



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Inspection
report of

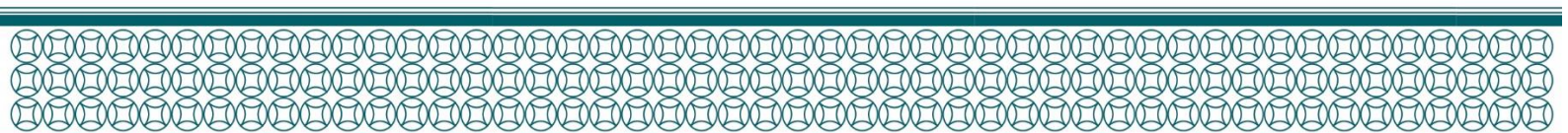
**GEMS Cambridge International
School**

Overall
Effectiveness

Good

Academic
Year

2019/20





دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Contents

School Information	3
The overall performance of the school.....	4
Key areas of strength and areas for improvements.....	4
Progress made since last inspection and capacity to improve	5
Performance Standard 1: Students' Achievement.....	8
Performance Standard 2: Students' personal and social development and their innovation skills	13
Performance Standard 3: Teaching and assessment.....	14
Performance Standard 4: Curriculum	15
Performance Standard 5: The Protection, care, guidance and support of students.....	16
Performance Standard 6: Leadership and management.....	17
Provision for Reading.....	19



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

School Information

School Profile			
School Name:	GEMS Cambridge International School		
School ID:	9232	School phases:	FS2 to Year 13
School Council:**			
School curriculum:*	British	Fee range and category*	AED21,300 - AED36,220 (medium to high)
Address:	Baniyas East	Email:	9232@adek.gov.ae
	Abu Dhabi		
Telephone:	+971 2 510 4343	Website:	www.gemscambridgeinternationalschool-abudhabi.com

*Relevant for Private schools only ** Relevant for Government schools only

Staff Information				
Total number of teachers	201	Turnover rate	3%	
Number of teaching assistants	31	Teacher- student ratio	1:30	
Students' Information				
Total number of students	3490	Gender	Boys and girls	
% of Emirati students	23 %	% of SEN students	2 %	
% of largest nationality groups	India 15%, Pakistan 14%, Egypt 12%			
% of students per phase	KG	Primary	Middle	Secondary
	19 %	45 %	26%	10 %
Inspection Details				
Inspection Hijri dates from:	18/05/1441	to	21/05/1441	
Inspection Gregorian dates from:	13/01/2020	to	16/01/2020	
Number of lessons observed:	194	Number of joint lessons observed:	37	



The overall performance of the school:

- The principal has been in post for three and a half years. The school has responded to the disruption of high teacher turnover in the past by building the capacity of its staff, resulting in better retention, lower turnover and a number of new leaders at all stages.
- The overall performance of the school is good, as at the last inspection. Students' achievement is good overall, with improved achievement across English-medium subjects and Arabic. Teaching is good overall, helping students to become successful learners. The extended leadership team manages the school very effectively and ensures high-quality care and support for students at a time of leadership development.

Key areas of strength and areas for improvements:

Key areas of strength

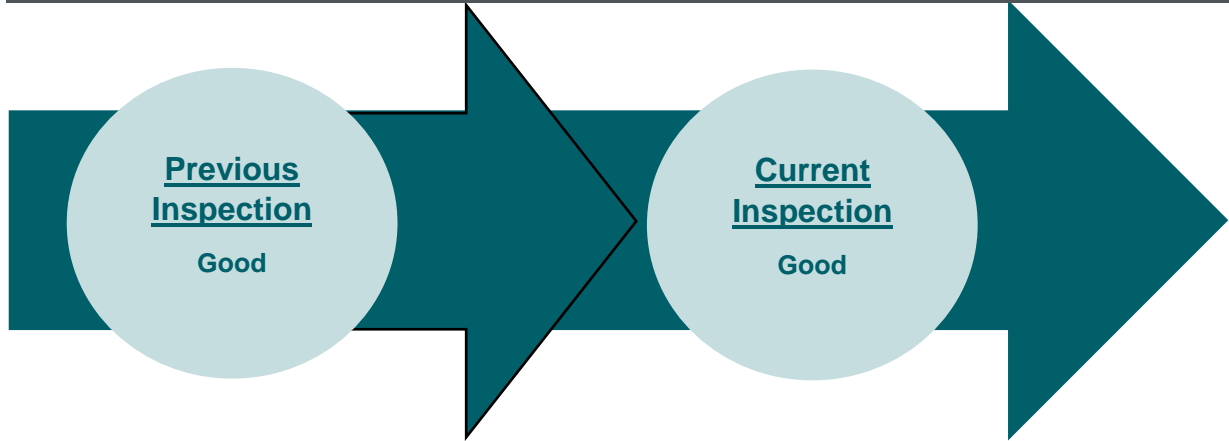
- Students' attendance, behaviour and very positive attitudes to learning.
- The family ethos, caring relationships and students' excellent interpersonal skills.
- Highly efficient day-to-day management of the school and the impact of high-visibility leaders on promoting a safe environment.
- High quality of support for students with special educational needs (SEN).
- Rich experiences in a broad range of opportunities within and beyond the classroom.

Key areas for improvement

- Building upon best practice, continue to increase the consistency of effective approaches in teaching which support all students to become high-performing, independent learners by:
 - extending opportunities for higher-order thinking and independent learning to students in all ability groups
 - ensuring that continuous curriculum review evaluates the impact of the whole curriculum on the learner over time
 - developing the curriculum in the Foundation Stage to improve attainment in English and mathematics, and help children's independent learning skills.
- Extend self-evaluation approaches to quality-assure the impact of recent developments in teaching and learning by:
 - increasing the consistency and effectiveness of formal monitoring by ensuring Arabic- and English-medium leaders are using the same criteria and scale
 - broadening the range of ways in which learning is monitored, moving the focus from teacher actions to the learner's experience
 - improving teachers' skills in evaluating and justifying the impact of innovative approaches in classrooms.



Progress made since last inspection and capacity to improve



- The school has made good progress in addressing the recommendations of the previous inspection.
- The school has raised achievement in Arabic first language and it is now good. Improved teaching strategies have yet to raise achievement in Islamic education.
- Teachers now share best practice more widely. Professional development is more acutely focused on promoting effective learning in classrooms. As a result, students are achieving better, particularly in science in all phases, English in Primary and High, and mathematics in Middle and High where achievement is now very good.
- The school has maintained very high quality of care and support for students, particularly those with SEN. The curriculum now provides increased continuity in mathematics and higher levels of personalised challenge in English and science. Students are becoming more empowered learners, taking responsibility for achieving very good standards where teachers enable them to do so.
- Leadership systems, and new leaders at all levels, are in the process of promoting and sustaining a new, more ambitious sense of direction. While achievement has improved, the full impact is not yet evident.
- The school leadership demonstrates very good capacity for continued improvement.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1	Students' Achievement		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">Students' achievement remains good overall. It is now very good in English in Primary and High, in mathematics in Middle and High, and in science in Primary, Middle and High. Achievement is good in Arabic as a first language (AFL) in all phases.Overall, the majority of groups of students make better than expected progress.Students are capable, conscientious learners, who are responding well to new opportunities to take more responsibility for their own learning.		

Performance Standard 2	Students' personal and social development, and their innovation skills		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">Students develop a strong work ethic and considerable ambition. Attendance is outstanding.Very positive relationships between students and staff are based on mutual respect. Students form a harmonious school community and have genuine interest in one another's lives and cultures.Students' attitudes reflect Islamic values and they have strong awareness of UAE culture. They show impressive creativity and the capability to initiate and lead when given the opportunity.		

Performance Standard 3	Teaching and Assessment		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">The quality of teaching is good overall, being strongest in the Primary and High phases, and in English-medium subjects.Almost all teachers have strong subject knowledge and build consistently on students' existing skills.An increasing number of teachers inspire students to follow their own interests and think creatively. They do not consistently use assessment to enable students to take control of their own learning.		

Performance Standard 4	Curriculum		
Judgment	Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">The curriculum provides good quality experiences across a range of subjects, enhanced by extra-curricular opportunities.		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

	<ul style="list-style-type: none">Aspects of the curriculum have not been closely reviewed across subjects to ensure students' experiences are consistent across their learning, including in FS.The curriculum is modified well in most subjects for different groups of students, particularly those with SEN.
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Performance Standard 5	The protection, care, guidance and support of students		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">Very vigilant procedures ensure that the school is always a safe place for students.Very positive relationships ensure that students' behaviour is consistently very good.Staff quickly identify those who need additional help and provide very effective support to SEN students.		

Performance Standard 6	Leadership and management		
Judgment	Very Good	Change from previous inspection	No Change
Justifications	<ul style="list-style-type: none">Leadership shares a bold vision for further school improvement . However, a number of new leaders are not all fully experienced in their roles, and as a result, they do not all provide sufficient direction to ensure staff implement strategies that have a consistent impact on raising students' outcomes to a consistently high standard in all phases and subjects..The management of the school is highly efficient and partnerships with parents are very strong. .The school's wide range of partnerships and the very strong support from GEMS education enhance provision.		



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Performance Standard 1: Students' Achievement

Indicators:		KG	Primary	Middle	High
Islamic Education	Attainment	N/A	Acceptable	Acceptable	Acceptable
	Progress	N/A	Acceptable	Acceptable	Acceptable
Arabic (as a First Language)	Attainment	N/A	Good	Good	Acceptable
	Progress	N/A	Good	Good	Good
* Arabic (as additional Language)	Attainment	N/A	Good	Good	Good
	Progress	N/A	Good	Good	Good
Social Studies	Attainment	N/A	Good	Good	N/A
	Progress	N/A	Good	Good	N/A
English	Attainment	Acceptable	Good	Good	Very Good
	Progress	Good	Very Good	Good	Very Good
Mathematics	Attainment	Acceptable	Good	Very Good	Very Good
	Progress	Good	Good	Very Good	Very Good
Science	Attainment	Good	Very Good	Very Good	Very Good
	Progress	Good	Very Good	Very Good	Very Good
Other subjects (Art, Music, PE)	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Learning Skills		Good	Good	Good	Good



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Islamic Education	<ul style="list-style-type: none">• Student's achievement in Islamic education remains acceptable overall. In lessons and over time, most students make acceptable progress.• Students' attainment is acceptable overall. MoE examination results for Year 13 indicate outstanding attainment as does school internal data. This does not match what is seen in lessons and in students' work. Most students' attainment is in line with curriculum standards.• Students make acceptable gains in their basic understanding and knowledge of Islamic faith, Seerah and Hadith Sharif. Students in Middle appreciate the importance of Islamic values, such as justice, in their lives. Only a minority show deep understanding of Islamic concepts. Students' recitation of prescribed Hadith and Surah is appropriate and respectful, but only a minority apply Tajweed rules.• All groups make at least expected progress.	
	Relative Strengths <ul style="list-style-type: none">• Students' knowledge and understanding of Islamic faith and Seerah.• Students' application of Islamic values on their lives.	Areas of Improvement <ul style="list-style-type: none">• Students' recitation skills using Tajweed rules.• Students' deep understanding of Islamic concepts.

Arabic	<ul style="list-style-type: none">• Students' achievement in Arabic as a first language (AFL) and Arabic as a second language (ASL) is good. In lessons and over time, students make good progress.• Students' attainment in AFL is good overall, and acceptable in High. IGCSE examination results in AFL support acceptable attainment. Attainment is good for the small number taking MoE examinations. Internal assessment shows outstanding attainment, but in lessons and their work, the majority attain above curriculum standards in Primary and Middle and most attain in line in High.• ASL students' attainment is good. MoE examination results show outstanding attainment in High, while IGCSE examination results show very good attainment. Internal assessment data indicate outstanding attainment which does not match lessons and students' work where the majority attain above curriculum standards .• AFL students develop good listening and comprehension skills. The majority of Primary students use accurate standard Arabic in speaking. However, students' reading skills in High phase are less well-developed. ASL students also gain good listening and reading for comprehension skills. The majority can speak clear standard Arabic. In both subjects, students' extended and creative writing in all phases is less well developed.• The majority of groups of students in both subjects make good progress.	
	Relative Strengths <ul style="list-style-type: none">• Students' listening and comprehension skills.• Students' speaking skills particularly in Primary.	Areas of Improvement <ul style="list-style-type: none">• Students' extended and creative writing in all phases.• Students' reading skills in High AFL.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Social Studies	<ul style="list-style-type: none">• Students' achievement in social studies remains good. In lessons and over time, the majority of students make better than expected progress.• Attainment is good. Internal assessment data indicates that attainment is outstanding, however this is not evident in lessons and students' work, where the majority attain above curriculum standards.• The majority of students make good progress in developing their knowledge and skills in UAE geography and economy. For example, Primary students can explain the importance of preserving the UAE's natural resources, but cannot suggest innovative ways to do so. By Middle, students understand and explain the economic issues of population growth in the UAE. Students' extended knowledge and understanding through research is less evident, particularly the more-able.• The majority of groups of students make better than expected progress.	
	Relative Strengths <ul style="list-style-type: none">• Students' understanding of economic factors in the UAE.• Students' knowledge of the UAE's natural resources.	Areas of Improvement <ul style="list-style-type: none">• Students' skills in devising innovative solutions to sustainability.• Students' extended knowledge and understanding through research.

English	<ul style="list-style-type: none">• Students' achievement in English is now very good overall. It is good in Foundation Stage and Middle, and very good in Primary and High. In lessons and over time, the large majority of students make better than expected progress overall.• Attainment is good overall. Internal assessment indicates good attainment in Foundation Stage and Middle and very good attainment in Primary and High. Attainment is very good in IGCSE and A level examinations. This matches what is seen in lessons and students' work.• Children in Foundation Stage develop their vocabulary and understanding of phonics quickly, but are not confident in speaking. Primary students are very articulate. They orally express their ideas and opinions clearly, but this is less well developed in writing in Middle. Students read texts quickly for a range of real purposes. By High, they can infer implicit meaning from the use of language in texts.• Overall, most groups of students make better than expected progress.	
	Relative Strengths <ul style="list-style-type: none">• Students' extensive vocabulary and oral fluency in Primary• Students' skills in reading for information and meaning in High.	Areas of Improvement <ul style="list-style-type: none">• Students' speaking skills in Foundation Stage.• Middle phase students' independent extended writing skills.



دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Mathematics	<ul style="list-style-type: none">• Students' achievement in mathematics is now good overall. It is good in Foundation Stage and Primary and very good in Middle and High. In lessons and over time, the majority of students make good progress.• Students' attainment is good overall, being acceptable in Foundation Stage, good in Primary and very good in Middle and High. Internal assessment shows very good attainment. This was not seen in lessons in Primary, but is supported by students' recent work in Middle and very good attainment in IGCSE and A-level examinations.• Foundation Stage children learn to recognise numbers and count sequentially but cannot devise graphs or pictures to show their findings. Primary students develop their mental calculation skills effectively and show impressive rapid recall of number facts. By Middle and High, students can apply their broad mathematical understanding very effectively, such as to solve geometric equations. In all phases, students' skills in investigating and solving mathematical problems are less well-developed.• Overall, the majority of groups of students make better than expected progress, but this is stronger for students in Middle and High.			
	<table border="1"><thead><tr><th style="text-align: left;">Relative Strengths</th><th style="text-align: left;">Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Students' rapid recall of number facts.• Middle and High students' application of mathematical skills and understanding.</td><td><ul style="list-style-type: none">• Students' skills in investigating and solving mathematical problems.• FS children's skills in displaying their findings in mathematical work.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Students' rapid recall of number facts.• Middle and High students' application of mathematical skills and understanding.
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Science	<ul style="list-style-type: none">• Students' achievement in science is now very good overall. It is good in Foundation Stage. In lessons and over time, the large majority of students make better than expected progress overall.• Students' attainment is very good overall and good in Foundation Stage. Internal assessments and IGCSE and A-Level examinations show that attainment is very good in Primary, Middle and High, which matches what is seen in lessons.• Foundation Stage children can follow instructions to carry out a simple experiment. By Primary, they develop strong scientific investigation skills but a minority are less confident in drawing and presenting conclusions using data. Middle phase students can apply their mathematical skills, for example to calculate the forces in pressure vessels. By High, they apply their very good knowledge of chemistry concepts to create molecular models. However, a minority of Middle and High students' skills in solving scientific problems independently are less well developed.• Most groups of students are making better than expected progress.			
	<table border="1"><thead><tr><th style="text-align: left;">Relative Strengths</th><th style="text-align: left;">Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Students' knowledge and understanding of core chemistry concepts in High.• FS children's practical skills in experiments.</td><td><ul style="list-style-type: none">• Primary students' confidence to present conclusions using data.• Solving scientific problems independently for a few students in Middle and High.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Students' knowledge and understanding of core chemistry concepts in High.• FS children's practical skills in experiments.
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دائرة التعليم والمعرفة
DEPARTMENT OF EDUCATION
AND KNOWLEDGE

Other subjects	<ul style="list-style-type: none">• Students' achievement in other subjects is good overall. In lessons and over time, the majority of students make good progress.• Attainment in lessons is good overall across subjects where the majority of students demonstrate skills and knowledge above curriculum standards in lessons and their work.• Students' physical education (PE) skills develop progressively and older students show considerable skill in evaluating and coaching. Primary students develop a basic level of knowledge about genres in art, but the majority of students can create skilled pieces of work using a broad range of media by High phase. Primary students make limited progress in music but this improves in Middle. In information technology (IT), students develop good programming skills as they move through the school. Students in High can explain the benefits of SWOT analysis in business. Middle phase students are confident and expressive performers in drama.• Overall, the majority of groups of students make better than expected progress.			
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Relative Strengths	Areas of Improvement			
<ul style="list-style-type: none">• Impressive art skills in High and in drama in Middle.• Students' analysis and coaching skills in PE.	<ul style="list-style-type: none">• Breadth of Primary students' knowledge about art.• Primary students' progress in performing in music.			
Learning Skills	<ul style="list-style-type: none">• Students engage well in lessons and learn independently when given the opportunity.• Students are generally aware of what they are expected to achieve and are beginning to take more responsibility for the pace and quality of their own learning. Children are developing good learning skills in FS2, although their independence is sometimes limited by directed tasks.• The majority of students work with others on creative or analytical tasks where they decide for themselves how to develop and demonstrate their ideas in imaginative ways. Such authentic opportunities for students to solve problems, or draw upon their knowledge and skills across all disciplines are not always consistent.			
	<table border="1" style="width: 100%;"><thead><tr><th style="width: 50%;">Relative Strengths</th><th style="width: 50%;">Areas of Improvement</th></tr></thead><tbody><tr><td><ul style="list-style-type: none">• Well-motivated learners who enjoy and participate eagerly in lessons.• Students' willingness to collaborate and critically evaluate their work.</td><td><ul style="list-style-type: none">• Consistency in skills in researching and developing ideas, and solving problems, across subjects.• FS2 children's independent learning skills.</td></tr></tbody></table>	Relative Strengths	Areas of Improvement	<ul style="list-style-type: none">• Well-motivated learners who enjoy and participate eagerly in lessons.• Students' willingness to collaborate and critically evaluate their work.
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Performance Standard 2: Students' personal and social development and their innovation skills

Indicators:	KG	Primary	Middle	High
Personal development	Very Good	Very Good	Very Good	Very Good
Understanding of Islamic values and awareness of Emirati and world cultures	Very Good	Very Good	Very Good	Very Good
Social responsibility and innovation skills	Very Good	Very Good	Very Good	Very Good

- Students' personal and social development are very good overall. Their innovation skills are good.
- Students are ambitious, motivated learners who demonstrate a strong work ethic. They are taking increasing levels of responsibility for their own achievement as they progress through the school. FS and Primary students show considerable resilience when tasks are challenging, and willingly provide support to peers. On occasions, less-able students become passive when teaching is not directly focused on them.
- Students behave very well, even when they are not directly supervised. They reflect the school's ethos in their very positive relationships with one another and with staff. Students at all levels take opportunities for leadership very seriously and represent the views of their peers responsibly on numerous committees.
- Students participate in a broad range of sporting and cultural activities which develop their broader aptitudes and skills. They demonstrate an understanding of positive lifestyle choices and levels of participation and skill in extra-curricular sport are very high. Attendance at over 98% is outstanding.
- Students reflect Islamic values in their commitment to learning, their very respectful behaviour and their kindness towards one another. They form a harmonious school community and have a genuine interest in the UAE culture, and one another's lives and cultures. Students sing the national anthem respectfully, although a few do not join in.
- They show concern for others through fund-raising and also through participating in direct action including community service overseas. Students express a clear understanding of global environmental concerns and have implemented practical environmental sustainability initiatives locally.
- Students demonstrate a very strong work ethic in class and homework tasks. When given the opportunity older students demonstrate impressive creativity, innovation, and the capability to initiate and lead more than they currently do, particularly in lessons.

Areas of Relative Strength:

- Attendance and punctuality.
- Students' behaviour, ambition and self-motivation.

Areas for Improvement:

- Students' initiating and leading projects linked to social contribution, and innovation in lessons.



Performance Standard 3: Teaching and assessment

Indicators:	KG	Primary	Middle	High
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

- The overall quality of teaching and assessment is good.
- Almost all teachers have strong subject knowledge. They plan and deliver interesting lessons using activities which help students to understand. However, understanding of teaching strategies which promote high-performance learning (HPL) is not yet fully embedded across the school.
- The majority of teachers encourage students to take responsibility for their own learning by asking questions which require them to think critically, and giving them tasks which involve learning independently. This technique is used inconsistently, with the more-able students more likely to access higher-level activities which involve innovative thinking and problem-solving.
- Most lessons progress at a brisk pace. The majority of teachers ensure that students check and improve their own and one another's work against clear expectations. In a few lessons where all students are learning the same, they are less able to exceed the expectations of the set task.
- The majority of teachers track students' progress carefully, using a range of assessments to design tasks at the right level. Students' achievement is very good where teachers share with students how they expect them to perform at each level and discuss their next steps in learning, but this is not consistent across subjects, particularly in Islamic education lessons.
- The school analyses students' attainment carefully and compares it with other English curriculum schools across the world to ensure that students are achieving competitive standards.

Areas of Relative Strength:

- Teachers' subject knowledge and their use of tasks which make lessons interesting.
- The use of continuous assessment data to track students' progress.

Areas for Improvement:

- Consistent development of critical thinking and independent learning skills.
- Effective use of curriculum-linked assessment to track and share with students their success and next steps in learning.



Performance Standard 4: Curriculum

Indicators:	KG	Primary	Middle	High
Curriculum design and implementation	Good	Good	Good	Good
Curriculum adaptation	Good	Very Good	Very Good	Very Good
<ul style="list-style-type: none">The overall quality of the curriculum is good. It is broad and balanced and progressively develops students' skills in line with English National Curriculum expectations. The Foundation Stage curriculum develops the literacy and numeracy skills required for Year 1. However, it does not place enough emphasis on igniting children's curiosity and building on the experiences they bring to school.The curriculum has recently begun to focus on developing students' understanding of the learning process itself.Most subjects link learning in meaningful ways, but not all do so equally well. Interdisciplinary links, and planned opportunities to help students gain in-depth knowledge and develop innovation and problem-solving skills across all subjects and phases, are inconsistent.Senior leaders and staff have reviewed aspects of the curriculum and implemented new resources to raise achievement. However, the FS curriculum has not been reviewed to ensure it fully develops children's independence and curiosity.The curriculum is modified well in most subjects for different groups of students, particularly those with SEN. The broad range of subjects is enriched by numerous opportunities for all students to follow their own interests through curricular, and extra-curricular, events and projects.In all phases, the curriculum develops students' citizenship skills and UAE values through integration in lessons, the culture of the school and expectations of teachers.Moral education is taught in lessons and strong ethical values are promoted through the daily life of the school, evident in students' attitudes and behaviour. Teachers adapt themes to the UAE context, using examples within UAE culture to make learning meaningful to students.				
Areas of Relative Strength:				
<ul style="list-style-type: none">Opportunities in the enhanced curriculum to deepen and broaden students' skills and experiences.Curriculum modification focused on development of students' learning skills.				
Areas for Improvement:				
<ul style="list-style-type: none">Encouragement of curiosity and independence in the FS curriculum.Curriculum links to develop innovation and problem-solving skills further.				



Performance Standard 5: The Protection, care, guidance and support of students

Indicators:	KG	Primary	Middle	High
Health and safety, including arrangements for child protection/ safeguarding	Very Good	Very Good	Very Good	Very Good
Care and support	Very Good	Very Good	Very Good	Very Good

- The protection, care, guidance and support of students is very good.
- The school makes thorough arrangements to ensure students' safety. Student welfare is a high priority for all staff who work closely with parents to ensure the family and the school link seamlessly. The school's child protection policy is understood very well by staff, students and parents.
- Risks are assessed continuously, and maintenance issues are identified and addressed immediately. The building is fully accessible to those with limited mobility and evacuation plans are effective.
- The nurse and student welfare team contribute very effectively to students' understanding of healthy lifestyles. This is complemented by a diverse range of physical activities which encourage recreational participation in sport as well as top-level performance. The school's links with Manchester City FC are having a very positive impact on the well-being of boys in particular.
- Leaders and teachers have a very high profile around the school, reinforcing the school's expectations of students' conduct. Students' behaviour seldom has to be managed by staff. Highly efficient traffic arrangements ensure that students arrive at school punctually and sustain outstanding levels of attendance.
- SEN students are identified promptly and given very effective support by specialist teams and class teachers. High-achieving students are now more suitably challenged by most classroom learning. Those with talent in sport regularly achieve excellence in national events. but these opportunities are less well-developed for those with talents in other domains.
- Students receive high-quality continuous guidance and advice which helps them when making choices and provides expert support when making applications for university.

Areas of Relative Strength:

- Very thorough arrangements for students' pastoral care and safeguarding.
- High quality provision for SEN students.

Areas for Improvement:

- Greater opportunities for G&T students to excel in all disciplines.



Performance Standard 6: Leadership and management

Indicators:	
The effectiveness of leadership	Very Good
Self-evaluation and improvement planning	Very Good
Partnerships with parents and the community	Very Good
Governance	Very Good
Management, staffing, facilities and resources	Very Good

Areas of Relative Strength:

- Leadership and management are very good overall.
- Senior leaders share a clear vision based on an ambitious plan, aligned with UAE national priorities, to support all students to become successful learners. A number of new leaders have not yet fully developed their understanding of the breadth and scope of their remit.
- Senior leaders communicate effectively their very high expectations of staff and students. Working together, supported by regular training, leaders have improved several aspects of the school since the last inspection and demonstrate very good capacity to continue to do so.
- The good range of processes for self-evaluation ensures that most key priorities have been identified and addressed. Very good analysis of the value added by interventions to support SEN students has resulted in their very strong progress. Approaches to monitoring teaching have not yet been updated to ensure new strategies, including HPL, always impact positively on students' performance.
- The school seeks regularly, and acts promptly upon, parents' views. Parents value highly the accessibility of teachers and leaders. Staff communicate with parents daily, and help them to understand what grades and achievements mean, and how they can support their child. Numerous national and international partnerships are raising expectations and enriching opportunities for students.
- GEMS education systematically monitors the performance of the school using thorough data analysis and regular and annual in-depth reviews. They provide a very good level of support, in particular ensuring stability and growth of staffing.
- The school is managed very efficiently. Leaders are highly visible around the school, promoting their high expectations of staff and students.
- Good quality resources and facilities support the effective delivery of the curriculum, particularly in Middle and High phase. Foundation Stage resources are not always used effectively to support independent learning.
- The school supports international assessment including ensuring students are prepared to perform well in TIMSS and PISA examinations with support from parents. Findings form part of whole school achievement reviews to determine adaptations to teaching and the curriculum.

Areas of Relative Strength:

- Visible senior leaders who communicate the school's vision and their expectations clearly, and manage the school very efficiently.
- High quality partnerships with parents.



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Areas for Improvement:

- Formal monitoring to evaluate the impact of new strategies on students' learning.
- Effective use of resources in Foundation Stage to promote independent learning.



Provision for Reading

Provision for Reading

- The Primary and High libraries are well-stocked, providing space for group and private reading. There is a full-time librarian. Classes have a weekly library lesson and take books home.
- The school's phonic scheme incorporates a large number of English texts. Students' reading skills are assessed weekly in FS and Year 1, and phonics skills are tracked. Teachers promote comprehension skills during daily guided reading.
- In Arabic, reading is limited to Arabic lessons, with no timetabled guided reading lessons or strategy to promote reading within other Arabic subjects. Students' reading progress is not tracked systematically.
- Students participate in reading competitions, celebrate World Book Day, and complete books reviews in the annual Book Race. Students take part in weekly 'Drop Everything and Read' sessions.
- Teachers have regular training on phonics and guided reading. Primary teachers use online resources to assess reading and share progress with students and parents. Student language ambassadors celebrate the diversity of language across the school. Year 10 students support younger readers during guided reading.