



Basic information about school inspections

School inspections are structured around six Performance Standards:

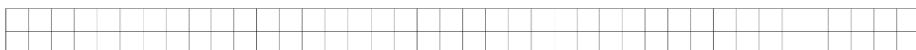
1. Students' achievement;
2. Students' personal and social development, and their innovation skills;
3. Teaching and assessment;
4. Curriculum;
5. The protection, care, guidance and support of students; and
6. Leadership and management.

School Inspections support the development of schools across the Emirate of Abu Dhabi. The UAE School Inspection Framework provides clear descriptions within these six Performance Standards. This framework allows school leaders and external inspectors to make judgements based on internationally recognised best practice.

School inspectors make judgements using these six performance categories:

Definitions	Performance Categories
Substantially exceeds expectations	Outstanding
Exceeds expectations	Very Good
Meets expectations	Good
Minimum performance required	Acceptable
Below expectations	Weak
Significantly below expectations	Very Weak

To see the full UAE School Inspection Framework, please click here: [Framework Arabic](#) [Framework English](#)





INSPECTION SYSTEM

Basic information about the school

Name: Gems World Academy L.L.C.

I.D. number: 9210

Phases: Cycle 1;Cycle 2;KG

Curriculum: American

Fee category: Premium

Location: 117, Hatta St, Al Danah, Abu Dhabi 22217

Web address: <http://www.gemsworldacademy-abudhabi.com/>

E-mail address: 9210@adek.gov.ae

Telephone: 026416333

Number of teachers: 29

Teachers' assistants: 27

Teachers' nationalities: United States of America

Number of students: 403

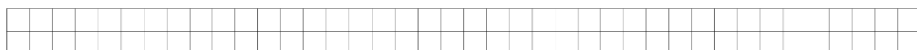
Teacher to student ratio: 1:13

Students' nationalities: India)

Proportion of Emirati students: 16.87

Proportion of students of determination: 5.21

Dates of inspection: 11-Nov-2021 to 15-Nov-2021





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Summary of inspection judgements

PS1: Students' Achievements

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
1.1 Students' attainment in Islamic Education	Good	Good *	Not Applicable	Not Applicable
1.1 Students' attainment in Arabic First Language	Good	Good *	Not Applicable	Not Applicable
1.1 Students' attainment in Arabic Second Language	Good	Good *	Not Applicable	Not Applicable
1.1 Students' attainment in Social Studies	Not Applicable	Good *	Not Applicable	Not Applicable
1.1 Students' attainment in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable
1.1 Students' attainment in English	Very Good *	Very Good *	Not Applicable	Not Applicable
1.1 Students' attainment in Mathematics	Very Good *	Very Good *	Not Applicable	Not Applicable
1.1 Students' attainment in Sciences	Very Good *	Very Good *	Not Applicable	Not Applicable
1.2 Students' progress in Islamic Education	Good	Good *	Not Applicable	Not Applicable
1.2 Students' progress in Arabic First Language	Good	Good *	Not Applicable	Not Applicable
1.2 Students' progress in Arabic Second Language	Good	Good *	Not Applicable	Not Applicable
1.2 Students' progress in Social Studies	Not Applicable	Good *	Not Applicable	Not Applicable
1.2 Students' progress in Language Of Instruction	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable
1.2 Students' progress in English	Very Good *	Very Good *	Not Applicable	Not Applicable
1.2 Students' progress in Mathematics	Very Good *	Very Good *	Not Applicable	Not Applicable
1.2 Students' progress in Sciences	Very Good *	Very Good *	Not Applicable	Not Applicable
1.3 Students' Learning skills	Very Good *	Very Good *	Not Applicable	Not Applicable



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PS2: Students' personal and social development

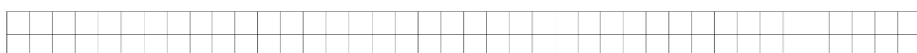
Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
2.1 Personal development	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable
2.2 Islamic values, Emirati & world cultures	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable
2.3 Social responsibility & innovation	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable

PS3: Teaching and assessment

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
3.1 Teaching	Very Good *	Very Good *	Not Applicable	Not Applicable
3.2 Assessment	Good *	Good *	Not Applicable	Not Applicable

PS4: Curriculum

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
4.1 Curriculum	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable
4.2 Curriculum adaptation	Not Applicable *	Not Applicable *	Not Applicable	Not Applicable





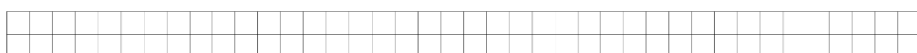
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PS5: Protection, care, guidance and support of students

Indicators	Phase 1 (FS/KG)	Phase 2 (P/E/C1)	Phase 3 (S/M/C2)	Phase 4 (P-16/HS/C3)
5.1 Health & safety	Outstanding	Outstanding	Not Applicable	Not Applicable
5.2 Care & support	Very Good *	Very Good *	Not Applicable	Not Applicable

PS6: Leadership and management

Indicators	All Phases
6.1 Effectiveness of leadership	Very Good
6.2 Self evaluation & improvement	Very Good
6.3 Partnerships with parents	Outstanding
6.4 Governance	Very Good
6.5 Management	Very Good
Overall Judgement	Very Good





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Changes since the previous inspection

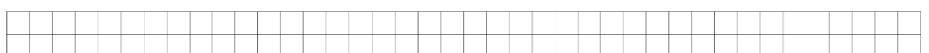
Since the last inspection, the principal, vice-principal, and middle leaders are all recently appointed, and almost all are new to the school. Around half of the teaching staff are also recently appointed. Recently-appointed leaders at all levels subscribe wholeheartedly to the bold vision for school improvement set out by the new principal. Respect for dignity, equity, diversity and inclusion represent core values that the whole school community understands and shares. All of the recommendations of the previous inspection report have been addressed. There has been improvement in Arabic attainment in the elementary phase because of motivating and engaging teaching and the provision of more opportunities for students to speak and write in the language. Student attendance is now good in both phases. Attendance systems have improved through quicker communication and closer partnership with parents that helps them support their children's improved attendance in both phases. There are now more opportunities for staff to take on leadership roles in both phases across the school. Leaders at all levels are developing new approaches to assessment of learning in the kindergarten phase, and the IB Primary Years Programme. New approaches to planning ensure comprehensive curriculum coverage in both phases. Under the current leadership, and notwithstanding the changes to personnel and the constraining context of the pandemic, the school has sustained the overall quality of students' achievement in the key subjects. This is because leaders at all levels ensure that teaching continues to emphasize collaborative inquiry-based learning in both phases. Leaders at all levels, though very recently appointed, nonetheless demonstrate very good capacity to improve the school further. As a team, they 'plan, do and review'. Accordingly, leaders recognize that important developments to the school's approach to assessment, to measure more effectively students' achievements in their inquiry-based learning, have not yet had the intended impact. They know that there remains work to do to ensure that leaders and staff gain a consistently accurate overview of students' achievement. Because of this, the quality of assessment is now good, rather than very good, as it was in the previous report.

Provision for reading

The school provides frequent and regular opportunities across all areas of students' learning for students to develop their skills in reading for information from a range of non-fiction and fiction texts. Teachers focus consistently on investigative learning approaches, in accordance with the expectations of the Primary Years Program's (PYP) provision for individual investigative learning in Units of Inquiry. As a result, from Grade 1 onwards, students engage in critical reading of a range of texts, both fiction and non-fiction, in both Arabic and English. In both languages, students engage with graduated reading programs which enable them to become familiar with a wide range of genres. The Arabic program is Nahla wa Nakhil, and the English equivalent is Razkids. To develop their inferential reading skills the school ensures students in both phases listen to and read texts, especially fiction texts including poetry, which use language literally as well as figuratively. Skills of reading are actively taught in both languages, from phonics in the kindergarten and early elementary grades, to using contextual clues and other strategies for reaching working definitions of unfamiliar words as students reach upper elementary grades. The school assesses students' English Language reading skills and tracks progress using the Developmental Reading Assessment (DRA) standardized testing. This assigns reading levels and measures progress in reading skills. Students enjoy library visits on a regular basis and borrow books in both Arabic and English. The library is well-equipped with a wide range of texts encompassing reference, non-fiction, and fiction, and access to online resources. It is an attractive space with seating that invites leisure reading, as well as table space to use reference texts.

What the school does to achieve its TIMSS and PISA targets

The 2019 TIMSS score for Grade 4 was 555 for mathematics (High International Benchmark) and 526 for science (Intermediate International Benchmark). The school knows its targets which are, for 2023, to improve its scores to within the range of 560 to 570 for mathematics, and 541 to 546 for science. The school performs well in TIMSS assessments, with students attaining above international benchmark and UAE averages. The school is aware of its new targets for further improvement of these positive outcomes. The school carefully analyzes the detail of TIMSS reports and subsequently plans further support for students to achieve highly. Planning approaches include well-focused attention to elements of students' performance in mathematics and science identified in





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PS1: Students' Achievements

Students' attainment and progress in Islamic Education

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 Internal assessment data indicates that in Grades 1-5, all (100%) of Arabic speaking Muslim students attain levels that are in line or above curriculum standards. For those students who take Islamic Studies in English, almost all (96%) attain levels in line or above curriculum standards. 1.1.2 Students do not sit any external examinations in Islamic. 1.1.3 Students demonstrate a sound knowledge of Muslim values and principles, and show a strong commitment to their faith. In lessons, students use their knowledge along with appropriate vocabulary to engage in discussions, further their knowledge and talk about their learning. In their work students demonstrate a strong understanding of important characters and their stories. Furthermore, students enjoy Islamic Studies and are eager to learn. 1.1.4 Attainment data has been relatively consistent during the past three years. 1.2.1 Internal assessment data indicates that the large majority of students make better than expected progress in relation to their starting points and the curriculum standards. Improved monitoring and tracking of learning in Islamic Studies is currently being developed so that we can more accurately gauge growth. 1.2.2 In lessons, students are engaged and active learners, learning new content, developing their conceptual understanding and developing important vocabulary. Furthermore, students are regularly engaged developing the full range of trans-disciplinary skills (self-management, social, communication, thinking and research) through their learning. Integrity, respect, and cooperation are consistently displayed by Muslim students The majority of students make better than expected progress. 1.2.3 There are no outliers in Islamic Studies. All groups of</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students in both the kindergarten and primary phases attain levels that are above curriculum standards. The school's assessment data indicates that attainment is outstanding in the primary phase. There is no assessment data for the kindergarten phase. Students do not sit any external examinations in Islamic education. In lessons and their recent work, the majority of students' knowledge, skills and understanding are above curriculum standards. In the kindergarten phase, children memorize and recite short Surahs, such as Al Fatiha and Al Ikhlas. They know the manners for eating, such as using the right hand, and mentioning the name of Allah before eating. In the elementary phase, students develop good recitation skills of short Surahs. For example, in grade 1, students recite Surah Al-Fil correctly. They deduce that the Ka'bah is the Holy House of Allah, where Muslims go for Hajj. However, their interpretation and understanding of the meaning of verses and contexts of revelation is not as well as developed. In grades 2 and 3, students recite Hadith Sharif, they extract the guidelines contained in the Hadith and relate some of the good morals that make the scale of the Muslim's balance heavier in the Day of Judgement. However, their understanding of how these Islamic manners and good behaviour apply in their everyday activities is not as well developed. Over the past three years, the school has maintained good standards of attainment for the majority of students. Teachers plan engaging lessons and use time and resources skilfully. They promote keen learning and engage students in thoughtful discussion and reflection. They provide specific level of challenge and support using differentiating strategies. Internal</p>



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students make consistent levels of progress.

assessment information indicates that the large majority of students in the primary phase make better than expected progress in relation to starting points and curriculum standards. There is no data for the kindergarten phase. However, external evaluation finds that only the majority of students, in both phases, make better than expected progress from their starting points. In lessons, the majority of students make better than expected progress in relation to the learning objectives. They make links to prior knowledge and can link some aspects of their learning to its application in daily life. For example, by Grade 5 in the elementary phase, students develop their understanding of the importance of justice and non-discrimination amongst people. They specify how to deal with those who serve other people. However, in both the phases, students' appreciation of diversity and their awareness of existence of other races, religions and views is not as well developed. In both phases, boys make the same progress as girls. Students of determination make the same progress, from their starting points, as other groups. Higher and lower attainers, and Emirati and non-Emirati students, across the phases make similar progress. However, the higher attaining students are not consistently extended, particularly in their knowledge of other beliefs and how Islamic manners apply to everyday life.

Islamic Education - Next steps for students:

1. Increase understanding of the meaning of verses and contexts of revelation. 2. Improve understanding of how Islamic manners and good behavior apply in practice in everyday activities. 3. Enhance appreciation of diversity and awareness of existence of other races, religions, beliefs and views in all the phases.



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PS1: Students' Achievements

Students' attainment and progress in Arabic First Language

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 Internal assessment data indicates that most (87%) students in Grades 1-5 attain levels that are in line or above curriculum standards. A key priority has been to develop students' foundational Arabic skills. In KG, we offer a program that ensures readiness for learning Arabic. 1.1.2 Students do not currently sit any external examinations in Arabic. We are currently exploring external assessment options. 1.1.3 Students demonstrate a sound knowledge of traditional Arabic. In lessons, students use their knowledge along with appropriate vocabulary to engage in discussions, read Arabic texts, complete word work, and engage in writing. Students show a solid understanding of the important language rules and features. There has been notable improvement in students' ability to generate their own writing both on paper and using technology. 1.1.4 Attainment data has been relatively consistent during the past three years. 1.2.1 Internal data indicates that the large majority of students met or exceed expected progress in relation to their individual starting point and the curriculum standards. There are no outliers in terms of growth. Guided reading resources aligned to the UAE standards promote opportunities for personalized instruction. 1.2.2 In lessons, students are engaged and active learners, as they develop their knowledge and understanding of the Arabic language. Students learn important rules and build vocabulary. Furthermore, students are regularly engaged in developing all areas of language (speaking, listening, reading, writing, viewing, presenting) alongside the PYP Approaches to Learning (self-management, social, communication, thinking and research skills). 1.2.3 All groups of students make progress. Additional support through the provision of Arabic teaching assistants enhances learning in classes.</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students in both the kindergarten and primary phases attain above curriculum expectations. The school's assessment data indicates that attainment is outstanding. Students do not currently sit any external examinations in Arabic language. In lessons and in their recent work, the majority of students in both the kindergarten and primary phases demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In the kindergarten phase, children use their skills in matching sound to print. Their writing mostly provides a correct phonetic transcription but spelling is, at times, not accurate. In the elementary phase, students can usually follow the line of events in a story even when it contains many unfamiliar words and phrases and demonstrate their understanding. They can explain or summarize the texts they hear using their own words. However, in responding to questions, they do not consistently use Standard Arabic. They can form one or more short paragraph(s) which include a variety of sentence structures with a reasonable range of verbs in their correct forms in the present and past. However, their creative writing is not as well developed. Handwriting is in an organized, well-shaped cursive form. However, their writing sometimes contains a few spelling mistakes. Over the past three years, the school has maintained good standards of attainment in both the kindergarten and primary phases. Well-paced teaching in both phases engages students' interests and offers regular opportunities for active use of the language in speaking and writing. There is no internal assessment data for the kindergarten phase. Internal assessment information indicates that the large majority of students in the primary phase make better than expected progress in relation to starting points and curriculum</p>



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standards. However, external evaluation finds that only the majority of students in both the kindergarten and primary phases, make better than expected progress from their starting points. In lessons, the majority of students in both the kindergarten and the primary phases make better than expected progress in relation to the learning objectives. For example, in the kindergarten phase, children frequently make successful attempts to spell and write words they hear, provided that these are spoken slowly and clearly. In the elementary phase, students often make effective use of linking devices, such as 'and', 'but' and 'then', to expand their sentences. They also link well their learning in other subjects for example when speaking about other Arabic-medium subjects which they learn. Boys and girls, Emirati and non-Emirati students, students of determination and and lower attainers across the phases make good progress. However, the higher attaining students are not consistently extended, for example in developing their creative writing.

Arabic First Language - Next steps for students:

1. Use Standard Arabic at all times when speaking and in writing in the elementary phase.
2. Write imaginative texts such as stories or poems in ways that may be new and challenging, in both the kindergarten and elementary phases.
3. Improve spelling skills through careful checking to improve the quality of writing, especially in the elementary phase.



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PS1: Students' Achievements

Students' attainment and progress in Arabic Second Language

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 Internal assessment data indicates that most (83%) of students in Grades 1-5 attain levels that are in line or above curriculum standards. In KG, we offer a program that ensures readiness for learning Arabic. Given our school context, students attainment levels are especially good, with a majority attaining levels above curriculum standards. 1.1.2 Students do not currently sit any external examinations. 1.1.3 Students demonstrate a sound knowledge of traditional Arabic. In lessons, students use their knowledge along with appropriate vocabulary to engage in songs, games and role-play. Students also develop the skills needed to read Arabic texts, complete word work, and engage in writing. Students show a good understanding of the important language rules and features. Using the principles of the Daily 5 to promote all areas of language development, particular emphasis is now being placed on students' creative writing skills. 1.1.4 Attainment data has been relatively consistent during the past three years. 1.2.1 Internal data indicates that the large majority of students met or exceed expected progress in relation to their individual starting point and the curriculum standards. 1.2.2 In lessons, students are engaged and active learners, as they develop their knowledge and understanding of the Arabic language. Students learn important rules and build vocabulary. Furthermore, students are regularly engaged in developing all areas of language (speaking, listening, reading, writing, viewing, presenting) alongside the PYP Approaches to Learning (self-management, social, communication, thinking and research skills). 1.2.3 All groups of students make progress. Additional support through the provision of Arabic teaching assistants enhances learning in classes.</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students attain above curriculum expectations in both phases. The school's assessment data indicates that attainment is outstanding in the primary phase. There is no assessment data for the kindergarten phase. Students do not currently sit any external examinations. In lessons and in their recent work, the majority of students demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In the kindergarten phase, children recognize most Arabic letters in their isolated forms. Children sometimes make errors in the recognition of some characters, such as in connected and disconnected characters, or dotted ones. In the elementary phase, students answer simple, familiar questions using the limited range of vocabulary they have learned. Responses are usually limited in number of words or a short familiar phrase. Students can read aloud printed texts made up of one to three lines. Students understand the main points, provided that most of the language in the texts is familiar and that they are about familiar contexts, such as school or family. Students make attempts to guess the meaning of new words from the context. However, their application of rules of grammar, including present, past and future events to work out the meaning of unfamiliar words, is underdeveloped. Handwriting in cursive Arabic is clear but the content sometimes contains errors in the use of basic linguistic rules, such as feminine or masculine forms of adjectives and verbs. Over the past three years, the school has maintained good standards of attainment for the majority of students. Teaching engages students well through tasks and activities that require them to use what they learn actively in speaking and writing. Internal assessment information indicates</p>



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that the large majority of students make better than expected progress in relation to starting points and curriculum standards in the elementary phase. There is no assessment data for the kindergarten phase. External evaluation finds that only the majority of students make better than expected progress from their starting points in both kindergarten and elementary phases. In lessons, the majority of students in both phases make better than expected progress in relation to the learning objectives. For example, in the kindergarten phase, children become increasingly accurate when matching the sounds with their corresponding letters. In the elementary phase, students develop good listening skills, and understand the main points from short passages of familiar context. However, their communication skills are not as well developed. In both phases, boys make the same progress as girls. Students of determination make the same progress as other groups, from their starting points. Lower attainers across the phases make the same progress as other groups. However, the higher attaining students are not consistently extended by suitably challenging tasks for example in speaking and writing.

Arabic Second Language - Next steps for students:

1. Improve recognition of particular Arabic letters, such as connected and disconnected characters, or dotted ones in the KG and elementary phases.
2. Enhance communication skills by increasing the range of vocabulary used by students in the KG and elementary phases.
3. Improve students' reading and writing skills by applying grammar rules, including present, past and future events and feminine and masculine forms of adjectives and verbs in the KG and elementary phases.

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PS1: Students' Achievements

Students' attainment and progress in Social Studies

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 In UAE Social Studies, most (98%) meet or exceed grade level expectations in relation to the UAE standards. Students present themselves as very knowledgeable. Furthermore, they are consistently engaged and curious. 1.1.2 Students do not currently sit any external examinations. 1.1.3 As evidenced by photographs, videos and student work samples, most students demonstrate solid levels of knowledge, skills and understanding. Formative and summative assessment data, along with student work samples and learning posted on Seesaw highlights students' aptitude. 1.1.4 Attainment data has been relatively consistent during the past three years. 1.2.1 In UAE Social Studies, assessment data shows that the large majority of students make notable gains in knowledge, skills and understanding, consequently making better than expected progress. 1.2.2 In lessons, most students make or exceed the expected progress in relation to the appropriate learning objectives aligned with the curriculum standards. 1.2.3 All groups of students, including those with special educational needs and low attainers, make similarly strong progress.</p>	<p>1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The majority of students in the elementary phase attain above curriculum expectation. The school's assessment data indicates that attainment in the elementary phase is outstanding. There is no external data available for social studies. The subject is not taught in the kindergarten. In lessons and in their recent work, the majority of students in the elementary phase demonstrate levels of knowledge, skills and understanding that are above curriculum standards. In the elementary phase, students demonstrate knowledge of UAE history, geography, and leaders. For example, in Grade 1, students distinguish UAE currency (Dirham) and the shapes in the head and tail of the Dirham. They link this with UAE cultures and heritage. In Grade 2, students determine the date and steps of the union establishment. They locate each of the seven emirates on the map. However, their understanding of all aspects of the UAE National Identity is not as well developed. Students develop their skills of using maps in geographical aspects. By Grade 5, students examine the ancient civilizations that emerged in the Arab world and the factors behind their emergence. Over the past three years, the school has maintained good standards of attainment for the majority of students in the elementary phase. Teaching engages and supports students well to make links between the past history and present context of the UAE and wider Gulf region. Internal assessment information indicates that the large majority of students in the elementary phase make better than expected progress in relation to starting points and curriculum standards. However, external evaluation finds that only the majority of students in the elementary phase make better than expected progress from their starting points. In lessons, the majority of students in the</p>



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elementary phase make good progress against the learning objectives. For example, in Grade 4, students find the location of UAE in World map and Arab World map. They demonstrate knowledge of different landforms and determine which of these landforms exist in UAE. However, their initiatives in the elementary phase to address environmental issues are not as well developed. Boys and girls, and Emirati and non-Emirati students make the same rates of progress. Students of determination make the same progress from their starting points as their peers in other groups. Lower attainers in the elementary phase make similar progress to their peers. However, higher-attaining students are not consistently extended by sufficiently challenging tasks and activities well matched to their abilities.

Social Studies - Next steps for students:

1. Improve understanding, in the elementary phase, of the concepts that comprise UAE National Identity.
2. Take initiatives, in the elementary phase, to plan and lead more projects and campaigns on environmental issues.
3. Enhance analytical skills, in the elementary phase, related to understanding the impact of historical events, by researching and engaging in comparative analysis of past events and present circumstances.





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PS1: Students' Achievements

Students' attainment and progress in Language Of Instruction

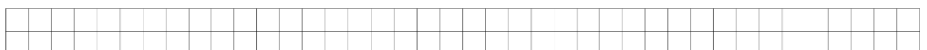
Internal Evaluations	Elements	External Evaluations
<p>1.1.1 Internal DRA data from June 2021 indicates the most (78%) students in KG attained levels in line with curriculum standards and large minority 32% exceeded curriculum standards. In Grade 1 the majority (55%) students attain levels in reading that are in line with curriculum levels and (30%) attain levels that are above. Internal data for grades 2-5 indicates that most students attain levels in line with curriculum levels and the large majority are above.</p> <p>1.1.2 Fall 2021 MAP data indicates that the large majority (62%) in Grades 2-5 attain levels of proficiency in reading and the large minority (47%) exceed grade level standards. If we isolate grades 4 and 5, the majority (54%) exceed grade level standards. In language usage, the large majority (69%) in Grades 2-5 attain levels of proficiency and the large minority (49%) of students exceed grade level standards. If we isolate grades 4 and 5, most (80%) attain levels of proficiency. However, it should be noted that these assessments were measured against pre-pandemic norms. Students who receive support for SEN and ELL have personalized learning targets that are measured with other assessments.</p> <p>1.1.3 As evidenced by student work samples, and assessment data, the large majority of students demonstrate high levels of knowledge, skills and understanding that are above curriculum standards.</p> <p>1.1.4 Analysis of data from the last three years reflects consistently high levels of attainment with annual increases in the number of students who are either proficient (+40th percentile) or advanced (+70th percentile).</p> <p>1.2.1 MAP Data (Winter 2020-2021) indicates that the majority (51%) of students met their growth projections for reading, and the majority (56%) of students also met their growth projections in Language Usage. However, it should be noted that these assessments</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	



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were measured against pre-pandemic norms. WIDA is used to determine the initial trajectory of EAL students. The anecdotal evidence along with classroom performance indicates that students are doing better than expected based on typical projections. 1.2.2 In lessons, most students make or exceed the expected progress in relation to the appropriate learning objectives aligned with the curriculum standards. Students are clear about the learning objective, its application, the task and what it means to be successful. Students gain knowledge, develop literacy skills and deepen their understanding of language concepts. 1.2.3 All groups of students, including those with special educational needs and low attainers, make similarly strong progress. There is no evidence to suggest that there are any groups of students who are not making progress any differently than the larger school cohort.

Instructional Language - Next steps for students:





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PS1: Students' Achievements

Students' attainment and progress in English

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 Internal DRA data from June 2021 indicates the most (78%) students in KG attained levels in line with curriculum standards and large minority 32% exceeded curriculum standards. In Grade 1 the majority (55%) students attain levels in reading that are in line with curriculum levels and (30%) attain levels that are above. Internal data for grades 2-5 indicates that most students attain students attain levels in line with curriculum levels and the large majority are above.</p> <p>1.1.2 Fall 2021 MAP data indicates that the large majority (62%) in Grades 2-5 attain levels of proficiency in reading and the large minority (47%) exceed grade level standards. If we isolate grades 4 and 5, the majority (54%) exceed grade level standards. In language usage, the large majority (69%) in Grades 2-5 attain levels of proficiency and the large minority (49%) of students exceed grade level standards. If we isolate grades 4 and 5, most (80%) attain levels of proficiency. However, it should be noted that these assessments were measured against pre-pandemic norms. Students who receive support for SEN and ELL have personalized learning targets that are measured with other assessments.</p> <p>1.1.3 As evidenced by student work samples, and assessment data, the large majority of students demonstrate high levels of knowledge, skills and understanding that are above curriculum standards.</p> <p>1.1.4 Analysis of data from the last three years reflects consistently high levels of attainment with annual increases in the number of students who are either proficient (+40th percentile) or advanced (+70th percentile).</p> <p>1.2.1 MAP Data (Winter 2020-2021) indicates that the majority (51%) of students met their growth projections for reading, and the majority (56%) of students also met their growth projections in Language Usage. However, it should be noted that these assessments</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of students in kindergarten and elementary phases attain above curriculum standards. The school's internal data indicates most children in the Kindergarten phase attain levels in line with curriculum expectations. Internal data also indicates variable outcomes in English reading in the elementary phase, where more than a quarter of students attain levels below curriculum standards, and in English language, where a majority in the elementary phase attain levels above those expected by curriculum standards. The school applies external assessment in the elementary phase only. Externally assessed MAP data, indicates that less than three-quarters of students in the elementary phase attain levels in line with curriculum expectations. However, Grade 4 students perform above international benchmark in the reading components of TIMSS international assessment. In lessons and in recent work, the large majority of students attain levels above curricular expectations, across both the kindergarten and elementary phases. From the kindergarten phase onwards, children and students steadily develop their listening comprehension skills and their powers of verbal self-expression. Most students in the elementary phase confidently explain ideas and opinions in detail. From the early grades in the elementary phase, a large majority of students' active reading skills enable them to find information accurately in both fact and fiction texts. They highlight key words and phrases, annotate texts, and paraphrase content for example in Grade 2, when learning about simple machines. Such higher order reading skills continue to develop until by Grade 5 students interpret complex texts, such as poetry on culturally sensitive issues exploring stereotypical views on race, religion and prejudice. Less</p>



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were measured against pre-pandemic norms. WIDA is used to determine the initial trajectory of EAL students. The anecdotal evidence along with classroom performance indicates that students are doing better than expected based on typical projections. 1.2.2 In lessons, most students make or exceed the expected progress in relation to the appropriate learning objectives aligned with the curriculum standards. Students are clear about the learning objective, its application, the task and what it means to be successful. Students gain knowledge, develop literacy skills and deepen their understanding of language concepts. 1.2.3 All groups of students, including those with special educational needs and low attainers, make similarly strong progress. There is no evidence to suggest that there are any groups of students who are not making progress any differently than the larger school cohort.

well-developed in the elementary phase are students' independent writing skills, for a range of purposes and readership. Although most accurately present their writing in terms of spelling, grammar and punctuation, they do not typically write with the same level of confident fluency as they do when they speak. Too often, students adopt colloquial vocabulary, or common phrases that lack impact. Non-idiomatic phrasing features in a minority of students' writing. Over the past three years, the attainment of the large majority of students has consistently been above national and international standards. Teachers in English encourage discourse, and ensure students feel valued for the contributions they make. Teachers' questioning leads to extensive dialogue and discussions, for example it supports students' skills to compare differing texts. School assessments indicate most students across both phases make better than the expected rates of progress in relation to their starting points. This is not seen in lessons, however, where only a large majority of students in both phases make better than expected progress, particularly in speaking and reading, in relation to learning objectives suitably aligned with curriculum standards. For example, from simple explanation of likes and dislikes in the kindergarten phase, the large majority of students' skills in explaining and defending views and conclusions develops strongly in the elementary phase. By Grade 4 they can also powerfully interrogate what they learn about, asking searching questions, for example about the policy of segregation in southern US states. Most groups of students in both phases, including students of determination, make better than the expected rates of progress in listening, reading and speaking. Teaching in both phases supports children in the kindergarten and students in the elementary phases to develop their skills in these three language modes through frequent and regular discussion, and questioning that extends students' thinking. Girls and boys make the same rates of progress, as do Emirati and non-

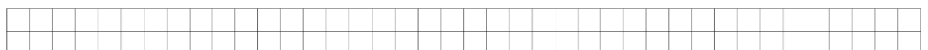


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Emirati, and higher-attaining and lower-attaining students. For all groups, progress in writing independently for a range of purposes and readership is less consistently achieved in the elementary phase. This is because students do not always write accurately, and formally when occasion requires.

English - Next steps for students:

1. Promote the use of more complex vocabulary that one may not normally use in speaking, and practice formal writing in the elementary phase.
2. Cultivate greater independence in writing through regular self-assessment of written work across all phases.
3. Ensure that students in the elementary phase when conducting inquiry-based learning, check the factual accuracy of research, and also the accuracy of recording, analyzing and presenting findings on what is learned.



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PS1: Students' Achievements

Students' attainment and progress in Mathematics

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 MAP data (Fall 2021) reflects that the large majority (63%) students in Grades 2-5 attain grade level standards and the large minority (42%) exceed expectations. However, it should be noted that these assessments were measured against pre-pandemic norms. Internal assessments indicate that most students attain levels in line with grade level standards and the majority exceed. 1.1.2 In addition to strong MAP data, TIMSS data (2019) provided evidence of the strength of our program. Grade 4 mean scores indicated that the school reached the high (555) international benchmark, exceeding the mean scores for all other testing schools in Abu Dhabi and the UAE, of all curricular, by a full threshold. The school's group included 14% Emirati students. 1.1.3 As evidenced by student work samples and students' workbooks, most students demonstrate high levels of knowledge, skills and understanding that are above curriculum standards. Learning is also documented on Seesaw, students' Online digital portfolio. Students are regularly engaged in learning that requires them to work collaboratively to solve problems, think critically and develop mathematical literacy. Students use a wide range of mathematical tools effectively. 1.1.4 Over the past three years, student attainment has been consistently high. A research and development team is currently reviewing our program to further increase student achievement to meet the school's targets. 1.2.1 MAP data (Winter-Spring 2021) indicates that the majority (59%) students in Grades 3, 4 and 5 met growth expectations. However, it should be noted that these assessments were measured against pre-pandemic norms. Internal assessment data reflects that most students make or exceed expected progress. 1.2.2 In lessons, most students make or exceed the expected progress in</p>	<p>1.1 Against curriculum standards</p> <p>1.2 Against national and international standards</p> <p>1.3 Knowledge, skills & understanding</p> <p>1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of students in kindergarten and elementary phases attain above curriculum standards. Internal assessments indicate that the majority of students exceed the curriculum standards. This is not borne out by what is seen in lessons and in samples of work where the large majority of students in the kindergarten and elementary phases show attainment that is above curriculum standards. External MAP data shows that less than three quarters of the students in the elementary phase reach levels that are in line with curriculum standards. 2019 TIMSS testing for Grade 4 showed most students reaching a level above curriculum standards. This does not match with what is seen in lessons and students' work, where the large majority of students in the elementary phase attain above curriculum standards. Children in the kindergarten phase, and students in the elementary phase have strongly secure knowledge of shape, space and measure work and apply this understanding well. For example, the kindergarten phase children gain a secure understanding of the basic properties of shapes such as triangles and rectangles. Grade 1 students competently use their knowledge of shape in relation to looking at building plans and blueprints. Over the past three years, the attainment of the large majority of students has consistently been above national and international standards. Teaching supports children in the kindergarten and students in the elementary phase to develop interest and enjoyment in learning mathematics. Teachers encourage students' confidence to answer, and to explore both right and wrong answers to improve their knowledge and understanding. Internal and external assessment indicates most students in the kindergarten and</p>



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relation to the appropriate learning objectives aligned with the curriculum standards. Students are clear about the learning objective, its application, the task and what it means to be successful. Students gain knowledge, develop mathematical skills and deepen their understanding of important mathematical concepts. As many mathematics units are aligned to units of inquiry, authentic links are made across disciplines and students demonstrate the ability to think critically, apply their learning in practical ways and solve problems.

1.2.3 All groups of students, including those with special educational needs and low attainers, make similarly strong progress. Analysis of ELL student progress indicates that most students in Grades 1-5 make expected or better than expected progress. Goal tracking data for students who receive learning support is strong.

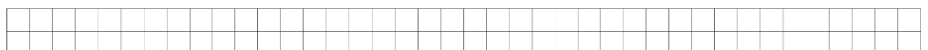
elementary phases make at least expected progress in relation to their starting points and curriculum standards. External MAP and internal data indicate that the majority of students in the elementary phase make better than expected progress. This does not match with inspection findings which show the large majority of students in both phases make good progress from their starting points. In lessons, a large majority make better than expected progress in relation to appropriate learning objectives. For example, in the kindergarten phase, children successfully develop their understanding of two and three-dimensional shapes. Across the elementary phase, students show competent skills when carrying out calculations with increasing levels of complexity by Grade 5. They learn to set these calculations out clearly in different ways and they gain a very secure understanding of place value. Occasionally, students' progress with this kind of work, in the elementary phase, is hindered by their less well-developed mental calculation skills. Students in the elementary phase sometimes struggle with interpreting the mathematical word problems they are given to do. Generally, children in the kindergarten phase and students in the elementary phase develop their critical thinking skills well and reflect on what they are doing. They relate their learning to real-life situations and use learning technology well to support their work. They often show good communication skills although on occasions, do not develop these skills to the fullest extent. Innovation and creative skills are less well-developed features of the work seen in lessons in both phases. The large majority of groups of students across the school including boys, girls, Emirati and non-Emirati, and students of determination make better than expected progress. However higher-attaining students in the elementary phase do not always make the progress of which they are capable, for example in the depth of their problem-solving and investigation work.



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Mathematics - Next steps for students:

1. Improve mental calculation skills in the elementary phase, to support learning in other aspects of mathematics.
2. Improve skills of interpreting different kinds of word problems, in the elementary phase, by becoming familiar with the key vocabulary that helps identify the type of mathematical problem to be solved.
3. Inquire in more depth and detail when engaged in investigation activities, especially if there is particular aptitude for mathematics.
4. In the kindergarten phase, ensure mathematical learning includes age-appropriate investigative learning alongside the acquisition of number facts and mathematical properties of shapes





INSPECTION SYSTEM

PS1: Students' Achievements

Students' attainment and progress in Sciences

Internal Evaluations	Elements	External Evaluations
<p>1.1.1 In September 2018, the school implemented MAP Science in Grades 3-5 to support teachers and inform teaching and learning. Fall 2021 data indicates that the large majority (69%) met curriculum standards and the majority (58%) exceeded grade level expectations. However, it should be noted that these assessments were measured against pre-pandemic norms. Students present themselves as very knowledgeable and internal data suggests that across the school most students meet or exceed curriculum expectations. As the ideas students explore are engaging, challenging, relevant and significant, interest is high and students regularly learn more than what would be expected; this is often reflected in personal projects.</p> <p>1.1.2 In addition to strong MAP data, TIMSS data (2019) provided evidence of the strength of our program. Grade 4 mean scores indicated that the school reached the intermediate (526) international benchmark, exceeding the mean scores for all other testing schools in Abu Dhabi and the UAE, of all curricular, by a full threshold. Of the students that tested, the large minority (43%) were in the high or advanced range. The school's group included 14% Emirati students.</p> <p>1.1.3 As evidenced by photographs, videos and student work samples, most students demonstrate high levels of knowledge, skills and understanding that are above curriculum standards in science. Students are regularly engaged in collaborative learning that requires them to reflect on their knowledge, use scientific principles and processes, carry out research and conduct experiments. Within science, students use a wide range of tools effectively.</p> <p>1.1.4 Over the past three years, student attainment has been consistently high.</p> <p>1.2.1 MAP data (Winter-Spring 2021) indicates that the large majority (67%) students in Grades 4</p>	<p>1.1.1 Against curriculum standards</p> <p>1.1.2 Against national and international standards</p> <p>1.1.3 Knowledge, skills & understanding</p> <p>1.1.4 Trends in attainment over time</p> <p>1.2.1 Progress against starting points and over time</p> <p>1.2.2 Progress in lessons</p> <p>1.2.3 Progress of different groups</p>	<p>The large majority of students in both phases of the school attain levels which are above age-related curriculum standards. There are no internal school assessments for science in the kindergarten and elementary phases. The school assesses Units of Inquiry holistically, but does not assess the scientific elements separately. There is no external assessment data for the kindergarten phase. In external assessments, MAP data (2021) indicates that more than a quarter of students in grades 3, 4 and 5 attain levels below curriculum standards. However, a large majority of students attain levels that are above national and international standards in Grade 4 and a majority in Grades 3 and 5. In TIMSS tests in 2019 Grade 4 students reached the international benchmark. A large minority of these Grade 4 students were in the high and advanced range. In lessons and their recent work, students' attainment is very good in the kindergarten and elementary phases. The large majority of children and students demonstrate scientific skills and understanding that are above curriculum standards. For example, on a nature walk, children in the kindergarten can recognize and name the different parts of a tree. The can categorize different types of buildings. In Grade 2 students understand forces and motions. They can research and design and construct simple machines, including a pulley, levers, an incline, a wedge and a screw. Their research and investigative skills are strong. In Grade 4, students know about the different forms of renewable energy and the 'pros and cons' of each. They can research and investigate the best solutions for different scenarios and design their own non-renewable energy sources. Over the past three years, the attainment of the large majority of students has consistently been</p>

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and 5 met growth expectations. However, it should be noted that these assessments were measured against pre-pandemic norms. Internal assessment data indicates that students make very good progress in science. They are very knowledgeable about the world, familiar with local and global environmental issues and committed to taking action. Student work reflects students' deepening understandings. 1.2.2 In lessons, most students make better than expected progress. Students know the scientific method. They can ask questions, design and carry out experiments, collect and analyze data, make predictions and reflect on their learning. Authentic links made across disciplines enable students to further demonstrate their ability to think critically, apply their learning in practical ways and solve problems. Students are regularly encouraged to generate their own questions to be explored. 1.2.3 All groups of students, including those with special educational needs and low attainers, make similarly strong progress. Analysis of ELL student progress indicates that most students in Grades 1-5 make expected or better than expected progress in relation to their targets. Goal tracking data for students who receive learning support is similar.

above national and international standards. The school has no internal assessment information for science on students' progress. The external assessment information from TIMSS and MAP presents varying assessment of progress. TIMSS indicates Grade 4 students in 2019, including students of determination, made better than expected progress in relation to their starting points and over time. MAP data indicates progress was weak for a minority in Grade 5 and a large minority in grades 3 and 4. In lessons, the large majority of students make better than expected progress in relation to appropriate learning objectives, aligned with the expected curriculum standards. They start in KG1 with underdeveloped scientific concepts, skills and language. By the end of the elementary phase, they understand the causes of environmental migration and can discuss the advantages and disadvantages of different sources of energy. In lessons, boys make the same progress as girls, as do Emirati and non-Emirati students. Students of determination make the same progress as other groups. Higher-attaining and lower-attaining groups across the phases make the same rates of progress. However, the higher attaining students are not consistently extended, particularly in their skills to use scientific equipment.

Sciences - Next steps for students:

1. Improve practical scientific skills by frequent and regular use of scientific equipment, in age-appropriate settings, across both phases.
2. Improve observation and analytical skills, by conducting actual scientific experiments and recording results according to scientific methods.
3. Grow command of scientific vocabulary, in age-appropriate terms in the kindergarten phase, and especially in the elementary phase, to understand and use accurately words such as predict, hypothesize, observe, record, measure.

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PS1: Students' Achievements

1.3 Students' Learning skills

Internal Evaluations	Elements	External Evaluations
<p>1.3.1 Students are enthusiastic about learning and demonstrate agency, articulating their learning in meaningful ways. In September 2018, Uninterrupted Play was implemented in Early Years. Students choose what, where, with whom and how they play, for sustained periods. PASS data (October 2021) indicates almost all (93.5%) grade 1 students and most (82.6%) grade 2-5 students have strong perceptions of their learning capabilities, feeling positive and successful as learners. Self-assessments and reflections indicate strong meta-cognitive skills. Students are eager to improve and know how to make progress towards their targets. 1.3.2 Students have developed strong collaborative skills. They work cooperatively and offer support to peers as evidenced by photos, videos and artifacts. Students have a wide range of opportunities to deliver presentations, performances and participate in virtual assemblies. 1.3.3 Students routinely make connections between different disciplines. They use and apply their learning to take action in the local community, making real-world connections. Classroom displays, student work and discussions showcase students' ability to ask insightful questions and represent their deepening conceptual understandings. Learning is demonstrated by changes to dietary habits, use of recyclable materials, and conserving energy. 1.3.4 Students actively engage and explore ideas through hands-on experiences, investigation, and experimentation. They generate questions, record and analyze data, and create models of their learning. Students understand that technology is a tool used to communicate, collaborate, investigate, organize and create. They routinely demonstrate ownership and independence through research and problem</p>	<p>1.3.1 Engagement and responsibility</p> <p>1.3.2 Interactions, collaboration, communication</p> <p>1.3.3 Application and connections</p> <p>1.3.4 Innovation, enterprise, enquiry, research, critical thinking, use of I.T.</p>	<p>Students across the kindergarten and elementary phases are very keen to learn and achieve. They enjoy expressing ideas and opinions from the outset of their kindergarten learning and continue to develop their curiosity and inquiry as they progress through the elementary grades. They take appropriate responsibility for their own learning for example when they present to their peers. Interaction and collaboration are key strengths of students learning skills in both the kindergarten and elementary phases. These skills develop very well in the kindergarten phase as children learn to play together, sharing and taking turns. Students' interactions in the elementary phase become progressively ever-more purposeful as students engage in units of inquiry that enable them to discuss in detail what they learn, and work together highly effectively to achieve common goals. Grade 2 science students, for example, enjoy varying the components of simple experiments and sharing their conclusions of the significance of what they closely observe. Students readily make links between different areas of their learning when engaged in Unit of Inquiry. In language lessons, students in the elementary phase pertinently link what they learn, from their factual and fictional reading, to daily life. From Kindergarten onwards into elementary phase, students progressively develop key higher-order thinking skills, until by Grade 5 they ably engage in a range of critical, and analytical thinking, for example in their study of English poetry and prose. Kindergarten children learn to recognise repeating patterns in mathematics and in music. In the early grades of the elementary phase, students carefully compare texts, using simple formats such as Venn diagrams to group and organise key similarities and differences.</p>



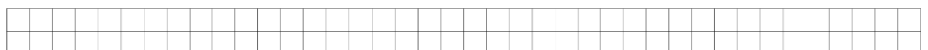
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solving. Students are responsible and safe digital citizens, using technology in creative, meaningful ways. Students are competent and confident using learning apps, software and robotic tools such as iWork tools, Learning A-Z, and WeDo2.

Students in the elementary phase enjoy opportunities to find out things for themselves especially when engaged on units of inquiry about for example simple machines in Grade 2 or learning about the properties of material that can be recycled in Grade 4. In discussions and investigations children in the kindergarten phase and students in the elementary phase can propose innovative solutions, for example to problems of recycling materials, expressed in age appropriate terms. In both phases, children and students enjoy being innovative and enterprising, for example creating impressive load-bearing structures in lesson activities which take place for example in the STEAM area. There is scope to expand such innovative thinking, and students' creative use of learning technology, in daily lessons, in both phases, for example by using artistic or design software applications.

Next steps for students:

1. Take every opportunity for leading age-appropriate innovative and enterprising initiatives in lessons, beginning in kindergarten, and extending to both phases. 2. Extend the use and application of learning technology in lessons as a tool for innovative and creative thinking, for example in designing or depicting new ideas for application in daily life, in both phases. 3. Ensure the accuracy of the content, and the use of technical terms in presenting work for peer review, in the elementary phase.





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PS2: Students' personal and social development

2.1 Personal development

Internal Evaluations	Elements	External Evaluations
<p>2.1.1 Students have very positive and responsible attitudes. Internal student survey data (June 2021) indicates almost all students like learning (90%) and feel supported (99%) by teachers. Students are motivated, independent and consistently take ownership of their learning. Students know what they are learning and why. They respond well to feedback. Students are confident and resilient. 2.1.2 In September 2018, the school developed and implemented a behavior policy, supporting students' positive behavior and productive learning. Students use the Kelso's Choice model to engage in conflict-resolution. Students demonstrate independence, tolerance and respect for others. They express their emotions and resolve conflicts collaboratively and maturely. 2.1.3 Students are excellent at developing relationships. They consistently demonstrate empathy and tolerance when working together, and are friendly and compassionate towards classmates, including children of determination. They are responsive to the needs of others, evidenced through the Jewels of Kindness and Respect Initiative, implemented in January 2019. Students understand and demonstrate school values and the IB learner profile attributes. 2.1.4 Students exhibit excellent understanding of what it means to be safe and well, both at school and at home. Students respond to their learning and make positive choices that demonstrate understanding of key health matters. Students actively participate in and promote events related to health and fitness in our school, such as morning assemblies, and within the external community. 2.1.5 Attendance data has improved significantly, increasing by 0.5% in 2018-2019, 1.44% in 2019-2020, and 1.8% in 2020-2021. Year-end data for 2020-2021 was 94.71% for Kg1-Grade 5. Attendance for Grades 2 and 5 was</p>	<p>2.1.1 Attitudes</p> <p>2.1.2 Behaviour</p> <p>2.1.3 Relationships</p> <p>2.1.4 Adoption of safe and healthy lifestyles</p> <p>2.1.5 Attendance and punctuality</p>	

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PS2: Students' personal and social development

2.2 Islamic values, Emirati & world cultures

Internal Evaluations	Elements	External Evaluations
<p>2.2.1 Students have an excellent appreciation and understanding of how Islamic values influence contemporary UAE society. They show tolerance, compassion and empathy towards each other, respect for their parents and care for the environment. They understand what it means to act with integrity and honesty. The school offers focused ASAs for Muslim students where they can practice their memorization of the Qu'ran as well as engage in other Islamic activities. Islamic values also pervade other aspects of school life, from special Ramadan Book Fairs, celebration of Iftar during Ramadan. Students take advantage of the increased collection of books in the school library related to Islamic studies and life. 2.2.2 Students are very knowledgeable and respectful of the heritage and culture that underpin and influence contemporary life in the UAE. Learning is situated in the local context, where attention is paid to ensure that specific outcomes related to UAE heritage and culture are taught and assessed. Students actively participate in UAE Flag Day and thoroughly enjoy our UAE National Day activities. The introduction of an annual Iftar has been a very successful initiative; students of all nationalities and their families enjoy this special community event. Students are currently preparing for trips to Expo 2020. 2.2.3 Students consistently demonstrate an excellent understanding, awareness and appreciation of their own and other world cultures. In lessons students develop knowledge of the customs and traditions of their own and other countries, and gain exposure to a wide range of literature and a range of art forms. Students develop a deep appreciation for culture and regularly inquire into their own and others culture and heritage. Students frequently access the school library, which supports</p>	<p>2.2.1 Appreciation of the values of Islam</p> <p>2.2.2 Respect for the heritage and culture of the UAE</p> <p>2.2.3 Understanding of their own and other world cultures</p>	

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PS2: Students' personal and social development

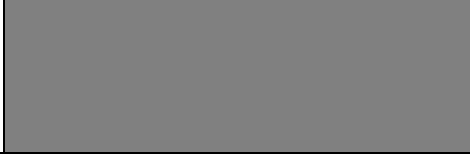
2.3 Social responsibility & innovation

Internal Evaluations	Elements	External Evaluations
<p>2.3.1 Students show active citizenship and are heavily involved all school events, activities and initiatives, in many cases taking a leadership role. Student voice is strong within the school. Internal student survey data (June 2021) indicates almost all (93%) students feel that their opinions are valued by teachers. Students feel comfortable approaching staff if there is something that they feel can be done to improve their school experience. Students engage in fundraising activities for Red Crescent and encouraging participation in community initiatives such as beach clean-ups. Students actively participate in morning assemblies, giving announcements, advocating for local causes and leading activities. 2.3.2 Students display excellent work ethic. They persevere and are not afraid to make mistakes. In September 2018, Uninterrupted Play was implemented in KG1-Grade 1, providing rich opportunities for students to demonstrate agency pursuing personal inquiries and exploring their creativity. Students are frequently engaged in project-based learning, where they demonstrate strong communication and self-management skills. Students show their learning in different ways resulting in creative presentations and models. Students are resourceful and generate innovative solutions to problems. They take personal and collective action, demonstrating their learning in practical ways through advocacy, social justice and entrepreneurship. 2.3.3 Students demonstrate care for their classroom environment, resources and class pets. Through the programme of inquiry, students learn in-depth about environmental issues. They respond to their learning by raising awareness and initiating meaningful action, often in their local communities. The school participates in the World's Largest lesson and students learn about the</p>	<p>2.3.1 Community involvement, volunteering and social contribution</p> <p>2.3.2 Work ethic, innovation, enterprise, entrepreneurship</p> <p>2.3.3 Environmental awareness and action</p>	

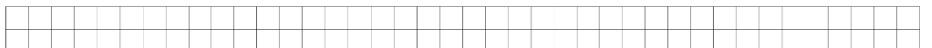


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UN Sustainable Development Goals. Students demonstrate stewardship through engagement in environmental pursuits within the local and global community.



Next steps for students:





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PS3: Teaching and assessment

3.1 Teaching

Internal Evaluations	Elements	External Evaluations
<p>3.1.1 Teachers have strong content knowledge and a deep understanding of learning principles. They expertly apply their knowledge of their subjects and how students learn. Using visible thinking routines, providing clear explanations, using concrete examples that provide context and meaning, utilizing visual tools and practical resources, teachers skillfully support students in developing understanding. 3.1.2 Teachers create safe, supportive learning environments where every student is valued and included. Lessons are carefully designed to engage and challenge students through relevant and inspiring content. Learning objectives are made clear to students and success criteria are shared. Teachers strategically use various grouping strategies. Learning resources, including digital software, are used creatively. 3.1.3 Teacher-student interactions are exceptionally positive and meaningful. Differentiated questioning promotes higher level thinking, discussion, critical responses and reflection. Teachers use formative assessment strategies routinely and well, varying the pace and direction of lessons. They are intentional when talking with children and provide constructive, challenging feedback. 3.1.4 Learners are valued as competent individuals; consequently, teachers have high expectations for all students. Classrooms are well-organized and teachers use instructional strategies (modeling, gesture approaches and wait time), differentiated activities and accommodations effectively. Teachers anticipate and prepare for challenges faced by students, utilizing tools and resources to provide support. Opportunities are provided for extension of the curriculum. 3.1.5 Teachers purposefully develop students' critical thinking skills, problem solving and independent learning skills. Teachers ensure opportunities for</p>	<p>3.1.1 Subject knowledge and how students learn them</p> <p>3.1.2 Lesson planning, the learning environment, time and resources</p> <p>3.1.3 Interactions, questioning and dialogue</p> <p>3.1.4 Strategies to meet the needs of all students</p> <p>3.1.5 Developing critical thinking, problem-solving, innovation and independent learning skills</p>	<p>Most teachers have confident subject knowledge and apply this knowledge well to guide and support students. For example, the close-up individual support for children in the kindergarten phase by teachers and teaching assistants helps all individuals get the most out of activities and to enjoy their learning. Most lessons are planned in ways that engage and interest students. For example, Grade 3 students' interest in mathematical work was promoted very well by the way the teacher connected the work with some learning from recent history lessons. Grade 2 students carried out very good research and testing of small machines they designed. Most progressed rapidly and with strong motivation due to the clear instructions and guidance they were given. Time and resources are used very effectively to support learning in the main in both phases, and lessons usually run at a good pace to sustain students' progress. Lessons almost always afford suitable time to teacher exposition, questioning to clarify understanding, and time for students' active and collaborative application of new learning, frequently using learning technology, or practical problem-solving equipment for example in STEAM activities. Very occasionally, the pace of learning is slowed by overly long explanations. In the best lessons, across both the kindergarten and elementary phases, most teachers plan very clearly, with clear lesson objectives. However, this is not a consistent feature of all lessons and, occasionally, learning objectives are not clear in the planning or clearly presented in the lessons. While planning in both phases is usually differentiated well to show how work will be targeted to different groups, there is a lack of individualised targeting of challenging work for more-able and gifted and talented students. In all</p>



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independent and collaborative learning. Across all subject areas, teachers challenge students to think of real-world applications of knowledge and skills.

classrooms, the learning environment is attractive and motivating, with displays that both celebrate and support students' learning. Positive and encouraging interactions with students are a strong feature of most lessons. All teachers make all students feel valued for whatever contributions they offer, for example in discussions. In the best lessons, questioning is very precise and probing and leads to very good dialogue and discussions. This is well exemplified for example in English where students compare two different texts. Most teachers' high expectations for the students lead to questions that extend students' comparative and predictive thinking. Such high-quality questioning is not a consistent feature of all lessons. As a result, occasionally, in both phases, chances are missed to expand students' spoken contributions. Most teachers use a wide range of effective strategies to engage and support students, but occasionally there is a lack of individualised targeted support to challenge more-able and gifted and talented students. Almost all teachers strongly promote chances for students to think critically about what they are doing, and to learn to work in an independent way. Almost all teachers encourage students to use learning technology well to support their learning. However, the development of innovation and creative skills and the application of learning technology in such contexts, using for example, computer-aided design software, is not a common feature of work provided for students in lessons in either phase.

Next steps for teachers:

1. Provide, in both phases, consistently precise questioning that leads students to take part in age-appropriate discussions about what they are learning.
2. Provide in all lessons across both phases clear learning objectives in planning and state these clearly to students in lessons.
3. Ensure that higher-attaining and gifted and talented students in both phases, always have work that is targeted to their individual needs.

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PS3: Teaching and assessment

3.2 Assessment

Internal Evaluations	Elements	External Evaluations
<p>3.2.1 An updated assessment policy was implemented in October 2018, including provisions for ELL and SEN students, and clear marking and feedback expectations. A remote learning assessment policy was developed in May 2020. Seesaw has now become an integral part of teaching and assessment practices. Seesaw Agreements were updated in October 2021. While assessment processes are coherent and consistent, an Assessment Improvement Plan was implemented in September 2021. 3.2.2 NWEA MAP, TIMSS and PIRLS data allows us to compare achievement data in reading, language usage, mathematics and science with that of students here in the region and internationally. Current data is benchmarked against pre-pandemic norms. Data helps identify trends and areas for development, informing strategic planning. 3.2.3 There has been substantial improvement in the use of data to inform planning and instruction. MAP data is analyzed by grade level, gender and ethnicity, as well as the disaggregation of special needs and ESOL students, likewise for DRA data. In September 2019, WIDA was implemented. The Student Services Team have centralized assessment data to allow for comprehensive analysis of ESOL, LS and SEN students. 3.2.4 Leaders and teachers analyze, discuss and interpret their observations and assessment data to determine next steps, such as adjustments to teaching or curriculum development. Students know what they need to work on and how to improve. Where appropriate, parents are involved in the development of targets. 3.2.5 Teachers understand that developing strong relationships with students and their families, alongside effective use of assessment data, supports learning. They know their students well and personalize learning, providing</p>	<p>3.2.1 Internal assessment processes</p> <p>3.2.2 External, national and international benchmarking</p> <p>3.2.3 Analysis of assessment data to monitor students' progress</p> <p>3.2.4 Use of assessment information to influence teaching and the curriculum</p> <p>3.2.5 Teachers' knowledge of and support for students' learning</p>	<p>Internal assessment systems in both phases are mainly coherent on a grade level basis and teachers use the assessments they do to measure the progress of students on a regular basis. The school is in the process of further developing assessment systems and much training has been given to staff in this respect. The school benchmarks students' attainment against external MAP testing in the elementary phase. However, the benchmarking does not always match clearly and accurately against what is seen in the classrooms where students attain better than the analyses of the test results indicate. Assessment data is analysed carefully by teachers at a grade level and external data, in particular, is analyzed carefully on a whole school basis. However, much of the data, especially that which is internal, is not collated to give a whole year group, phase or overall school picture. Assessment data as noted in class profiles is used well by teachers for their individual classes to track the skills of individuals and groups over time. This tracking enables teachers in both phases to make very good use of assessment to inform their planning and the arrangements for groups in their classes. There is less precision around using the information to provide, personalised targeted and challenging work for the more-able and gifted and talented students. Parents are consulted about, and contribute to, target-setting. The school keeps parents well-informed of students' progress towards their targets. Teachers in both phases have a very good knowledge of individual strengths and weaknesses of the students they teach. Good opportunities are generally provided for them to assess their own and each other's work and students get very involved in the overall assessment processes; for example, children in the kindergarten phase record their</p>



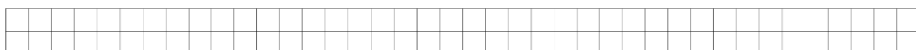
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appropriate challenge or support in relation to their strengths and areas for development. Teachers feedback individually, in small groups or to the whole class. This is multi-dimensional rather than simply correctional. Students are assessment capable learners.

own progress on a pictorial wall chart made from the outline of their own body shape. Teachers often provide good verbal feedback to students, but this is not always done consistently well by all teachers in all lessons, particularly in the elementary phase. The school has established a clear policy for marking students' work, but this system is not yet fully embedded in the practice of teachers across the school. Children in the kindergarten regularly record and evaluate in age-appropriate terms, evidence of their learning, often photographic, for upload to an online portal accessible by parents, teachers and students. Students in the elementary phase also upload examples of what they evaluate as their best work, to share with their parents as well as their teachers. Students in both phases actively participate in plenary reviews at the end of lessons. They regularly comment on peer performance, but do not routinely self-check for example the accuracy of presentation in their written work.

Next steps for assessing learning:

1. Collate all of the school's current internal assessment information to provide a clear overview of achievement at grade level, phase level and whole-school level. 2. Provide clear feedback to students in lessons about the next steps in their learning across the phases. 3. Fully implement the current policy for teachers' marking of students' work in all phases.





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PS4: Curriculum

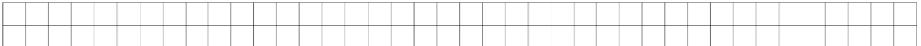
4.1 Curriculum

Internal Evaluations	Elements	External Evaluations
<p>4.1.1 In February 2019, the school underwent a successful IB evaluation visit. Commendations and recommendations outlined were consistent with findings from the school's self-study. There were no matters to be addressed. The curriculum has a clear rationale, linked to local and national priorities. During 2018-2019, the curriculum was reviewed and updated to incorporate more science knowledge, concepts and skills, to increase focus on innovation and creativity. 4.1.2 By design, the programme of inquiry supports structured progression of all subjects. Across all subject areas, standards and benchmarks ensure strong vertical articulation. Frequently, these are aligned to the units of inquiry ensuring the integrity of each subject area or discipline, while also promoting meaningful integration through the transdisciplinary approach of the PYP. Planning across the school ensures that all students' progress in their learning by building on their prior knowledge, understanding and skills. Students are well prepared for the next phase of education. 4.1.3 The curriculum provides a wide range of opportunities for students, both within and beyond the classroom. Students regularly inquire into areas of personal curiosity and there are consistent opportunities for students to make choices in their learning, reflective of their talents and aspirations. The school is intentional in fostering students' learning skills to facilitate elective choice in secondary school. 4.1.4 The trans-disciplinary approach to teaching and learning, evidenced by collaborative planning, ensures students explore key concepts through a variety of conceptual lenses reflective of the various subject disciplines. Teachers plan purposefully to ensure learners knowledge, understanding and skills are developed in meaningful ways throughout their whole school</p>	<p>4.1.1 Rationale, balance and compliance</p> <p>4.1.2 Continuity and progression</p> <p>4.1.3 Curricular choices</p> <p>4.1.4 Cross curricular links</p> <p>4.1.5 Review and development</p>	



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experience. 4.1.5 As a dynamic document, the programme of inquiry is continuously developed in response to ongoing school improvement efforts focused on students' learning and achievement across the curriculum, teachers' reflections, and learners' interests and needs. The most recent full review of the POI was in May 2020.





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PS4: Curriculum

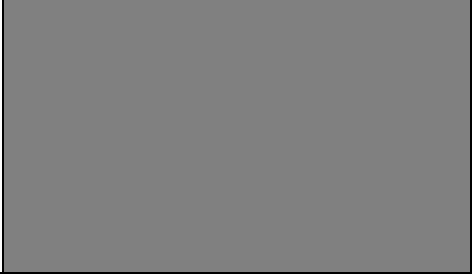
4.2 Curriculum adaptation

Internal Evaluations	Elements	External Evaluations
<p>4.2.1 Teachers collaborate successfully to modify the curriculum to meet the needs of all students, in alignment with relevant IEPs and PLPs. Curriculum modification can be modified content, modified instructional strategies and/or modified outcomes. The collaborative planning process includes ESOL, SEN and specialist teachers. In the Early Years, where many students join us with zero or low English proficiency, teachers are skilled at supporting English language development within a multi-lingual environment. 4.2.2 The curriculum is broad, balanced and holistic providing excellent opportunities for students to explore ideas through research and discovery. The units of inquiry excite and inspire students. Students explore concepts through various lenses such as languages, the arts and sciences. They participate in hands-on experiences, use a wide range of media to gain knowledge, apply learning in practical ways, and build confidence. The relationship between this concept-based curricular framework, the inquiry-based approach to teaching and learning evident in classrooms and students' outstanding learning skills is clear. Current extra-curricular activities include sports, Eco-Warriors, Destination Imagination, and Apple Bootcamp. Several task forces have been developed to conduct research, gather data and plan for the launch of a Language Institute, Sports Academy and Enrichment Program. 4.2.3 The curriculum is developed with meaningful links to Emirati culture and UAE society. This is reflected in unit planning on ManageBac and in teachers' weekly plans. The local environment provides a wealth of opportunities for experiences. Field trips to the fish market, Heritage Village, Qasr al Hosn and the House of Artisans, the Louvre and Sheikh Zayed Grand Mosque, have</p>	<p>4.2.1 Modification of curricula to meet the needs of all groups of students</p> <p>4.2.2 Enhancement, enterprise and innovation</p> <p>4.2.3 Links with Emirati culture and UAE society</p>	

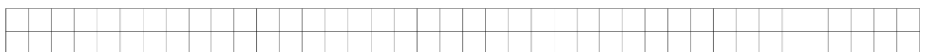


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strengthened students' connection to and appreciation for the UAE. The Moral Education curriculum provides clear examples of Emirati tenets and the opportunity for students to juxtapose and discuss the relationships to similar values and beliefs held by other members of our international community.



Next steps for curriculum leaders:





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PS5: Protection, care, guidance and support of students

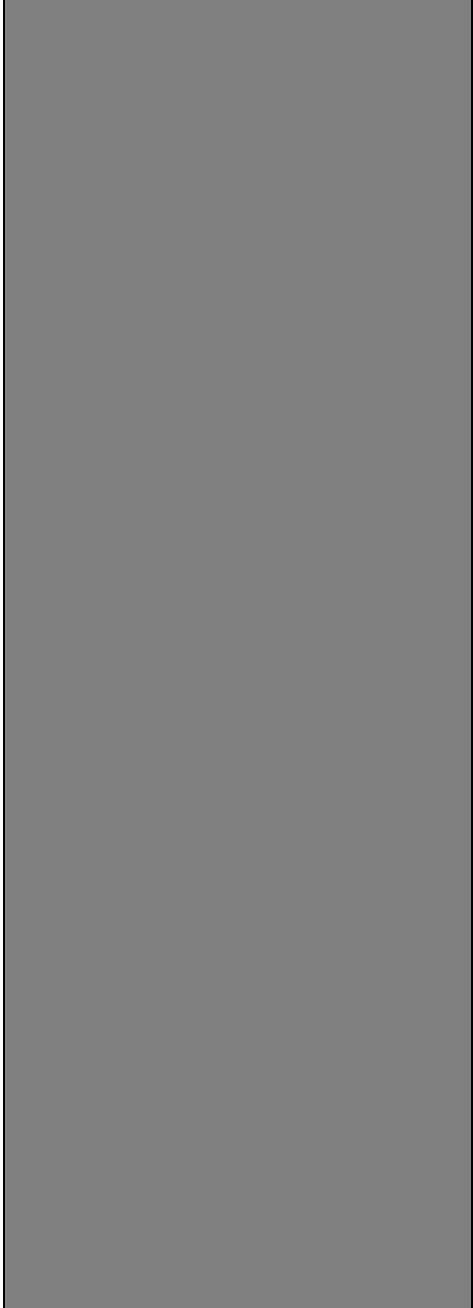
5.1 Health & safety

Internal Evaluations	Elements	External Evaluations
<p>5.1.1 All staff received the school's Safeguarding Policy, completed comprehensive child safeguarding trainings in August 2021. In September 2021, the school began utilizing an Online tracking system to record all reports of possible concern. GEMS Safeguarding Policy was updated and distributed to staff in October 2021. The Single Central Record is accurate and fully updated. Staff respond appropriately to students' needs, including online safety. 5.1.2 Policies and procedures are communicated with all staff. All regulatory requirements and precautionary measures are fully adhered, and documentation is comprehensive. The school was 100% compliant in its most recent internal audit (August 2021). Staff training is ongoing throughout the year. In recent PASS data (October 2021), 92.4% grade 2-5 students indicated that they felt safe at school. 5.1.3 The buildings and facilities are well maintained and fully compliant with the Department of Health. Regular inspections conducted by Civil Defense and ADEK indicate high levels of health and safety. Any identified issues are addressed promptly. Incidents and accidents are reported via Phoenix. All safety drills are reviewed by the EHS Committee. Students' medical information is disseminated to relevant staff carefully. 5.1.4 While modest, premises and facilities provide an excellent physical environment for all students. Several key enhancements since the last inspection include replacement of the Astroturf on the central green, and addition of finger guards in key areas, shades at gate 3 and access ramps. 5.1.5 The school actively promotes and supports safe and healthy lifestyles through morning assemblies, newsletters, webinars, events and initiatives. This has been a key focus during the pandemic. The cafeteria provides a menu consistent with the healthy food</p>	<p>5.1.1 Care, welfare and safeguarding</p> <p>5.1.2 Arrangements to ensure health, safety, security</p> <p>5.1.3 Quality of maintenance and record keeping</p> <p>5.1.4 Suitability of premises for all students</p> <p>5.1.5 Provision for and promotion of safe and healthy lifestyles</p>	<p>Care, welfare and safeguarding, including child protection, is a daily priority in the life of the school. Teachers show evident respect for students' views, and in both phases classroom routines include activities to promote physical and mental wellbeing, such as interludes for physical activity between learning tasks. Teachers and support staff demonstrate very caring and vigilant attitudes to all students, with particular care for individuals who may need additional support or reassurance. There are rigorously detailed written policies and procedures, to support this provision, which are clearly communicated and well understood by the school community. Parents report that they are familiar with the policy. All staff have received regular and up-to-date professional training. Parents and students are aware of who to contact in case of concerns, about bullying, cyber-bullying or other forms of abuse. The school keeps an accurate and up-to-date central register of all staff and a record of attendance at training events. The school is a secure, safe and healthy environment. It is fully compliant with health and safety regulations including the most recent COVID 19 directives. A health and safety committee which includes the principal, the vice-principal, the school counsellor and the operations manager ensures that health and safety is given a high profile in the life of the school, for example in ensuring all relevant risk assessments are carried out and complied with. The committee is proactive in monitoring and dealing with any concerns. There is an online system (Phoenix) that is accessible to all staff for reporting any issues. Safety checks are rigorous and frequent, as shown by carefully maintained records. Supervision of students is effective at all times. Record-keeping and the quality of maintenance are</p>

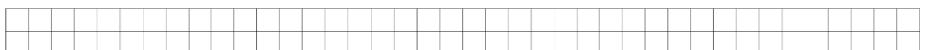


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policy and students make healthy choices independently.



meticulous. Despite the school being nearly 40 years old the buildings and facilities are not only well maintained but regularly updated and improved. For example the recent replacement of AstroTurf on the central green, and the addition of finger guards in key areas. There are ramps to all areas on the ground floor, however, there are no elevators to the upper floors. Overall, the school premises and facilities provide a safe and secure physical environment which is very well suited to the learning needs of all. The school canteen has now re-opened and students eat their packed lunches or ones provided by the school. They consist of healthy drinks and food. There are water dispensers in all classrooms and around the school and appropriate shaded areas. However, students are not encouraged to wear suitable headwear to protect themselves from the sun in non-shaded areas, such as outside the school gates. Safe and healthy living is promoted through assemblies, newsletters and across the curriculum and influences almost all aspects of school life, including provision not just for physical but also emotional health and wellbeing. Despite COVID restrictions the school ensures that children in the kindergarten can still enjoy outdoor play, adopting appropriate precautions. Recreation areas are equipped with popular and healthy play equipment such as the scooters in the elementary playground.



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PS5: Protection, care, guidance and support of students

5.2 Care & support

Internal Evaluations	Elements	External Evaluations
<p>5.2.1 Staff-student relationships are a strength of the school. Teachers know individual socio-emotional, physical, and intellectual needs. Internal student survey data (June 2021) reveals almost all (99%) students feel supported by teachers. In recent PASS data (October 2021), almost all (89.5%) students indicated that they feel positively about their relationships with teachers. In September 2021, enhancements were made to the behavior policy to streamline processes further. 5.2.2 Attendance and punctuality is monitored systematically and carefully. Parents have responded positively to the measures taken to improve attendance, reflected in the steady increase (+3.74%) since 2017-2018. In October 2021, the SMS feature in eSIS was utilized to further support efforts. 5.2.3 Our commitment to creating a culture of dignity, where all students feel safe, valued and included, lays a strong foundation for inclusive policies and procedures. The process for identification and support of students with special educational needs is clear and effective. Students, even those without specialist reports, receive early interventions and receive access to additional support. This includes high achieving students not formally identified as gifted and/or talented. 5.2.4 The case manager develops and updates individual student's Individualized Education Plan (IEP), in collaboration with teachers and parents. These plans provide clear guidance for differentiation, outlining interventions, accommodations and/or modifications appropriate to student needs and matched to outcomes. 5.2.5 Students are treated as valued members of our community, with respect and care. The school counselor provides one-on-one or small group counseling, and in-class education (anti-bullying, safe touch). Strategic measures are taken to</p>	<p>5.2.1 Staff and student relationships and behaviour management</p> <p>5.2.2 Promotion and management of attendance and punctuality</p> <p>5.2.3 Identification of students with special needs, gifted, talented</p> <p>5.2.4 Support for students with SEN and the gifted and talented</p> <p>5.2.5 Guidance and support for all students</p>	<p>Staff-student relationships are highly positive and a strength of the school. Student behavior is exemplary. Teachers know their students well and are aware of their individual needs. There are effective routines and systems for managing behavior through teachers' consistent positive affirmation of students' good behavior in both phases. The school's policy on behaviour management is shared with parents as part of the school's wider communication of important aspects of its provision and expectations. Internal school surveys indicate that almost all students feel supported by teachers and positive about their relationships. Attendance figures show that the promotion of attendance and punctuality is successful. The success of the school's promotion of students' attendance and punctuality is seen in the improvements in attendance and punctuality over the past three years, and is now good, despite the pandemic. It is particularly strong in Grade 5. There are effective systems for following up on unauthorised absences and poor punctuality. The school has meticulous systems for identifying students of determination (SoD). It has yet to internally identify gifted and talented (G&T) students in the elementary phase. SoD are identified at an early age or soon after they join the school, which promptly leads to highly appropriate intervention ensuring student needs are fully met. Individualised Education Plans (IEPs) set child-centred targets and are drawn up in collaboration with teachers and parents. The plans provide clear guidance for differentiation, interventions, accommodations and modifications appropriate to students' needs. The support and challenge for gifted and talented students and higher-attaining students, in both kindergarten and elementary phases are not</p>



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support key transitions. A Wellbeing Plan was created in October 2021 to further support the personal development of students. A Career Marketplace Day is being planned.



personalised and consistent in all lessons. Personal and academic guidance and support for all students is well organised. The school counsellor provides one on one or small group counselling and in-class education. A recently-created Well-Being Plan comprehensively supports the personal development of all students well, because it sets out the ways in which staff ensure that all aspects of student wellbeing are taken care of, including their social and emotional wellbeing as well as their physical health. Grade 5 students receive induction sessions for the transition to their phase three school and, before the pandemic, visited their new school.

Next steps for leaders:

1. Maintain the current robust plans and procedures for health and safety in preparation for the safe movement of staff and students to the new premises.
2. Consider the introduction of suitable headwear for all students, to protect from the sun, when outdoors in non-shaded areas.
3. Identify and provide individualised support and challenge for gifted and talented and higher attaining students.





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PS6: Leadership and management

6.1 Effectiveness of leadership

Internal Evaluations	Elements	External Evaluations
<p>6.1.1 In August 2021, a new, inspiring vision was shared by the Principal. This is supported by a strategic plan which has been effectively communicated to all stakeholders through meetings and written documentation. The Senior Leadership Team demonstrate a relentless commitment to school improvement that fully includes local and national priorities. 6.1.2 In August 2021, a Pedagogical Leadership Team was established, to create a focused middle leadership with specialized curricular expertise. This intentional restructure was designed to provide greater clarity, consistency, coherence, and alignment across the school, setting higher expectations for teaching and assessment. An increased emphasis on professional learning and culture building is promoting a diverse and inclusive community. Research informed best practices are promoted and embedded fostering high standards for learning and achievement. 6.1.3 In August 2021, organizational health became a key priority, aligned to the new direction of the school. Enhanced communication and intentional efforts to build and nurture relationships have resulted in a sense of belonging and increased staff morale. Through distributive leadership, an increased number of faculty have taken on leadership roles. In October 2021, eight new leadership opportunities were created. 6.1.4 There is a strong sense of purpose and clear alignment between the school's vision, values and aims and improvement planning. Since the last inspection, significant progress has been made and feedback from stakeholder surveys have influenced strategic planning. In preparation for the campus relocation, leaders are developing ambitious plans to increase opportunities for learning and achievement. 6.1.5 Senior leaders engage staff in a collaborative</p>	<p>6.1.1 Vision and Direction</p> <p>6.1.2 Educational Leadership</p> <p>6.1.3 Relationships and Communication</p> <p>6.1.4 Capacity to Innovate and Improve</p> <p>6.1.5 Impact on and accountability for school performance</p>	<p>Recently-appointed leaders at all levels subscribe wholeheartedly to the bold vision for school improvement set out by the new principal. Respect for dignity, equity, diversity and inclusion represent core values that the whole school community understands and shares. These values inform the school's commitment to UAE National and Emirate priorities which are well demonstrated in public displays and in tangible outcomes in international assessments of students' achievement. The school is inclusive, with a highly purposeful and supportive learning environment, and close attention to students' well-being and personal development, particularly in the context of restrictions due to the pandemic. Leaders at all levels, including the principal, are very knowledgeable about curriculum and effective teaching and learning approaches. They are developing new approaches to assessment of learning in the kindergarten phase, and the IB Primary Years Programme. As the school moves forward from the pandemic, and prepares to move to new buildings, leaders are well-placed to renew their focus on the quality of students' learning and achievement. Senior leaders invest heavily in ensuring positive relationships across the school and with parents. New appointments to newly-created leadership posts authorize staff to question established practice and to find innovative solutions to potential barriers to sustained improvement. As a result, morale is high throughout the school. Leaders at all levels have very good capacity, and know what needs to be done, to innovate and improve the school. New approaches to planning ensure comprehensive curriculum coverage. Emerging approaches to assessment seek to measure effectively students' achievements in their inquiry-based learning.</p>

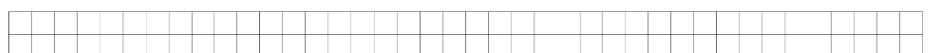


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process to solve problems and make decisions. The school is compliant with statutory and regulatory requirements. Actionable items from audits or inspections are addressed promptly.



Leaders are developing wider opportunities for staff to lead further improvement, including innovative roles, such as a Director of Disruptive Thinking to encourage creative and innovative development for the benefit of learners. At the same time, leaders ensure that the school continues to comply with statutory and regulatory requirements through careful attention to all regulatory aspects, particularly inclusive education.



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PS6: Leadership and management

6.2 Self evaluation & improvement

Internal Evaluations	Elements	External Evaluations
<p>6.2.1 All stakeholders contribute to the self-evaluation process in different ways including surveys, meetings and working teams. Annually, all faculty are assigned to a performance standard team. They work collaboratively to generate valid and reliable evidence, analyze data, report on progress and identify areas of strength and improvement.</p> <p>6.2.2 The Professional Growth and Evaluation framework, based on the UAE Teacher Standards, facilitates systematic and rigorous monitoring of teaching and learning in relation to student's achievements. Sharing of best practice is supported through peer observations and teacher-led professional development.</p> <p>6.2.3 Improvement plans are coherent and based on accurate self-evaluation, drawing upon multiple, rich data points. The pandemic has provided an opportunity to consider fresh perspectives resulting in new key priorities. This includes organizational health, wellbeing, enrichment, early years learning and digital technology. They contain specific, measurable, achievable, relevant and time-bound goals. Where applicable, targets are clearly linked to students' performance. The school measures the impact of school improvement efforts through analysis of a wide range of data including student achievement.</p> <p>6.2.4 The school has intentionally addressed all recommendations from the previous inspection. In some cases, progress was impacted by the pandemic; however, it also enabled other areas of growth to emerge. One example is the launch of the Apple Teacher Program. Evidence collected through the self-evaluation process shows sustained improvements over time in all areas.</p>	<p>6.2.1 Processes for self evaluation</p> <p>6.2.2 Monitoring and evaluation of teaching and learning</p> <p>6.2.3 Processes and impact of improvement planning</p> <p>6.2.4 Improvement over time</p>	<p>Processes for school self-evaluation make very good use of parent, staff and student well-being surveys to evaluate levels of satisfaction and students' well-being and personal development. School leaders also scrutinize data on student achievement. As a result, the school knows accurately its strengths and areas to improve. Monitoring of teaching and learning has been restricted during the pandemic due to distance learning. This has affected aspects of student progress in Islamic education and English. Teachers in these subjects continue to ensure students engage with active and investigative learning, but have not consistently ensured, particularly in the elementary phase, that students present their work with due accuracy and fluency. As the school resumes face-to-face learning leaders at all levels are well placed to re-focus on the quality of students' achievement in lessons, alongside the evaluation of the quality of teaching and students' learning experiences. Current strategic plans focus very explicitly on sharing, and enlisting support for, the school's re-stated vision, values and aims. The plans do not yet include explicit statements of how planned improvements in provision, for example in teaching and teachers' use of assessment, will impact on learners' experiences and outcomes in the classroom. The school has addressed well the recommendations of the previous report. Student achievement has been sustained through teaching that continues to engage and motivate students in both phases, despite the challenges and restrictions caused by COVID. In Arabic, attainment in the elementary phase has improved through more frequent opportunities to speak and write the language. Attendance monitoring procedures have improved, as have attendance rates. A reformed and</p>

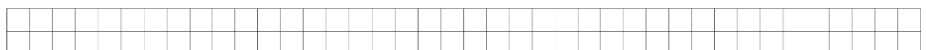


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		enlarged middle leadership team and related areas of responsibility now offer more staff the opportunity to take on leadership roles.
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Next steps for leaders:

1. State explicitly within middle leaders' roles their accountability for change and improvement in students' classroom experiences and outcomes.
2. Improve methods for observations of teaching and learning to take explicit account of the quality of student experiences and outcomes in lessons.
3. Ensure that strategic planning for improvement tracks the impact of every improvement action upon the quality of students' learning experiences in lessons and overall achievement, especially in the key subjects.



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PS6: Leadership and management

6.3 Partnerships with parents

Internal Evaluations	Elements	External Evaluations
<p>6.3.1 There is a high level of satisfaction and support for the school and its leadership. This was evidenced in the Spring GEMS Parent Survey (May 2021) with a 50% response rate and solid Net Promotor Score (NPS) score of 37. This has been affirmed in meetings and additional school surveys, where there has been high levels of attendance and participation. Parents are active and highly engaged. Monthly, teachers contact all parents to discuss their child's education and engagements are logged in GEMS Quality Assurance Platform (Pulse). 6.3.2 Parent communication continues to be highly effective. Seesaw is now the primary platform for sharing learning and for interactions between teachers and parents. In October 2018, Sway became the channel for biweekly newsletters, keeping parents apprised of key priorities, health and safety information, and school initiatives. Since April 2020, Webinars and virtual events occur regularly. Due to parent feedback, SMS updates are more frequent. The Parent Portal provides access to important documents and payment options. WhatsApp broadcast was introduced in September 2021. When needed, communications are in Arabic. 6.3.3 Seesaw posts document the process and product of learning, which parents can access daily. Formal virtual or in-person conferences take place mid-term three times per year, and written progress reports are issued at the end of each term, providing a holistic view of the child. Parents of children with special needs receive additional communications from relevant teachers. 6.3.4 Many social contributions to local and international communities are visible on the school's social media platforms. In 2019, our school participated in Adopt a Nation Initiative hosting Team Uruguay and attended the Special Olympics.</p>	<p>6.3.1 Parental involvement</p> <p>6.3.2 Communication</p> <p>6.3.3 Reporting to parents</p> <p>6.3.4 Community partnerships</p>	<p>The school engages parents very effectively as active partners in their children's learning. School surveys testify to very high levels of parental satisfaction. Parental views on the quality of the work of the school are very well-articulated through representation on the school's local advisory board. School leaders value highly parental perspectives, expressed through these same channels, when planning for improvement, for example, in how to communicate and demonstrate the ways in which the school aims to realise its new vision. Communications with parents are highly effective and use a range of approaches including online platforms that enable parents to view their children's learning through student posts and teacher commentary. The school supports parents well, as noted in parental surveys, through informative briefings and reaches out through 'webinars' on topics of importance such as enabling parents to interpret data reporting on student progress. As a result of these briefings, but also because of their greater experience of the work of the school through their children's distance learning, parents demonstrate a detailed knowledge and understanding of many aspects of the work of the school, in terms of, for example, its curriculum, assessment processes, and current theories of learning and teaching including the current interest in enhanced learning capacity of bilingual learners. Parents also value the school's continued commitment to informal communications especially in the current pandemic context. The start and end of the school day are well-capitalized on by staff and parents alike to exchange mutually helpful information. Parents also appreciate highly the continuing emphasis on partnership, between parents and teachers, espoused by school leaders and staff. As the school</p>



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Other examples include World Skills, Breast Cancer Awareness, Sustainable Schools Initiative, and the Red Box Appeal. Recently, curators from National Zayed Museum visited the school to work with grade 3.

prepares to move into new premises parents are anxious for reassurance that the school ethos of shared values and family atmosphere will continue to flourish. Parents find school reports provide informative and helpful profiles of their child's learning and personal development. They particularly value the 'student-led conference' approach that enables students to present on their learning and contextualize dialogue between parent and teacher. The school sustains well its social contributions to a range of local community causes, despite the current constraints on activities that would typically allow schools to reach out to their communities. Leaders ensure the school participates in a range of sporting, academic and social activities with other schools in the same ownership. As a result, students' personal development continues to benefit from opportunities to meet and compete with students from other schools and localities.

Next steps with parents and partners:

1. Continue to build parent partnership around the existing ethos as the school grows in its new campus. 2. Build on the highly-valued 'student-led conference' approach to parents' consultation evenings, to maintain parent partnership as students move into phases beyond the elementary phase. 3. Re-establish local, national and international partnerships that may have lapsed due to restrictions, to contribute to students' personal development, as well as academic achievement.



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PS6: Leadership and management

6.4 Governance

Internal Evaluations	Elements	External Evaluations
<p>6.4.1 The Local Advisory Board (LAB) includes representation from GEMS School Support Center (owners), parents (including Emirati representation), school leadership (WAA) and another GEMS school. Although the LAB does not provide accountability of responsibility for the school's performance, it does impact on decision-making. The LAB meets termly to review, discuss and reflect on the school's goals and improvement plans, acting as critical friends and providing counsel to Senior Leaders. Student achievement data, SEF progress and school improvement initiatives are shared and discussed. Feedback from students and parents is a fundamental part of school decision-making. 6.4.2 The LAB regularly monitors the school's actions and provides feedback that contributes to the ongoing development of the school. School leaders provide sufficiently regular and detailed accounts of performance to the LAB, included information related to students' achievement and personal development, health and safety, and the self-evaluation process. In 2019-2020, LAB members selected an area of focus; these areas included Arabic and Islamic Studies, inclusion, safeguarding, and health and safety. Due to the pandemic, further progress was limited. In October 2021, the LAB reconvened with the incoming Principal, and new members were welcome adding further areas of expertise. As part of the GEMS Network of Schools, WAA has a highly effective and mutually supportive relationship with GEMS Corporate leadership. The professional governance of GEMS provides systematic support and challenge, reporting to the Board and shareholders, on the progress WAA is making. Policies make clear the responsibilities and functions of the Head of School, inclusive of a Principal Review Process, and GEMS Governance: SEF/SDP quality</p>	<p>6.4.1 Involvement of stakeholders</p> <p>6.4.2 Ensuring accountability</p> <p>6.4.3 Influence on the school</p>	<p>The school's governing body works well together with the Local Advisory Board, which comprises parents as well as education specialists, to ensure that governors can listen to and take account of parents' views, expressed in meetings and survey responses. Governors know the school well. This enables governors, together with the representatives of the Local Advisory Board acting as 'critical friends', to monitor the school's actions and hold leaders accountable through regular termly reports and interview on the work of the school. Governors inquire into all aspects of the work of the school, including the achievements and personal development of students. There is scope for greater rigour in ensuring that the school carries through its plans for school improvement in ways that focus still more explicitly on the quality of student achievement in daily lessons. Governors also support the school well, endorsing the new Principal's vision and aims for the development of the school. They have supported key appointments to leadership positions, which also include wider opportunities for teachers to take on leadership roles and responsibilities. There is scope to support the school further to ensure that all leadership roles and responsibilities include a continuing focus on the quality of students' learning experience and outcomes. The governing body ensures, through regular review, that the school consistently fulfils statutory and regulatory requirements in all aspects of its work.</p>

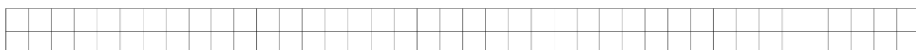


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assurance, Safeguarding, HSE, HR, Finance, IT, Procurement, Properties, Services, Legal, Government Relations, Marketing, Comms and Enrolments. 6.4.3 As a result of their informed understanding of the school, LAB members exert a positive influence on decision making within the school. Their insights and contributions challenge, encourage and support the Principal in ensuring that the school meets its commitment to parents. Through internal audits and external reviews, GEMS Education and school leaders ensure that the school has optimal resources, consistently fulfills statutory requirements, including the safer recruitment and retention of the highest quality teachers. There has been a 181.5 million AED investment into the new building. The school has a strong partnership with the regulator, ADEK, who fully support the relocation.

Next steps for governors:

1. Support the school by making more explicit use of the role of 'critical friend' in ensuring school leaders' continuing focus on the quality of students' learning experience and outcomes. 2. Interrogate school leaders' strategic planning for improvement and support them to make sure all improvement activity results in measurable improvement in the quality of students' learning experiences in lessons, and their attainment and progress, especially in the key subjects, in each grade in each phase. 3. Interrogate, and hold leaders accountable for, data on school performance, especially the quality of student achievement in the key subjects in all phases.





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PS6: Leadership and management

6.5 Management

Internal Evaluations	Elements	External Evaluations
<p>6.5.1 The school operates in a highly efficient manner. Routines, procedures and expectations are effective. Schedules ensure the best use of physical space optimizing students' educational experience. Offices and specialist classrooms are assigned strategically to reduce transition time, supporting current regulations. Weekly newsletters keep staff apprised of key information. WhatsApp broadcast messages provide immediate alerts when necessary. 6.5.2 Faculty are highly qualified and experienced, many with prior international and/or PYP experience. They are complemented in their work by the provision of skilled teaching assistants and other support staff, in addition to specialist professionals for counseling, ELL and SEN. Professional learning and development is relevant, frequent and of high quality. In August 2021, two IBEN joined the school. Leaders at all levels are well positioned to disseminate all aspects of our curriculum. Education staff are technology competent and 80% are Apple Teachers. 6.5.3 The campus is a safe, intimate and friendly environment for students. There is a persistent drive to innovate and improve to fully utilize the facilities to support collaboration and inquiry-based learning. Most recent developments include the new Staff Lounge, Collaboration Hub and consolidation of the Stationary Store and Teacher Resource Center to create office space in a prime location. The school will move to its new location in a purpose-built facility in September 2022. 6.5.4 The school is extremely well equipped with high quality resources that can be used in school or remotely and are well matched to the curriculum. There are extensive guided reading collections in Arabic and English, and a wide range of digital tools. All students have access to iPads or Macs. These are shared in KG and 1-</p>	<p>6.5.1 Management 6.5.2 Staffing 6.5.3 Facilities 6.5.4 Resources</p>	<p>The daily management of the school is very well-organized. Procedures and routines are very effective. As a result, the school creates and maintains a very purposeful learning ethos that supports children and students very effectively to learn in inquiring and collaborative ways. School staff are suitably qualified. Teaching and support staff benefit from professional development opportunities that are generally well-matched to the school's priorities for improvement. As a result, students' learning takes place in a highly supportive and collaborative learning environment which maintains high levels of achievement in both phases. School leaders recognise the need for further professional development on the use of assessment, in order to maintain student progress and improve progress in the areas where it has declined. The new principal has created a middle leadership structure augmented by further posts that offer wider leadership opportunities to more staff. While staff are well-deployed to support student achievement, leadership remits lack clear statements of accountability for improvement in the quality of such achievement. The school premises are accessible to all, and are sufficient to support students' achievements. As a result, students benefit from a positive and stimulating learning environment. Resources are generally high quality and well-matched to curriculum needs. In a few instances, resources were not always well-deployed to support children's investigative learning, for example in science in the kindergarten.</p>



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1 throughout grades 1-5. Interactive Touchscreens have been installed across the school. There is strong provision of resources for counseling, ELL and SEN students.

Next steps for managers:

1. Provide more professional development on the use of assessment to support evaluation of achievement and provision for more-able, gifted and talented students. 2. Make sure resources are used optimally to support all curricular areas, such as science from kindergarten through elementary phase. 3. Plan and implement opportunities to use resources more effectively to explore and discover through practical experimentation, and devise students' own practical experiments.

Next steps with ADEK:

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

recommendations from the ADEK inspection team;

areas identified by school leaders as requiring improvement;

other external reports that evaluate the outcomes of the school;

priorities arising from the school's unique characteristics.

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

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

