher-order thinking, support all students' learning and lead to high levels of achievement. Improvements in teaching for effective learning in Arabic is contributing to students' gains. In English, specific focus on all domains of language has promoted growth. Assessments are used exceptionally well to drive learning and support school improvement.
- Significant advances to broaden the curriculum have contributed to a schoolwide emphasis on critical thinking, inquiry, exploration and creative learning. These fit well with the International Baccalaureate Diploma Program (IBDP) in the upper grades, and preparation for the US high school diploma, including the Advanced Placement (AP) courses. The curriculum for all students includes fine arts, languages, technology-based learning and sports, within a broad, student - centered approach.
- The school is a purpose-built facility which is maintained exceptionally well. Policies and practices ensure that students are safe. A range of counsellors support the academic and emotional needs of students. The school provides the highest level of provision for inclusion, through each aspect and with positive benefits for all students.

LEADERSHIP AND MANAGEMENT

- Leaders at all levels, led by the new Superintendent, build high expectations for students' learning and for the well-being of the whole school community. They bring a broad range of experiences to their professional approach to school advancement. They are exceptionally effective in maintaining an inclusive school environment with purposeful steps to support and motivate all students.

The best features of the school:

- A culture of well-being evident in all aspects of school life with wide ranging support for inclusion
- The outstanding personal and social skills of all students
- Highly effective health, safety and safeguarding measures
- Students' outstanding learning skills and high-quality provision for learning
- The broad ranging and progressive curriculum.

Key Recommendations:

- Raise students' achievement in Islamic Education through direct support and interventions to fill any gaps in students' understanding and skills.
- Analyze what is leading to the most successful improvements in students' learning of Arabic and ensure that every student is supported to perform at his or her potential.
- Embed practical skills and real-life applications of conceptual knowledge in mathematics, interweaving inquiry into daily class activities.

Overall School Performance

Outstanding

1. Students' Achievement

		KG	Elementary	Middle	High
<p>Islamic Education</p>	Attainment	Not applicable	Good ↑	Good	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Acceptable	Good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good ↑	Good	Good
	Progress	Not applicable	Good ↑	Good	Good
<p>English</p>	Attainment	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding
	Progress	Outstanding	Outstanding ↑	Outstanding	Outstanding
<p>Mathematics</p>	Attainment	Outstanding	Very good	Very good	Outstanding
	Progress	Outstanding	Very good	Outstanding	Outstanding
<p>Science</p>	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Learning skills		KG	Elementary	Middle	High
		Outstanding	Outstanding	Outstanding	Outstanding

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

	KG	Elementary	Middle	High
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	Elementary	Middle	High
Teaching for effective learning	Outstanding	Outstanding ↑	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

	KG	Elementary	Middle	High
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](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the 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 :](#)

The school does not fully meet the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	is approaching expectations

- The school participates in the PISA and TIMSS tests and their progression is overall very good. In 2018 the school broadly met its PISA targets in mathematics, science and reading with high scores. In 2019 the school narrowly missed its targets for TIMSS in mathematics and science in Grade 4 and Grade 8. Progression in the NAP benchmark assessments is very good overall.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations

- The effects of leaders ensure that most teachers are aware of any gaps in students' knowledge and skills as identified by the PISA, TIMSS and NWEA-MAP assessment data. Teachers build interventions successfully into their lesson plans to close these gaps.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	meets expectations	meets expectations

- Teachers know their students' reading literacy levels and plan effective lessons. A majority of students have reading skills above expectations and can apply critical thinking skills to solve problems.

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

For Development:

- Embed further the school's program of personalizing student's skill targets to help close the identified gaps in learning.
- Use a standardized reading diagnostic assessment that meets the KHDA's requirements to provide standardized age scores (SAS) for each student.

Well-being

The quality of wellbeing provision and outcomes is at a very high level:

- The school's vision for wellbeing is focused and well-articulated. It recognises the central importance of wellbeing in students' lives. Members of the board and senior leaders are driving the implementation of the WISE foundation (wellness, inclusion, safeguarding, and emotional' social support). The school monitors and surveys the wellbeing of students, teachers, and parents, using data in action planning to drives refinements to the approach. Carefully considered policies and programs ensures the environment enables well-being development.
- Teachers provide conditions which enable students to flourish. Students needs are heard, their views are respected and acted upon. The school is vigilant in monitoring students' wellness with ready support from skilled personnel. A range of programmes and services address students' individual needs. School leaders recognize that the well-being of the staff is integral to a healthy school community. Specific support is provided as required. A wellbeing committee includes representatives from all divisions, parents and board members and is a focal point to ensure the voice of all stakeholders is heard.
- A whole school approach to wellbeing strongly enables students to access the curriculum at their optimal level and create a culture that supports emotional wellbeing and resilience. The broad curriculum addresses the moral, social, emotional, physical and intellectual aspects of students' development. The school plays an active role in enabling students to make healthy lifestyle choices which they demonstrate strongly. Through their engagement and interactions students manifest a positive sense of agency and well-being.

UAE social studies and Moral Education

- The UAE Social Studies and the Moral, Social, and Cultural program follow the UAE's curriculum standards. Connecticut Social Studies standards are embedded into the program too. The many different standards are a challenge to cover in one academic year.
- The school's approach is to integrate social studies and moral education, but more often it appears that teachers approach these as stand-alone subjects. The various approaches by grade level and phase do not portray a consistent approach, leading to lack of understanding what has been covered and when. Overall, the lessons are well-planned, teaching and learning are well-structured and assessment strategies are effective in both subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Elementary	Middle	High
Attainment	Not applicable	Good ↑	Good	Acceptable
Progress	Not applicable	Good	Good	Acceptable

- In lessons and their recent work, majority of students in the Elementary and Middle demonstrate levels of knowledge of Islamic principles that are above the curriculum standards. In the High school, students' achievements have not improved. Overall, students' outcomes are not as strong as the internal assessment data suggest.
- Non-Arab students are showing stronger levels of Islamic principles than Arab students. They are making better progress in lessons taught in English. Some Arab students' limited language skills are impeding their understanding of Islamic concepts. Across the school, students have good knowledge of Fqih and Seerah.
- Students demonstrate well-developed Qur'anic recitation skills and application of Tajweed. Memorization and understanding of the Holy Qur'an is still inconsistent. Most students have strong knowledge of Islamic values.

For Development:

- Accelerate high school students' achievement by enhancing the quality of teaching.
- Students should continue improving their memorization skills and their ability to understand the meanings of the verses from the Holy Qur'an.

Arabic as a First Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable	Good

- Students are improving their knowledge and skills using Arabic, especially in the Elementary and High schools. Students' outcomes across the phases meet the curriculum standards, with more developed outcomes in the Elementary grades for reading comprehension skills.
- Students across the phases have secure listening skills, knowledge of grammatical structures and the ability to analyze reading and literary texts. They benefit from increased opportunities to practice their writing at all levels.
- The recent developments of curriculum design and teaching are having positive effects on students' learning. However, these changes have yet to affect students' outcomes in the Middle school.

For Development:

- Improve speaking, reading, and writing by groups of students, through:
 - lifting their teachers' expectations and adapting the curriculum; and,
 - providing carefully chosen literature that can support all students.

Arabic as an Additional Language

	KG	Elementary	Middle	High
Attainment	Not applicable	Good ↑	Good	Good
Progress	Not applicable	Good ↑	Good	Good

- Across all three phases, students demonstrate improved language skills especially in the Elementary. Students' reading, writing, listening and speaking skills are improving compared to their individual starting points and as seen in assessments, lessons and recent written work.
- Students are also achieving better outcomes in their reading, comprehension and listening skills. They respond to various texts and practice their reading and writing skills in many ways. They can speak and write about familiar situations using vocabulary they have learned, and sometimes they apply their knowledge to new contexts.
- The most recent curriculum reviews, teaching and assessment practices are contributing to the improved outcomes by students. Elementary students are more engaged and motivated through more interesting lessons and therefore they perform at a higher standard.

For Development:

- Accelerate students' outcomes especially in speaking, reading and writing, and embed these across the phases by:
 - ensuring that learning is engaging and challenging for all students; and,
 - setting higher learning expectations on assessments.

English

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding ↑	Outstanding ↑	Outstanding
Progress	Outstanding	Outstanding ↑	Outstanding	Outstanding

- Older students achieve above international standards, especially in the Diploma Program. Across all phases, students read for purpose and analyze increasingly complex texts. Students are adept at exploring an author's purpose and use of figurative language. Younger students make meaningful connections between texts and real life.
- Students express their ideas articulately and organize their thoughts into real or imagined written narratives, using effective literary techniques. Expanded vocabulary and sentence structures develop over time. Older students support their opinions using valid reasoning and relevant textual quotations.
- Imaginative lessons promote discovery and provide excellent support for all students. Support for a few students enables gaps in their foundational skills to be filled, particularly when the understanding of standard English conventions is less strong.
- Emirati students reach a standard higher than the UAE average in every phase and usually achieve well in lessons.

Mathematics

	KG	Elementary	Middle	High
Attainment	Outstanding	Very good	Very good	Outstanding
Progress	Outstanding	Very good	Outstanding	Outstanding

- High school students demonstrate strong critical thinking skills, analyze solutions for complex problems and question ideas and conventions. In the Elementary and Middle grades, students solve word problems using multiple solutions and strategies, building towards higher competencies. Kindergarten children perform above the curriculum standards for numeracy.
- Students' skills in building math vocabulary and academic language have improved their mathematical literacy. Students' understanding of concepts, procedures, algorithms and computation help to enhance transferable number skills, contributing to a strong understanding of data.
- Teachers' higher-level questions influence students' knowledge and enables them to connect concepts to real life situations. In the better lessons, skillful questioning creates a culture of inquiry and helps to develop students' thinking skills and application of knowledge.
- Emirati students across all phases achieve similar levels of achievement to their peers.

For Development:

- Consistently embed opportunities for problem-solving and critical thinking into mathematics lessons in the Elementary school.

Science

	KG	Elementary	Middle	High
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Most students' achievements on internal and external assessments are consistently high across all phases. The KG children are adept at investigating the world around them and are building the foundational skills of prediction and recording of data. Through each phase, most students continue to build scientific skills at a high standard.
- Students' conceptual knowledge and understanding of science is well-developed. Scientific skills of researching, observing, recording and critical thinking are strong. Students demonstrate higher order thinking, such as hypothesizing, predicting, analyzing and drawing conclusions.
- Activity-based, virtual science learning is seen regularly across all phases and contributes to students' progress and understanding of scientific concepts. This is particularly noted during research and when applying knowledge during practical investigations.
- Emirati students' progress and attainment in science matches that of other students.

For Development:

- Ensure that any gaps in students' skills, particularly for those with lower reading levels, are addressed.

Learning Skills

	KG	Elementary	Middle	High
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- A learning culture permeates all phases, with students exhibiting genuine curiosity for learning. Older students are committed to their studies and to demonstrating exceptional work. Most students engage enthusiastically in active learning opportunities, solving problems and collaborating effectively with their peers.
- Students are self-reliant and intent on learning. They seek out information from a range of sources, using learning technologies with ease. They apply their skills across most subjects, making connections to real-life and deepening their understanding of the world.
- Provided with creative opportunities and resources, students demonstrate innovative thinking, embracing future-centered applications for artificial intelligence, robotics and computer science. Students of all ages apply learning skills imaginatively and think critically as prominent features of their learning.

For Development:

- Enhance opportunities for inquiry, so that students' curiosity is active across all subjects and lessons.

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

	KG	Elementary	Middle	High
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Most students demonstrate excellent attitudes toward learning and enjoy school. Their excellent behavior contributes to a harmonious learning environment. They are self-disciplined and respectful towards adults and other students.
- Students' relationships with peers and teachers are excellent, built on mutual trust and courtesy. Older students are exceptional role models for younger learners. Students are sensitive to the needs and differences of others and consistently help in lessons and during their recess breaks.
- Students are fully aware of how to live a healthy lifestyle, both physically and mentally. They take part in a variety of physical exercises, healthy eating and wellness activities across all phases. Students are punctual when arriving to lessons and their attendance rates are high across all grades.

	KG	Elementary	Middle	High
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students have clear knowledge and understanding of Islamic values and how they influence life in the UAE. They particularly relate to values of tolerance, charity and responsibility towards their community. Students appreciate the relevance and impact of these values on their everyday lives in Dubai.
- Students demonstrate extensive knowledge and comprehension of the culture and legacy of the UAE. The school enhances students' awareness of these through various activities. They involve themselves in different initiatives to promote Emirati culture and the celebration of the UAE's national events.
- Students are proud of their home countries and can give details about their families' heritage and cultures. They are very knowledgeable of other world cultures, with many able to give details about aspects of world cultures such as traditional foods, art, and clothing.

	KG	Elementary	Middle	High
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, student-led initiatives contribute to the school and wider community. Their distributive leadership model empowers students to develop leadership skills and encourages enterprise. Charitable projects, special events and imaginative programs develop students’ collaborative skills and enrich the community.
- Inquiry-based learning allows Kindergarten children to learn through discovery and exploration. Developing resilience and perseverance, they take ownership of learning. Older students engage in real world and entrepreneurial initiatives, keen to display their creativity. Students develop their innovation and design skills through robotics and the study of artificial intelligence, designing algorithms that allow machines to be decision-makers.
- Environmental sustainability and conservation are embedded throughout the school. Students consciously recycle and reuse materials. They have strong understanding of the world-wide need for conservation and ecology.

3. Teaching and assessment

	KG	Elementary	Middle	High
Teaching for effective learning	Outstanding	Outstanding ↑	Outstanding	Outstanding

- Middle and High school teachers plan motivating, well-structured lessons which engage and challenge students and address the curriculum standards purposefully. Teachers in the KG and Elementary phases use time, activities and resources, including learning technologies, thoughtfully to enable students to develop their skills and knowledge.
- Teachers create a positive and supportive learning environment, wherein students are empowered to work independently and think critically on their own, or in groups, as they engage productively in activities. As such, students are able to reflect meaningfully on what they are learning.
- Most teachers know their students’ academic and personal achievements and what they need to develop further. They use a wide range of successful strategies to meet the needs of most students. The needs of a few students can be advanced further through more personalized approaches.

	KG	Elementary	Middle	High
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- The school’s internal and external assessment processes are coherent and consistent. Students’ attainment and progress data are thoroughly and systematically gathered and analyzed across all phases. Data are benchmarked against both curriculum and international standards and the information is mostly used well to improve learning.
- Teachers are skillful at applying a range of assessment strategies and effectively include students in self-and-peer assessments. Teacher’s detailed written feedback to students supports their next steps in learning. Challenging questions in lessons are helping to assess students’ critical thinking skills.
- The school analyses students’ performance data to provide teachers with information about their specific knowledge or weaker skills. Teachers are implementing better ways of personalizing this support for individual students.

For Development:

- Identify gaps in students’ learning from the benchmark assessments in order to modify teaching and further personalize support for them.

4. Curriculum

	KG	Elementary	Middle	High
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is aligned to the Connecticut state standards, the Ministry of Education (MoE) and Next Generation Science Standards (NGSS) and meets the national and school’s licensed statutory requirements. The curriculum is extremely broad and provides opportunities for students personal, creative, physical and academic development.
- The curriculum provides numerous opportunities for students to develop their skills, talents, and abilities. The US diploma program includes 34 electives, a range of AP courses and full college preparatory courses. The IB Diploma Program includes higher and standard level IB courses, preparing students fully for earning the Diploma.
- Curriculum reviews are aspects of the school’s self-evaluation process to ensure continuity and progression across all phases. The robust modifications made to the Arabic curriculum are strengthening learning opportunities for students.

	KG	Elementary	Middle	High
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Curriculum modifications meet the needs of most groups of students by providing challenge, support and extension. Modifications to address the language needs of a few students are required to strengthen curriculum adaptations.
- There is enhancement of 21st century learning skills and digital technology; for instance, the Girls' Science Technology Engineering and Mathematical (STEM) Symposium and the Global Innovation Challenge. Explorations in artificial intelligence and robotics are anticipating the future with imaginative and technology-rich learning.
- The integration of Emirati heritage, values, traditions and culture develops students’ appreciation and understanding of others. Emirati student leaders lead the Zayed CREW to promote service, intercultural connections, and tolerance.
- Arabic is taught for 80 minutes per week in the KG.

For Development:

- Modify the curriculum when a language barrier is limiting students' proficiency in a subject.

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

	KG	Elementary	Middle	High
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The secure and hygienic school premises are well-maintained and contribute to a pleasant and stimulating learning environment. High quality, proactive medical care and the strong promotion of healthy lifestyles positively affect students' health and overall well-being.
- Robust child protection and safeguarding policies are well understood by students, the staff and parents. A centralized, dedicated portal called ‘Guard’ allows for immediate reporting of any safeguarding issues.

The school undertakes rigorous risk analysis and assessments for outside school visits, noting and avoiding any potential hazards. Ongoing reviews and modifications ensure that the school is safe and fit for purpose.


	KG	Elementary	Middle	High
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Teachers know their students very well, understand their needs and create an environment in which they can flourish. Positive relationships among teachers and students are a characteristic feature of the school. School policies and procedures result in optimal student behavior, participation and well-being.
- Teachers are skilled in the early identification of students of determination. Highly effective and collaborative processes involving parents enable students to access support in a timely manner. The school identifies students with gifts and talents and provides them with suitable learning experiences, thus enabling them to thrive.
- Students have easy access to highly experienced and sympathetic members of staff to support their personal and social development. Comprehensive career guidance enables students to make decisions about their educational pathways and career options that align with their talents and aspirations.

For Development:

- As far as practicable, personalize the curriculum for students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination	Outstanding 
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- Guided by a strategic vision, leaders at all levels are committed to inclusion. An inclusive ethos permeates the work of the school community. A highly skilled and well-resourced inclusion team plans and implements programs of support which are responsive to the needs of their students.
- The school has robust systems for the assessment and accurate identification of students of determination. The inclusion team involves parents and works with classroom teachers and the Learning Support Assistants (LSAs) to provide appropriate interventions to meet the needs of individual students.
- Parents are valued partners in the school’s provision for students of determination. They have ongoing communication with the inclusion team and are involved in the individualized education planning (IEP) process. Parents receive regular reports on their children’s progress and experiences in school.
- Teachers are highly skilled at modifying the curriculum to enable students of determination to engage in relevant learning activities. Across the school, students enjoy highly effective accommodations and support. Teachers communicate their very high expectations of students’ active participation and achievement.
- Systematic assessment practices and IEP tracking provide accurate and detailed information as students make progress towards the curriculum expectations. Teachers carefully nurture their students’ self-management skills and independence.

For Development:

- Raise awareness of inclusive teaching practices across the school community.

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 Superintendent and leaders across the school bring professional expertise and a wealth of experience. Through their skills and vision, they have sustained and improved the high-quality teaching and learning behind students' excellent performances. Leaders consciously cultivate well-being. Their collective capacity to improve innovative practices gives students greater opportunities within an enhanced curriculum. Leaders at all levels hold very strong, personal commitments to the academic, social and emotional development of every student.
- Self-evaluation processes are ongoing and include stakeholders at all levels. Leaders use assessments and other school data very effectively to inform their understanding of the school. The data provide valid and extensive details to plan improvements. The next steps to develop the school are a focus at the divisional and whole school levels. Leaders can evaluate the effectiveness of the measures they take.
- Parents are an integral part of school life and their roles have strengthened in the last few years. They are active partners, and their voices are included at all levels. Parents are positive about the frequent and varied forms of communication. They are very satisfied by the quality of the school's reporting on their children's progress. Opportunities for Emirati families to have a distinct voice in the school are particularly valued. Community partnerships with the school are varied and meaningful.
- The governance structure is now re-framed and contributes to greater involvement of stakeholders. The local governing body includes the voices of students, parents, school personnel and key individuals from the corporate body who hold thorough knowledge of the school. Governors review the school's performance systematically and thoroughly, holding school leaders to account. Governors have ensured a smooth transition to a new Superintendent. Throughout the challenges of the last few years governors have supported the school with sufficient staffing and resources.
- Leaders and the staff manage the school extremely well, functioning very smoothly at full capacity and keeping well-being in the forefront. Professionally qualified and specialist staff reflect the vision of a high-quality school. Leaders thoughtfully implement professional development, with recent support to Arabic teachers as an essential priority. Excellent facilities for the broad curriculum are enhanced by the center for artificial intelligence, and Apple Technologies. Resources from the KG to High school support students' learning, innovation and creativity.

For Development:

- Ensure that all leaders strengthen students' vision of learning to enable them always to learn at the highest level in all subject areas.

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 QA.Schools@khda.gov.ae