

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

Inspection Report 2018-2019

GEMS Our Own Indian School

11 YEARS OF INSPECTIONS

Good

Curriculum
CBSE



Contents

Contents	2
School Information	3
Summary of Inspection Findings 2018-2019	4
Overall School Performance	6
National Priorities	8
National Agenda Parameter	8
Reading Across the Curriculum	9
UAE Social Studies	9
Innovation	9
Main Inspection Report	10
The Views of Parents and Senior Students	19

School Information

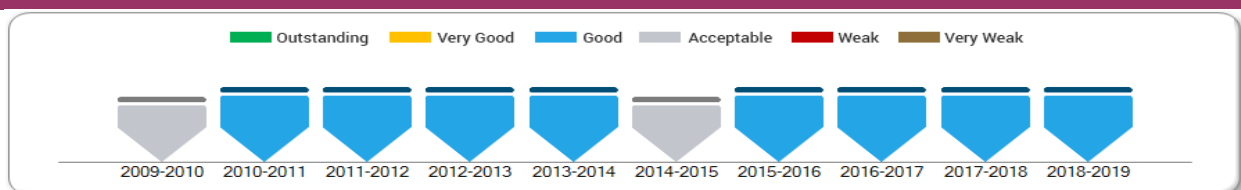
General Information	Location	Al Quoz
	Opening year of School	1991
	Website	www.gemsoo-alquoz.com
	Telephone	04-3391188
	Principal	Mrs. Lalitha Suresh
	Principal - Date appointed	4/2/2012
	Language of Instruction	English
	Inspection Dates:	08 to 11 October 2018

Students	Gender of students	Boys and girls
	Age range	4 to 18
	Grades or year groups	Kindergarten 1 to Grade 12
	Number of students on roll	3,699
	Number of Emirati students	0
	Number of students of determination	98
	Largest nationality group of students	Indian

Teachers	Number of teachers	168
	Largest nationality group of teachers	Indian
	Number of teaching assistants	16
	Teacher-student ratio	1:22
	Number of guidance counsellors	1
	Teacher turnover	16%

Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	ASSET, CBSE
	Accreditation	N/A
	National Agenda Benchmark Tests	CAT4, ASSET

School Journey for GEMS Our Own Indian School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Attainment in Kindergarten (KG) is very good in English and good in science and mathematics. Attainment remains acceptable in Arabic as an additional language and progress is good. Achievement in Islamic education is consistently strong, with very good progress in secondary. Progress is outstanding in English and science at secondary and is supported by external assessment data. KG progress in English is very good but is less secure in mathematics and science. In primary and middle, progress in English and mathematics is very good. Students display a wide range of learning skills and are resilient and resourceful.
- Exceptional behaviour, positive attitudes and mutual respect are evident across all phases. Students put into practice what they learn from Islamic values and have a deep appreciation of Emirati and other cultures. Students have an outstanding work ethic, support charitable causes and care for their environment.

Provision for learners

- Teaching is very good in secondary, where a large majority of teachers plan engaging lessons and implement motivational strategies. More precise self-evaluation as to what constitutes better teaching is required to improve outcomes in other phases. Data is securely gathered from internal and external examinations. The use of the assessment information to adjust teaching to meet all students' needs is underdeveloped, especially in primary.
- The curriculum is broad and balanced and provides relevance and challenge. Review of the curriculum at secondary does not ensure sufficient provision for health and physical education and for a wider range of innovation skills. The curriculum provides regular opportunities for links with Emirati culture and an excellent understanding of UAE values.
- The provision for students of determination and the quality of support for students across the phases is very good. Warmth and care permeate daily interaction from KG upwards.

Leadership and management

- The effectiveness of leadership has a positive impact on students' outcomes by the end of secondary. Engaging in more accurate self-evaluation is a challenge for leaders and governance, especially when benchmarking teaching. Parents are happy with the education on offer and are updated about their child's progress on a regular basis. The learning environments and the current use of facilities and learning resources do not always support students' learning.

What the School does Best:

- The outstanding attainment in English and the excellent levels of achievement and progress in science in secondary
- Students' outstanding relationships, sense of personal responsibility, respectful behavior and resilience, across all phases
- Students' deep understanding and appreciation of Islamic values, their excellent work ethic and their promotion of environmental sustainability in the senior phases
- The diligence, dedication and commitment of school leaders and staff in achieving high outcomes for students in a caring, sensitive manner.







Key Recommendations:

- Develop and implement a more rigorous process of internal school self-evaluation that focuses on both the holistic development and academic achievement of all students.
- Engage all staff more fully in the self-evaluation process so as to improve the quality of teaching and learning, most notably in the KG, primary and middle.
- Ensure governance identifies and removes barriers to school improvement, confirms that all Central Board of Secondary Education (CBSE) requirements are met and engages in its own self-evaluation process to support better teaching and learning outcomes in the KG, primary and middle.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

	KG	Primary	Middle	Secondary
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

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



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

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

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations

- International assessment data shows improvement in students' overall scores in TIMSS and PISA in 2015. The school has exceeded its targets for English, mathematics and science in both PISA and TIMSS in 2015. Grade 4 progress in science is the strongest.

Impact of Leadership

meets expectations

- The leadership team have a strong commitment to the National Agenda (N.A). Their N.A. action plan highlights clear priorities and responsibilities for successful delivery. Success criteria need to be more specifically related to the actions. Checks on the impact of teacher training on student outcomes are not always rigorous enough in primary and middle school.

Impact of Learning

meets expectations

- Teachers regularly plan for the development of higher-order thinking skills and critical thinking across the school. Students enjoy engaging with interesting and challenging questions. This is not yet established equally well across the school. Independent inquiry to promote critical thinking and deeper research is approaching expectations.

Overall, the school's progression to achieve its UAE National Agenda targets meets expectations.

For Development:

- Provide students with extended opportunities to develop their responses to challenging questions and problem-solving.
- Use the development of research skills to promote students' analysis and extraction of key information from complex texts.

Reading Across the Curriculum

- Achievement in reading across the curriculum is strongest in English. While students have strong mathematical and scientific vocabulary, this success is not underpinned by a reading policy.
- Very few lessons focus on reading strategies explicitly. Only few lessons present opportunities for reading comprehension, and teachers rarely modify text.
- The library is a good resource and has a qualified librarian. Students are encouraged to read at home by collecting books from the library. The library is not fully utilised to develop reading across the curriculum.
- The school leadership is committed to resourcing reading across the curriculum by acquiring reading and writing programmes. Staff have undertaken phonemic awareness training, and leaders award books to students on various occasions.

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

For Development:

- Put in place a whole-school policy where reading becomes an integral part of the learning and teaching process in all subjects.

UAE Social Studies

- The UAE social studies curriculum provides relevant learning opportunities for students. Appropriate resources have been made available to enhance students' learning outcomes.
- Most students make valid connections between areas of learning and undertake basic research while using technology. Critical thinking and problem-solving skills are still developing features.
- In lessons and most recent work, students perform in line with expected curriculum standards. Attainment is measured as a combination of both Indian and UAE social studies, and outcomes are better than expected levels.
- In lessons and internal examinations, the majority of students make progress against their starting points. However, students' recent work displays little improvement in skill acquisition.

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

Innovation

- Teachers provide students with opportunities to develop innovation skills, particularly in secondary. The emphasis on teacher-led lessons does not help to nurture students' ability to be innovative.
- The school's organic and vertical gardens and aquaponics park have positive effects on the sustainability and conservation of the environment. Donating the money raised from these initiatives to charity reflects students' compassion, care and sense of social responsibility.
- As a teaching strategy, the development of students' innovation skills is not a consistent feature. The use of technology by teachers in science and mathematics is a more positive aspect of planning. Most students are enabled to use the internet for research and scientific investigations.
- The curriculum encourages students of Grade 6 to Grade 10 to demonstrate their innovation skills. The use of robotics is leading to good critical thinking skills and new ideas.
- The promotion of innovation by school leaders is given some priority. They understand the challenges presented by the large numbers of students in classes and the small classrooms.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- In primary, most students know about some prophets and the key principles and concepts in Islam. Middle students show an improving understanding of the Islamic perspective on everyday matters, such as waste and bad habits. In secondary, students employ critical thinking skills to explain the importance of scientific miracles in the Holy Qur'an.
- In secondary, most students make steady progress in improving their ability to deduce, conclude and infer rulings from the Holy Qur'an and Hadeeth.
- The promotion of reading and recitation of the Holy Qur'an in lessons is contributing to the improvement of students' application of the correct rules of recitation. However, the performance of boys is weaker than that of girls across all phases.

For Development:

- Improve the memorisation, understanding and the recitation skills of the Holy Qur'an, particularly among boys across all phases.

Arabic as an Additional Language

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

- Across all phases, the achievement of most students in the four skills of Arabic as an additional language is in line with curriculum expectations. The strongest progress is made in developing their listening and basic writing skills. Reading and speaking remain a challenge, and students continue to rely on prompts for independent and creative writing.
- Students frame sentences using new vocabulary by using short sentences and structured writing. More able students are keen to explore the language but are not sufficiently challenged. Students' recognition of masculine and feminine forms of adjectives is inconsistent, and boys are weaker than girls. In middle and secondary, students' skills in answering familiar questions are stronger than those displayed in answering unprepared questions.
- The school continues to use online resources that support students' language acquisition skills. The range of initiatives to develop students' independent speaking and creative writing skills have limited impact.

For Development:

- Prioritise the development of students' speaking skills in familiar and unfamiliar contexts.
- Improve the independent reading and writing skills across the phases, particularly for boys.

English

	KG	Primary	Middle	Secondary
Attainment	Very good	Good	Very good ↑	Outstanding ↑
Progress	Very good	Good	Very good ↑	Very good

- Students in middle and secondary are improving their performance. This is more evident in secondary where students are increasingly independent learners and keen readers. They can proficiently write in a range of genres.
- When offered the opportunity, students in all phases demonstrate very good ability to speak confidently and debate new ideas with clarity. KG children are confident in expression and phonics.
- As a result of exposure to writing activities during lessons and beyond, students' writing skills are improving. In the secondary phase, particularly in the girls' section, students display comprehensive grammatical skills along with structured and contextual reasoning skills.

For Development:

- Implement the good practices evident in secondary to promote reading, debating and writing skills, across all phases and offer more opportunities for students to enjoy reading for pleasure.

Mathematics

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

- A large majority of students continue to attain above the curriculum standards in primary, middle and secondary, often as a consequence of expert teachers' knowledge. KG is less secure because not all teachers use hands-on resources to embed conceptual understanding.
- Students, overall, perform well in internal tests and examinations, and these successes are confirmed by international benchmarking which shows consistently high student attainment in the primary, middle and secondary phases.
- Most students can read, understand, and successfully complete the calculations required to solve problems that extend their theoretical understanding of mathematical concepts into real life situations. Their critical thinking, creative and innovation skills are not so well developed.

For Development:

- Improve students' critical thinking, creative and innovation skills, by building systematic opportunities for teachers to embed these into the schemes of learning.

Science

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

- In secondary, students discuss scientific concepts and processes with exceptional confidence. They are able to connect learning to understand and apply complex ideas. Students undertake less practical work in the other phases and are slower to develop confidence with accurate and detailed expression of ideas.
- Students engage well with practical science when available. They do not typically investigate their own questions or design their own plans. Mathematical aspects of science and reading skills are underdeveloped in the KG and the primary phase.
- Students have regular opportunities to use their critical thinking and problem-solving skills to answer challenging questions. The impact of this on building a deeper understanding of the science is variable and often underdeveloped.

For Development:

- Improve students' abilities to express their understanding of scientific ideas with more precision and in more detail in the KG, primary and middle phases.
- Increase students' confidence and skills to devise and investigate their own questions in these phases.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Good	Very good

- Students across all phases are willing, diligent, and resilient learners, and this is most evident in the KG and secondary. They make clear connections between areas of learning and collaborate purposefully.
- Innovation and critical thinking skills used in the course of their learning are less secure. The limited resources and restricted accommodation often inhibit the ability and opportunity for students to demonstrate a wider range of learning skills.
- Teachers do their best to design lessons to promote inquiry-based learning, with particular success in science where outstanding skills are evident.

For Development:

- Enable students to develop a wider range of learning and critical thinking skills.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students throughout the school have a love of learning. They waste little time in lessons, work hard and are determined to succeed in their learning activities. As they mature, students become increasingly skilful partners in learning. Consequently, they achieve very well as successful young adults.
- Central to students' behaviour is their respect for teachers, wider staff and other students who give them support and advice. They form harmonious relationships and sustain a strong commitment to their own health and well-being as well as to that of their school community.
- While restricted space and resources make learning more difficult, students continue to work with positive attitudes and effort. Attendance rates continue to be very high. Students enjoy the various leadership roles they are able to take on, such as helping younger students with their learning.

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

- Students fully respect Islamic values and the peace message of Islam. They demonstrate excellent understanding, respect and tolerance of Muslim practices and beliefs. Students are active in initiating and participating in various religious and cultural celebrations. In the KG, further parental engagement can enhance this aspect further.
- Students' rich experience in everyday school life and across subjects helps them develop a deep understanding of many aspects of UAE culture. They show respect for the national anthem. They celebrate national events and can make connections between different areas of the curriculum and UAE culture.
- Students' pride in their own heritage and their understanding and awareness of their own culture and other cultures are very strong across all phases. A range of activities and assemblies take place and involve students and their parents, including international food days and citizen of the world events.

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

- Children in the KG demonstrate a strong understanding of social responsibility. In the upper phases, students' excellent understanding of their social responsibility is a strong feature in the school. Students understand the value of helping others by volunteering in a variety of charity work.
- Students exhibit an outstanding work ethic. They are keen to participate in a variety of creative projects that help sustain and conserve the environment. However, students' enterprise and entrepreneurial skills still require further development.
- The organic garden and the aquaponics park are admirable and are practical evidence of sustainability and conservation within the school environment. Selling garden products is an example of students' entrepreneurial skills.

For Development:

- Improve students' entrepreneurial skills across all phases by building systematic opportunities into curriculum planning that allow for greater student initiative.

3. Teaching and assessment

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

- Teachers' subject knowledge is generally strong. Interactions with students in secondary promote a greater interest in learning, where a large majority of teachers plan engaging lessons and implement motivational teaching strategies. Feedback to students about their performance requires greater focus.
- Teachers' questioning engages students in meaningful discussions. However, opportunities for reflection are limited. Differentiation strategies could be further enhanced in order to better address the needs of different groups.
- Improvements are evident in the quality of teaching but not in a consistent manner. Strategies need refinement and consistency in order to achieve much better student outcomes. More precise self-evaluation is required in order to develop, implement and facilitate better teaching in the lower phases.

	KG	Primary	Middle	Secondary
Assessment	Good	Good ↓	Very good	Very good

- Most teachers have a clear understanding of the importance of the assessment information available. The use of assessment information to adjust teaching to address students' needs is better established in middle and secondary.
- The use of this information is variable, particularly in the KG and primary. This is partly due to the different levels of experience of teachers and support staff.
- The quality of questions to assess students' understanding has improved but is still variable. Some teachers, in primary in particular, do not spend enough time helping students to develop their answers to more complex questions.

For Development:

- Improve teachers' skills in using effective strategies and available resources to support better student learning.
- Use assessment information more skilfully to adjust teaching to accelerate progress in learning for all students.

4. Curriculum

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

- The curriculum is broad and balanced and provides relevance and challenge to all students. However, the review and development of the curriculum at secondary do not ensure sufficient provision for health and physical education.
- The cross-curricular links are carefully designed in teaching plans. Most lessons provide real life connections and assist students to transfer knowledge between areas of learning. This is particularly effective in secondary.
- Improving questioning to promote inquiry and critical thinking, the provision of STEM education in Grade 5 and Grade 6, the introduction of CALLIDO writing skills and Learning A to Z programmes have increased curricular provision.
- Moral Education is offered for Grade 1 to Grade 9 with English as the medium of instruction. It is a mixed approach with a dedicated period every week for selected topics and integrated with other subjects for the remaining topics. This programme is not implemented for Grade 10 to Grade 12 due to a lack of resources and guidelines available to the school.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Very good

- The school is successful in some modification strategies. More work needs to be done to ensure all subjects are designed and adapted to engage more fully a wider number of students in creative and sporting opportunities.
- Innovation is still a developing feature with some successes in winning national and international competitions. Most students do not demonstrate a consistent application of these innovative skills in lessons and in recent work.
- Lessons and other learning activities in the school provide regular opportunities for links with Emirati culture and result in an excellent understanding of UAE values and culture, across all phases.
- Arabic as an additional language is offered for one period of 30 minutes each week for children in KG 2.

For Development:

- Improve opportunities for developing the innovation skills of all students by providing structured opportunities in lessons.

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

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

- The school's responsibility for students' safety and protection is important to its vision and is implicit in its daily operation. Its comprehensive policies and procedures are applied thoroughly to the recruitment of staff and to students' use of the internet and social media.
- Comprehensive records are kept of the action taken to rectify any problems with the facilities or equipment identified by staff.
- Healthy living is promoted effectively. The clinic staff make a valuable contribution to the school's health promotion programmes. The health risks arising from the cultivation of a wide range of plants on the school campus have been considered carefully.

	KG	Primary	Middle	Secondary
Care and support	Very good	Very good	Very good	Very good

- Across all phases, staff and students enjoy mutually respectful relationships. Warmth and care permeate daily interactions. Highly effective behaviour management and attendance monitoring systems underpin the ethos of high expectations. Students themselves importantly contribute to this.
- Generally-effective processes to identify and address barriers to learning are subject to review and amendment. Teachers consistently refer to students' individual education plans in their lesson-planning, but with variable effective impact. The school's 'Challenge' programme provides more systematically for students with gifts and talents.
- Students across the school benefit from helpful advice and guidance on academic and personal development. Comprehensive academic and careers advice and events support well students' next steps in education. This includes helpful practical support with applications for further study.

For Development:

- Ensure teachers plan and deliver consistently well-planned lessons that effectively address the needs of students of determination, particularly in primary.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders, including the principal and head of inclusion, oversee well-planned, continuously-improving provision for students of determination. Notwithstanding the active support of the inclusion governor, some policy wording and processes may still present inadvertent barriers to admission and inclusion.
- Generally-effective identification processes, properly kept under regular review, include innovative assessment of students' personal development. Teachers' lesson-planning consistently refers to students' individual education plans, but these plans are not yet consistently implemented in lessons in all phases. Learning support assistants provide well-directed support.
- Parents are very well-involved from the outset as partners in identifying and supporting their child's needs. They are equally well involved in the review and evaluation of progress. Open and regular communication underpins this partnership. Parents often volunteer support in school.
- Increasingly-personalised support, both in lessons and out-of-class tuition, informs most students' steady progress in learning and personal development. Individual education plans do not always reflect this progress. The available resources do not yet fully support planning to meet emerging complex needs.
- Overall, the majority of students of determination make at least good progress in their learning and personal development. This is less consistent in primary. From the KG onwards, most students respond well to encouragement to learn independently.

For Development:

- Review the wording of key policy documents, such as the admission policy, to ensure there are no procedures or statements that may pose barriers to inclusion.
- Review the accuracy of identification and the flexibility of intervention planning, including individual education plans, through tracking, monitoring and self-evaluative processes.

6. Leadership and management

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

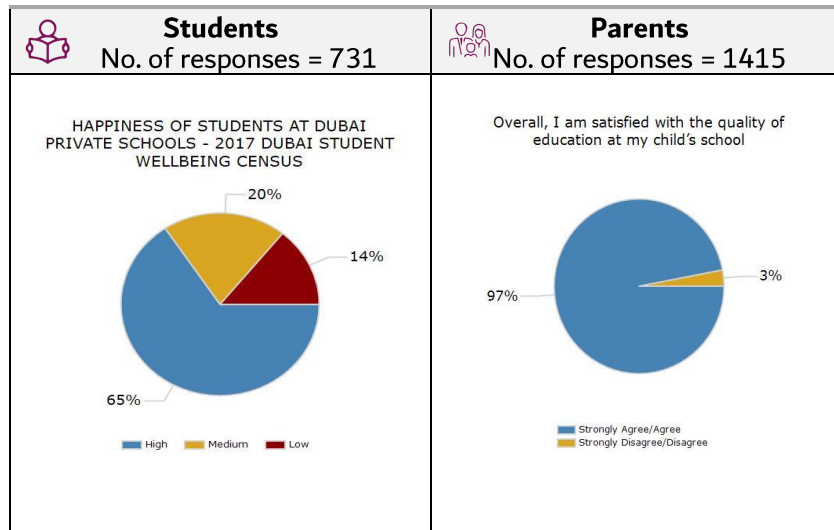
- Led by the principal, senior leaders are diligent and committed to school improvement. The leadership has a strong vision for the future of the school and is committed to ensuring the support of all relevant stakeholders in the school community towards this vision in order to provide greater access to the curriculum, better teaching and learning and greater levels of well-being.
- The processes for more accountable and reflective self-evaluation continue to challenge both governance and leaders. Higher standards in teaching have not been fully realised. Recommendations in previous inspection reports still prevail, notably in Arabic as an additional language and assessment.
- Parents feel positively included in school life. They are well-informed about their children's academic progress through regular interactions with teachers. The frequent, detailed reports include assessment information. The school makes regular contributions to local and national communities, and students benefit from work placements.
- The governing board is aware of the school's challenges and its priorities for improvement. More effective strategic plans are still needed to address these in order to sustain and improve learning outcomes.
- The school is well-organised and efficiently managed. Most teachers are well-qualified, proficient in English and have very good subject knowledge. They benefit from a programme of professional development. However, surveying teachers' choice is underdeveloped. The lack of access to the upper floors by students with a mobility disability is being addressed. Teachers have access to a relevant and growing range of classroom resources.



For Development:

- Take appropriate action to ensure more flexible learning resources and environments, in all areas of the school, so that all groups of students are well supported to make the best progress they are capable of.

The Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> The student well-being census points to some interesting findings in terms of emotional development. Students, in quite high proportions, describe worry and anxiety about their future employment opportunities. Making mistakes in their work is also highlighted. During conversations with senior students, these views were confirmed.
 Parents	<ul style="list-style-type: none"> Parents mostly express satisfaction with the quality of education, reasonable fee structure and examination results. Their children having to pick up transport so early in mornings, the lack of sports facilities and heavy levels of homework, give rise for most concern. The inspection report agrees with the issue of limited flexibility in some facilities and resources.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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