



المعرفة
Knowledge



GEMS LEGACY SCHOOL - DUBAI BRANCH

INDIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Garhoud
	Opening year of school	1990
	Website	www.gemslegacyschool-dubai.com
	Telephone	97142824090
	Principal	Asha Alexander
	Principal - date appointed	1/9/2011
	Language of instruction	English
	Inspection dates	09 to 12 October 2023



STUDENTS

	Gender of students	Boys and girls
	Age range	4 to 13
	Grades or year groups	KG 1 to Grade 8
	Number of students on roll	6316
	Number of Emirati students	0
	Number of students of determination	696
	Largest nationality group of students	Indian



TEACHERS

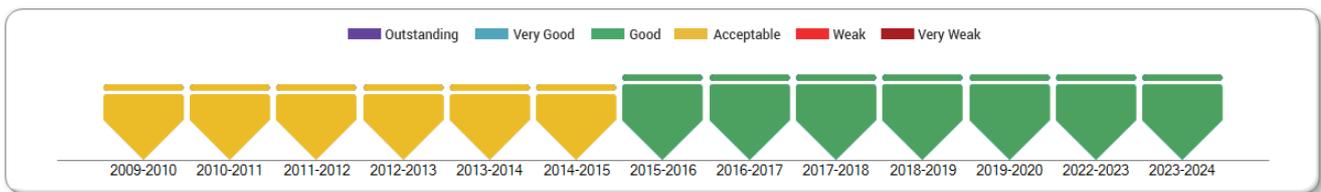
	Number of teachers	269
	Largest nationality group of teachers	Indian
	Number of teaching assistants	70
	Number of guidance counsellors	2



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

School Journey for GEMS LEGACY SCHOOL - DUBAI BRANCH



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- In the Kindergarten (KG), children achieve well in English, mathematics and science. In Primary, other than in Arabic, where attainment is acceptable, students achieve well across all subjects. Students' progress and attainment in Primary are very good in English, mathematics and science. Progress in Islamic Education is also very good. Progress and attainment in Arabic are acceptable, Students' learning skills are at least good across the school.
- Students exhibit outstanding attitudes to school and their learning. They are engaged, self-disciplined, and responsive to teachers' feedback. They develop respectful and caring relationships, that foster a positive learning atmosphere. Students prioritise a safe and healthy lifestyle. They are knowledgeable about Islamic values and UAE culture, particularly in Primary and Middle. They celebrate national events, appreciate cultural diversity, and actively contribute to activities that promote sustainability and innovation.

Provision For learners

- Although teachers' subject knowledge is generally strong, not all fully understand of how to promote learning most effectively. Primary lessons are often too teacher centred. In Middle, students are more involved in problem-solving and critical thinking. Assessment data are under used for matching lesson learning activities to students' needs. Internal assessments are most secure in Middle. The guidance given to students through teachers' marking of their work is variable.
- The curriculum is well-aligned with the CBSE framework. It generally ensures continuity and progression in students' learning. The curriculum provides a wide variety of enrichment activities. It caters well for students of varying abilities. However, curriculum adaptations in KG are not always successful in meeting children's needs. The curriculum encourages creativity, innovation, and social contributions. It integrates the UAE values and understanding of the diverse nature of society effectively.
- The school has comprehensive child protection and safeguarding procedures, regular safety checks, and well-managed transport arrangements. The premises and equipment are well-maintained. However, there is a lack of shaded areas in Middle. Health initiatives promote safe lifestyles, and medicines are stored securely. The school successfully promotes high attendance and punctuality. It effectively identifies and supports students with determination. However, provision for gifted and talented students is underdeveloped.

Leadership and management

- Leaders align the school's vision with the UAE national priorities. The internal and external monitoring of teaching, learning and students' achievement are not fully integrated into the process of school self-evaluation and improvement planning. Although governors hold leaders accountable for the overall performance of the school, they do not focus enough on the impact of teaching on students' progress. The school runs efficiently. Middle school facilities are more conducive to effective learning than in KG and Primary.

HIGHLIGHTS OF THE SCHOOL:

- The achievement of students in most subjects in the middle phase as a result of effective teaching strategies
- Students’ personal and social development and their care for the environment
- The strong support for students’ health safety and personal development
- The excellent partnerships with parents and the effective management of school operations

KEY RECOMMENDATIONS:

- Share the best teaching practices to ensure high achievement for all students, with a particular focus on KG and Primary.
- Ensure that full use is made of assessment data to match lesson learning activities to the needs of all students, including students of determination.
- Strengthen leadership capacity, especially among middle leaders, and create more well-informed school improvement plans.





OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

		KG	Primary	Middle
 Islamic Education	Attainment	Not applicable	Good	Good
	Progress	Not applicable	Good	Very good ↑
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable
 English	Attainment	Good	Very good	Very good
	Progress	Good	Very good	Very good
 Mathematics	Attainment	Good	Good	Very good
	Progress	Good ↓	Good	Very good
 Science	Attainment	Good ↓	Very good	Very good
	Progress	↓ Good	Very good	Very good

	KG	Primary	Middle
Learning skills	Good ↓	Good ↓	Very good

02 Students' personal and social development, and their innovation skills

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

03 Teaching and assessment

	KG	Primary	Middle
Teaching for effective learning	Good	Good	Very good
Assessment	Good	Good	Very good

04 Curriculum

	KG	Primary	Middle
Curriculum design and implementation	Good	Very good	Very good
Curriculum adaptation	Good	Very good	Very good

05 The protection, care, guidance and support of students

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

06 Leadership and management

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

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

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully	
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N/A

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- Progression in National Agenda tests is judged to be outstanding in English, mathematics and science. In all grades attainment in science is outstanding. In Grade 7 mathematics and Grade 4 English attainment is very good. In all other grades attainment in English and mathematics is outstanding. The school exceeded its targets in PIRLS demonstrating very good progression.

C. Leadership: International and Emirati Achievement	Good	
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- School leaders strongly support the vision and goals of the National Agenda. Action planning specifies processes for monitoring and measuring student outcomes. Targeted modifications have better aligned the curriculum to the outcomes of external benchmark tests. Teaching is informed by the use of this information. Regular monitoring and focused action planning have ensured a significant improvement in both National Agenda and PIRLS test results.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Acceptable	Not applicable

- Analyses of the benchmark reading data support an acceptable judgement for reading literacy. Teachers make some use of the reading test data to inform their teaching practice. Teachers' understanding of students' needs is variable leading to unreliable interventions for struggling readers. The school's use of benchmark reading assessments and a range of other literacy initiatives leads to some enhancement in students' reading ability and proficiency. An emerging English reading culture is developing across the school in a majority of curriculum areas.

Overall school standards in the National Agenda Parameter are good

For Development:

- Ensure all teachers make full use of external assessment data to guide teaching and learning.
- Disseminate the reading data to all teachers to ensure that they know each student's reading level and can take account of this in their lesson planning.



Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a good level

- Wellbeing is woven into the school's mission and vision. Leaders at all levels show a strong commitment to ensuring the wellbeing of the whole school community. Many innovative initiatives are being implemented across the school with positive outcomes, particularly in Middle, where students are taking more responsibility for their own wellbeing. The outcomes of surveys of students, staff and parents are used in determining priorities. Leaders and governors recognise the importance and challenge of embedding the best practice across all phases.
- The school has effective systems in place that ensure students feel safe and well-cared for and, have access to high quality support if they have any personal concerns or needs. The encouragement and support for student innovation in Primary promotes a sense of wellbeing. Programmes and initiatives integrated into school provision are particularly successful in Middle, where students develop the skills that support their personal development and resilience. Support for wellbeing and targeted professional training are valued by staff.
- The implementation of the integrated curriculum is developing well and supported by assemblies, special events and extra-curricular activities. Student ambassadors are proactive in influencing others to take responsibility for keeping safe and adopting a healthy lifestyle. Students enjoy coming to school and embrace with enthusiasm all the opportunities provided. A nurturing and vibrant classroom climate where students of all abilities can flourish and achieve their best is not fully embedded across all phases.

For Development:

- Ensure that all teachers are able to create a nurturing classroom environment to support students' learning.
- Increase opportunities for children in KG to engage in exploration, problem-solving and creative learning activities.

UAE social studies and Moral Education

- The school complies with the Ministry of Education (MoE) requirements. Social studies and moral education are taught from Grades 1 to 8. Provision for social studies integrates Indian history and geography with UAE culture and heritage. Moral education is based on the Moral, Social, and Cultural Studies (MSCS) framework. The curriculum is enhanced with a variety of UAE charity projects and cultural activities.
- Moral education is taught for 40 minutes per week in Grades 1-5 and 45 minutes in Grades 6-8. Social studies are taught four times a week for 40 minutes each. There is an emphasis on student led lessons. The school enriches the curriculum with a variety of additional activities. Varied formative assessments include self-assessment, quizzes, and reflection journals.

Arabic in Early Years

- Arabic is taught in KG2, once a week for a period of 40 minutes. Teachers adhere to the MoE curriculum, emphasizing the alphabet and basic vocabulary. The approach is predominantly teacher-led sessions and mainly involves whole class learning rather than learning through play, collaboration and exploration.





Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle
Attainment	Not applicable	Good	Good
Progress	Not applicable	Good	Very good ↑

- The majority of students makes gains in knowledge and understanding of Islamic concepts that are above curriculum standards. They have a clear understanding of Islamic manners, faith, and Seerah. They can memorise short surahs of the Holy Qur'an.
- Across phases, students make strong connections with everyday life situations and apply critical thinking to link their learning with relevant verses from the Holy Qur'an, Hadith and Seerah. Students in Middle expand their learning through deep discussions and debates.
- In Middle, opportunities for independent learning, research and discussion, contribute to students' progress. Recitation and memorisation skills are improving; However, the application of recitation rules is underdeveloped.

For Development:

- Improve students' recitation and memorisation skills, and the application of recitation rules.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Students' achievement data in Arabic are invalid and unreliable. The data do not reflect their actual language proficiency levels. Notably, younger learners outperform those in the middle phase, particularly in terms of progress.
- Most students exhibit diverse abilities in reading comprehension and writing. While they generally display improving reading skills, there are weaknesses in comprehension and the use of language. Writing often contains grammatical, spelling, and vocabulary errors. Students have difficulty in expressing their ideas both orally and in writing.
- Despite demonstrating good progress in most of the primary grades, the pace of progress slows in Middle, particularly in oral and written communication. Students do not have enough opportunity to develop and apply their language skills in everyday contexts.

For Development:

- Use accurate assessment information to adapt the curriculum and ensure that learning activities are aligned with students' attainment levels and needs.
- Prioritise the development of students' oral and written communication skills, emphasising everyday contexts.
- Ensure consistency in the effectiveness of teaching across all phases.

ENGLISH

	KG	Primary	Middle
Attainment	Good	Very good	Very good
Progress	Good	Very good	Very good

- In Primary and Middle, students' external assessment data show that a large majority are exceeding curriculum expectations. In Primary, reading activities are too infrequent to address the weaker literacy skills of some students. In KG, children do not have enough systematic phonics learning opportunities to support more rapid progress.
- Across the school, students speak confidently particularly when presenting their independent and group work. Upper Primary and Middle students demonstrate higher levels of participation. They are developing their reading literacy and writing skills by performing more engaging and relevant tasks.
- Primary students' listening and speaking skills are promoted more often than key writing and reading literacy skills. Not enough use is made of external data to guide more appropriate reading and writing tasks that meet the individual needs of all students.

For Development:

- Embed a robust guided reading literacy programme to ensure that all students improve their literacy skills.
- Ensure that the teaching of phonics in KG is more systematic and sequential.

MATHEMATICS

	KG	Primary	Middle
Attainment	Good	Good	Very good
Progress	Good ↓	Good	Very good

- Mathematics taught through everyday contexts supports good achievement in KG and Primary, and very good achievement in Middle. The internal and the external benchmark data are stronger than attainment levels observed in lessons and in students' books.
- In KG, children make more limited progress due to insufficient opportunity to experience the numerical world through experimental activities. Primary students start to formulate and solve simple equations while students in Middle enjoy the challenge of more complex mathematical topics such as, linear equations and quadrilaterals.
- A greater focus on reading and the use of precise mathematical vocabulary is promoting lively mathematical discussion and explanation amongst students. Problem-solving is now integral in lessons. However, research and critical thinking skills are underdeveloped, which hinders more rapid progress.

For Development:

- Provide children in KG with more regular opportunities to experience the numerical world through practical activities using a wider range of manipulatives and resources.
- Ensure that the internal and external data align more closely with the achievement levels evidenced in students' workbooks and lessons.

SCIENCE

	KG	Primary	Middle
Attainment	Good ↓	Very good	Very good
Progress	Good ↓	Very good	Very good

- In KG children are developing skills of observation and exploration. They achieve good levels of attainment and progress. In other phases, the internal and external test results are strong and reflect an improving trend over time. Students have very secure understanding of scientific knowledge and develop strong skills of application and investigation.
- In KG, children have yet to build early inquiry skills. Their fine motor skills are insecure because of insufficient child-initiated and play-based practical investigations. In lower Primary, opportunities to develop independent learning and research skills are limited.
- The enrichment of the curriculum in Primary and Middle, with additional investigative and practical activities, is improving students' inquiry skills, scientific thinking and understanding of concepts. They routinely follow the scientific processes to explain their reasoning and communicate with confidence.

For Development:

- Provide more opportunities for independent learning and hands-on activities in KG and lower Primary.
- Increase opportunities for students to plan and conduct experiments independently across the school.

LEARNING SKILLS

	KG	Primary	Middle
Learning skills	Good ↓	Good ↓	Very good

- In KG and Primary, students are attentive in almost all lessons. In many lessons, teachers do not always make the best use of students’ capacity for independent learning. When given the opportunity students collaborate well in group learning activities.
- In Primary, opportunities for students to use their technological skills to support learning and research are limited. The development of critical thinking skills is a strong feature in the middle phase, but less so in Primary.
- In Primary and Middle, students communicate their learning effectively and confidently particularly when presenting their group work. Students’ enquiry and research skills in Primary are underdeveloped.

For Development:

- Increase opportunities for students to develop their inquiry and research skills.
- Improve Primary teachers’ questioning strategies to promote students’ critical thinking skills.



2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle
Personal development	Outstanding	Outstanding	Outstanding

- Students, across the school, have highly positive attitudes to learning, reflected in their high attendance and punctuality to school. Most students are fully engaged and self-disciplined in lessons. They respond well to critical feedback.
- Relationships are mutually respectful and cordial. Students are friendly, caring, and considerate, showing empathy and kindness towards the whole school community. They consistently demonstrate exemplary behaviour, creating a positive and learning environment across the school.
- Students understand the importance of a safe and healthy lifestyle. They make healthy food choices and maximise opportunities to engage in physical exercise through the varied sporting activities available. Recent initiatives have included developing students' understanding of the importance of sleep, and its impact on health and wellbeing.

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

- Students have a secure awareness and understanding of Islamic values and how these influence lives in the UAE. They know how generosity, tolerance, kindness, and respect, are promoted by Islam. They also understand how these values are applied in their daily lives.
- Students demonstrate deep knowledge about the heritage and culture of the UAE. They appreciate Emirati values and traditions. Students celebrate the UAE National Day and Flag Day and participate in the UAE heritage month activities.
- Students are very proud of their own cultures. They recognise and value the diversity of cultures found in the UAE. They participate in a variety of school activities that celebrate this diversity.

	KG	Primary	Middle
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- Students are proactive and responsible members of the school community and enjoy volunteering to support the wider community. One example is a project to help in developing technological and innovative solutions to problems in developing countries.
- Students show an excellent work ethic in their innovation hubs and across the curriculum. They manage their own projects, and some undertake entrepreneurial activities which have social benefits, such as, the design of digital applications to measure noise levels in the library.
- Students care for the school and the environment at large through sustainability-based initiatives. They organise environmental conferences and look for innovative solutions to global challenges. They lead their own initiatives for instance, through the use of computer coding and programming, robotics and artificial intelligence.

For Development:

- Raise children's awareness of Emirati and other world cultures in KG and enrich the school environment through displays that reflect the diversity of these cultures, particularly in KG and Middle.

3. TEACHING AND ASSESSMENT

	KG	Primary	Middle
Teaching for effective learning	Good	Good	Very good ↑

- Teachers exhibit strong subject knowledge but vary in their understanding of how students learn, especially in the lower primary grades. Teaching in KG and lower Primary is variable. In some lessons, students are not provided with sufficient time to complete the learning activities.
- In Middle, most lessons promote active engagement and make use of students' learning skills through stimulating tasks. In KG and Primary, lessons are often characterised by excessive teacher talk which limits students' engagement in independent and collaborative learning.
- In the middle phase teachers use open-ended questions effectively to promote critical thinking skills. These lessons are paced well and promote rapid progress in learning. The use of assessment information in lesson planning is evident, but these plans are not always translated fully into practice.

	KG	Primary	Middle
Assessment	Good	Good	Very good

- Internal assessment processes are stronger and more consistent in Middle. In Arabic, the students are assessed according to ability levels but not years of study of Arabic, so the data are insecure. In KG, the assessment data are not used consistently to provide personalised support and challenge.
- The tracking of students' performance and target setting is developing. External data identify curriculum gaps, as well as students strengths and weaknesses. Across the school, assessment information is not being adequately used to inform teaching and curriculum planning.
- Variability in teachers' marking of students' work frequently results in limited feedback on how to improve further. The use of student self-assessment is developing well.

For Development:

- Ensure assessment data are used to implement differentiated learning tasks to meet the needs of all students.
- Improve the teaching strategies and the pace of lessons in Primary to engage students more actively in their learning.
- Ensure that in Arabic, students are assessed according to their years of studying the language.

4. CURRICULUM

	KG	Primary	Middle
Curriculum design and implementation	Good ↓	Very good	Very good

- The curriculum has a clear rationale. It is broad and ensures continuity and progression. It meets the vision of the school and is well aligned to the CBSE curriculum. It offers a choice of five Indian languages, Tamil, Urdu, Hindi, Malayalam and French.
- Students are prepared for the next stage of learning and build well on their prior knowledge and understanding. Active learning and the systematic development of skills are not fully embedded in the KG curriculum.
- The curriculum provides ample opportunities to develop students' talents and aspirations. It offers a wide variety of extra-curricular clubs and activities, including classical Indian art. The curriculum is reviewed regularly to enhance students' achievement by effectively integrating the requirements of the National Agenda.

	KG	Primary	Middle
Curriculum adaptation	Good ↓	Very good	Very good

- The curriculum is modified successfully to meet the needs of most students. Provision in Arabic adequately supports the varying levels of students' linguistic skills. In KG, the curriculum has yet to be adapted to meet the needs of children of all abilities.
- The curriculum is imaginative, offering a very wide range of opportunities for enterprise, creativity and innovation. Enrichment activities effectively promote students' innovation skills. Social contributions are seen in environmental initiatives and projects such as, support for the education of girls in rural India.
- Coherent learning experiences are integrated through almost all aspects of the curriculum to develop a broad understanding of UAE values and the diverse nature of UAE society.

For Development:

- Adapt the Arabic curriculum to take more account of students' years of studying the language,
- Ensure that the KG curriculum is balanced in terms of children's social, moral, reasoning and physical development and provides more opportunities for play-based learning.

5. THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school has comprehensive safeguarding and child protection systems, including those relating to all forms of bullying. These are understood by staff, parents, and students. Regular safety checks are made to ensure students and staff are safe and secure.
- School transport is extremely well-managed. The premises and equipment are maintained to a very high standard. Record keeping, including students' personal medical information, is meticulous and secure. There are insufficient outdoor shaded areas for students in Primary and Middle.
- The school effectively promotes safe and healthy lifestyles, through a wide range of health initiatives. Medical staff monitor the health of students. The school premises are accessible to all students.

	KG	Primary	Middle
Care and support	Good	Good	Very good ↑

- The ethos of care, kindness and respect enable all students to develop positive attitudes to learning. In Middle, teachers know their students well and provide individual guidance and support that successfully promotes confidence and positivity. The school is successful in promoting high levels of attendance and punctuality.
- Supportive behaviour management and effective interventions ensure that students are polite and respectful. The school has robust procedures for the identification of students of determination and personalised support for students with the highest level of need is very effective.
- Students feel, well cared for and can approach a trusted adult if they have any concerns. In Middle, guidance on educational pathways has improved. The school has yet to provide additional challenges for students with gifts and talents.

For Development:

- Provide more shaded areas in Primary and Middle.
- Ensure that students with gifts and talents are suitably challenged and supported in lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Good
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- The school welcomes students of all abilities. School leaders have responded very effectively to the large increase in students of determination. Increased staffing and additional resources are having a positive impact on students' progress. However, support by class teachers is variable.
- Leaders have extended the range of assessment tools to provide more accurate identification of the specific needs of students. Early identification ensures that students are supported promptly. The implementation of intervention programmes is variable and dependent on the skills and expertise of teachers.
- Parents are valued as active participants in their children's education, and parental support makes a significant contribution to students' progress. Parents are fully involved in all stages of the process. They value the guidance provided and the school's responsiveness to any concerns they might have.
- Curriculum differentiation and personalised support from specialist teachers in the Achievement Centre are effective in developing skills and understanding systematically. In lessons, tasks and support are not consistently well-matched to students' ability to optimise progress and develop their learning skills.
- The tracking of progress towards targets is thorough. Inclusive approaches to teaching in Middle ensure that students make consistently good progress. Progress in KG and Primary is more uneven. However, most students develop their personal and social skills well although learning skills develop more slowly.

For Development:

- Ensure that all teachers have the necessary skills to implement effective intervention strategies that reduce barriers to learning and optimise student progress.
- Ensure that curriculum differentiation and support are well-matched to student needs in lessons, particularly in KG and Primary.



6. LEADERSHIP AND MANAGEMENT

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

- The principal and leaders at all levels effectively establish a shared vision and clear strategic direction. This is aligned with the UAE national priorities. Most leaders, particularly in Middle, have secure curriculum knowledge which supports effective teaching, learning and use of assessment. In KG and Primary, leaders are not rigorous enough in identifying and addressing less effective teaching and learning. Most leaders have successfully contributed to school improvement and the maintenance of strong performance outcomes in most areas.
- The school makes use of internal and external assessment as part of the process of self-evaluation. However, there are gaps in identifying the most significant improvement priorities in school development plans. Systematic external and internal monitoring and evaluation of teaching and learning, take place. However, these are not considered sufficiently in self-evaluation. While the school shows improvement in key areas over time, there are inconsistencies in the rate of improvement in some aspects of its provision and outcomes.
- The school effectively engages parents in various ways, including involvement in classroom activities, governance, and through the 'Parent in Partnership' group. Parents' input is highly regarded and shapes priorities and personalised learning programmes, including those for students of determination. Clear communication channels keep parents well-informed. Quarterly reports, along with discussions on strengths and next steps, enable parents to support their children's progress. The school is expanding its local, national, and international partnerships.
- Corporate governance and the local advisory board (LAB), ensure that parents, staff, and students have a voice in addressing priorities. The chair ensures the accountability of leaders for students' outcomes. Feedback from observations and learning walks during their reviews of the school's work provide governors with detailed knowledge of the school's strengths and areas for improvement. However, not enough attention is given to the impact of leaders' actions to improve the consistency of teaching and learning.
- The school's day-to day operations are effective and efficient. The school building and grounds provide a clean and safe environment. Most staff are appropriately qualified. Although teachers are provided with professional training, these opportunities have not ensured consistency in teaching across all subjects and phases. The premises and facilities in Middle support social and sporting activities well. The resources available for teaching and learning in KG and Primary are not entirely adequate to support the curriculum.

For Development:

- Improve the capacity of middle leaders to drive improvement in their areas of responsibility.
- Ensure improvement plans are closely linked with the outcomes of internal and external evaluations of the school's performance.
- Ensure that the learning spaces and environments in KG and Primary are more conducive to high quality learning and teaching.



WHAT HAPPENS NEXT?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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