

INSPECTION REPORT

2022-2023



GEMS OUR OWN INDIAN SCHOOL

INDIAN CURRICULUM









VERY GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

 Location	Al Quoz
 Opening year of School	1991
 Website	www.gemsoo-alquoz.com
 Telephone	971 (0)43391188
 Principal	Lalitha Suresh
 Principal - Date appointed	1/4/2012
 Language of Instruction	English
 Inspection Dates	02 to 06 October 2022





STUDENTS

 Gender of students	Boys and girls
 Age range	4 to 18
 Grades or year groups	KG 1 to Grade 12
 Number of students on roll	3696
 Number of Emirati students	0
 Number of students of determination	291
 Largest nationality group of students	Indian

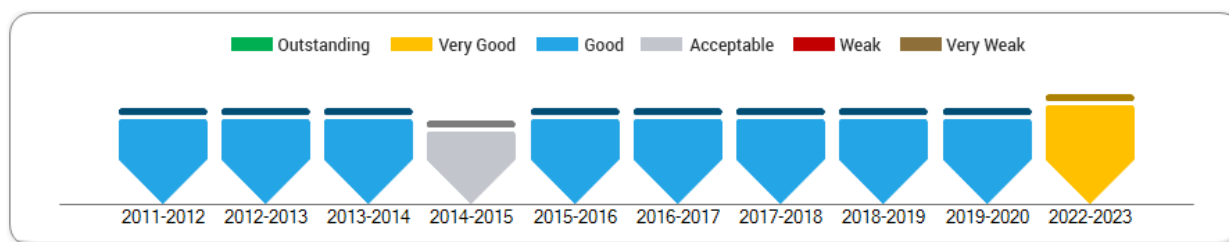
TEACHERS

 Number of teachers	169
 Largest nationality group of teachers	Indian
 Number of teaching assistants	23
 Teacher-student ratio	1:22
 Number of guidance counsellors	1
 Teacher turnover	5%

CURRICULUM

 Educational Permit/ License	Indian
 Main Curriculum	Indian
 External Tests and Examinations	CBSE
 Accreditation	CBSE

School Journey for GEMS OUR OWN INDIAN SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Attainment in Arabic is acceptable. It is good in Islamic Education, while students make very good progress in Secondary. Standards in English are strong, with very good attainment in KG, Primary and Middle, and outstanding in Secondary. Attainment in mathematics is mostly very good, but only good in the middle phase. Students' attainment in science is very good in Kindergarten (KG) and Middle, and outstanding in Primary and Secondary.
- Students' exemplary personal and social development is a key feature of the school. In the primary, middle and secondary phases, students have excellent knowledge, understanding and appreciation of UAE culture and heritage, and universal Islamic values. They take the initiative in contributing to the school community, and increasingly to the wider community.

PROVISION FOR LEARNERS

- In a large majority of lessons, in most subjects, teaching is at least very good. Teaching in Arabic lags behind other subjects. Although the quality of teaching in Primary is not always as strong as in other phases, it is improving. Procedures for managing assessment information are rigorous. In some lessons, teachers make very effective use of this information.
- The curriculum in KG is very good. In other phases, the curriculum is excellent and very well reviewed. It is progressive and supports students extremely well at times of transition. The level of students' choice, particularly in the upper phases, is excellent. Assessment data are used to adapt the curriculum and to create new pathways that meet students' individual needs and aspirations.
- Procedures for maintaining the health and safety of students, and for safeguarding, are outstanding. Students feel safe. They are very well cared for. They are encouraged to make sensible choices for themselves, for one another, and for the local and global environments. In almost all cases, the school provides very effective support for students of determination and for those who are gifted and talented.

LEADERSHIP AND MANAGEMENT

- Under the very good leadership of the principal, leaders and governors have been highly effective in guiding the school community out of the recent challenging years. They have re-established a school focused on wellbeing and inclusion, alongside high achievement for all. Leaders know the school very well, its many strengths and areas for development. They are well supported by a dedicated body of parents. They review standards and have addressed most of the recommendations and development points raised during the previous inspection.

The Best Features of The School:

- Very strong leadership and governance, fostering a highly inclusive school with a basis of very effective care and the promotion of wellbeing for all.
- Excellent CBSE board results in the secondary phase.
- Very strong personal development of students, and of their social responsibilities.
- The broad and balanced curriculum, meeting the needs and aspirations of students, and offering significant choice.





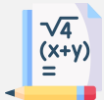

Key Recommendations:

- Identify and spread best practice in teaching and assessment in the primary phase to ensure that teaching is consistently very good or outstanding.
- Improve the quality of teaching in Arabic.

Overall School Performance

Very 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	Acceptable ↓	Acceptable ↓
 English	Attainment	Very good	Very good ↑	Very good	Outstanding
	Progress	Very good	Very good ↑	Very good	Outstanding ↑
 Mathematics	Attainment	Very good	Very good	Good ↓	Very good ↓
	Progress	Very good	Very good	Very good	Very good
 Science	Attainment	Very good ↑	Outstanding	Very good	Outstanding
	Progress	Very good	Outstanding ↑	Very good	Outstanding
Learning skills		Very good	Good	Very 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	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Outstanding ↑	Outstanding ↑	Outstanding
Curriculum adaptation	Very good ↑	Very good ↑	Very 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	Outstanding	Outstanding	Outstanding	Outstanding
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	Very good
Parents and the community	Very good
Governance	Very good
Management, staffing, facilities and resources	Good

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

Focus Areas

National Agenda Parameter



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

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

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	Not Applicable

- International assessment data show improvement in students' overall scores in the Trends in International Mathematics and Science Study (TIMSS) in 2019. Although the school did not meet its set targets in the Programme for International Student Assessment (PISA) in 2018 for English and science, it reached the top tier of middle performers in mathematics. Progression in National Agenda (NA) benchmarking is very good.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- The NA action plan is comprehensive. It clearly describes the interventions and curriculum adaptations planned to address the recommendations from PISA, TIMSS and Assessment of Scholastic Skills through Educational Testing (ASSET) reports. Analyses of gaps are leading to appropriate curriculum adaptations to meet students' needs.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not Applicable

- Implementation of the whole school reading assessment strategy is in the early stage of development. There are already signs of positive impact. In some lessons, teachers provide opportunities for students to develop their critical thinking skills and their skills of independent inquiry and research.

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

For Development:

- Ensure that the analysis of all data is used effectively in lessons to meet the needs of all students.
- Embed standardised procedures for measuring, monitoring and improving students' reading skills, and more consistently develop the skills of critical thinking, inquiry and research.

Wellbeing

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

- A strong vision, a systematic approach and a clearly defined policy builds individual and collective wellbeing. Practices are in place for evaluating, monitoring and reviewing the wellbeing programme. The school collects and analyses data to monitor and refine its approach, placing a greater emphasis upon curriculum development. The school's strategic and operational routines, activities and resources are focused on the promotion of whole school an individual wellbeing, refining systems to track students' wellbeing development over time.
- Teachers promote wellbeing at every opportunity and dedicated staff provide consistently high levels of care and support. TEAMCARE, a student body, promotes awareness on emotions and conducts wellbeing programmes in all phases. The commitment to promoting the wellbeing of staff is a very strong feature of the school, and has grown in priority and numbers of initiatives. The school has developed very strong partnerships with parents and the wider community, a central focus of the approach to community wellbeing.
- The school adopts a two-tiered approach to wellbeing, with interventions at both whole school and individual levels. The promotion of wellbeing is addressed across the whole curriculum with a significant and impactful emphasis on social and emotional literacy. Teachers and other staff empower students to make the very best life choices. Students feel safe, secure and confident in classrooms and in the wider school. They contribute actively and willingly to group and whole class work, often with a level of maturity that belies their age.

UAE social studies and Moral Education

- The school teaches UAE social studies and moral education based on the latest moral, social and cultural framework. Teaching is given in English. The provision is distributed over two weekly lessons. Moral education is taught for 40 minutes each week from Grade 1 to Grade 12. UAE social studies are taught from Grade 1 to Grade 9, in one 40 minute lesson each week. In Grades 10 to 12, UAE social studies are integrated with CBSE social studies.
- The school curriculum accurately reflects the national expectations. Teaching is mostly engaging and creates opportunities for students to understand the concepts of moral education and to link them with other areas of learning. Challenge and cross-curricular links are more evident in the lower primary phase. The school implements assessment strategies that accurately measure and track students' progress.

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

- Most students have a clear understanding of Islamic concepts, laws, and etiquette. A majority of students exceeds expectations in recitation skills of the Holy Qur'an. However, memorisation and knowledge of Tajweed, particularly in Primary and Middle, remain underdeveloped.
- Across phases, students have a secure knowledge and understanding of the laws of worship. Most students make relevant links between the Islamic concepts which they learn, the relevant Hadeeth and verses, and their daily lives. Secondary students capably relate life issues to Sharia texts.
- Improvements in the approaches to teaching and learning in Islamic Education, the promotion of inquiry skills and research, as well as challenging content and discussions in lessons, positively affect students' outcomes. However, internal assessment data are not consistently used to adapt teaching or to improve rates of progress.

For Development:

- Improve assessment approaches to enhance students' learning outcomes and to accelerate their progress, particularly in the primary and middle phases.

Arabic as an Additional Language

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

- Although internal assessment data are well used, students' levels of attainment remain just within expected levels, based on their years of study of Arabic as an additional language. Progress in the primary phase is better than that in the middle and secondary phases.
- The extended writing skills of almost all students remain below expected levels. Lower primary students are more proficient in using language in multiple contexts to express themselves. There remain clear weaknesses across all language skills in the middle and secondary phases, especially in speaking.
- The effectiveness of teaching strategies at the primary level is accelerating students' progress. In the middle and secondary phases, teachers do not differentiate well, and inconsistencies in teaching lead to slower progress.

For Development:

- Use assessment data to plan lessons according to students' needs, and provide appropriate differentiation.
- Improve students' speaking skills and raise standards in writing.

English

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

- Most children leave KG with strengths in speaking and listening. Students extend their reading skills and acquisition of vocabulary that they use proficiently in expressive writing, especially in the secondary phase. Students' outcomes in the primary phase are now strong and improving.
- In KG, children recognise and match letters with letter sounds. They skillfully decode, read and write sentences. Stimulating reading resources encourage the enjoyment of reading. In the secondary phase, students demonstrate sophisticated speaking skills.
- Students' speaking and listening skills exceed curriculum standards. They use their extended vocabularies effectively in their speaking and writing. When given the opportunity, students respond well to questions which promote the development of critical thinking skills.

For Development:

- Provide students with more opportunities to develop their critical thinking skills, particularly in the primary phase.
- Create more occasions for students in the primary and middle phases to write independently and at length.

Mathematics

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

- Attainment in external examinations is outstanding in the secondary phase. A large majority of students makes better than expected progress in lessons.
- Children in KG understand and use correct mathematical language and vocabulary. In Primary, students are confident when solving problems. Students in the middle phase have good computational skills. Independent learning is a strength in Secondary.
- Across the phases, students' mental calculation skills are improving. The school prioritises word problem skills by focusing closely on the development of mathematical language. Critical thinking skills are not well extended across the phases.

For Development:

- Set meaningful tasks that develop students' critical thinking and investigative skills.

Science

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

- Across all phases, students rapidly develop excellent skills of observation, research and practical investigation. These are strongest in Primary and Secondary. The result is stronger attainment and progress, and, in Secondary, exceptional results in external examinations.
- Students demonstrate a thorough understanding of scientific thinking and the application of knowledge. They make predictions, build hypotheses, explain their reasoning and confidently communicate their ideas while drawing conclusions. Critical thinking and problem-solving skills are stronger in the secondary phase.
- Laboratory work helps students to develop their independent enquiry and research skills. In turn, these skills support the rapid gains in students' knowledge and understanding of scientific concepts.

For Development:

- Include additional activities in lessons for students in the middle phase to develop critical thinking and to be innovative.
- Provide greater opportunities in KG for children to improve their scientific knowledge and skills.

Learning Skills

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

- Across all phases, students are highly enthusiastic about learning and collaborate very well. In KG, Middle and Secondary, students make the most of the many opportunities they have to engage in critical thinking and inquiry-led learning. These skills are less evident in Primary.
- In Islamic Education, students work collaboratively, are involved in research and use technology well. In Arabic lessons where teaching is less effective, students make less progress. In mathematics, problem-solving skills are well developed.
- In English, the school prioritises interactions and collaboration. Students develop confidence by improving their communication skills.

For Development:

- Ensure that, in all subjects, students are provided with extensive opportunities to develop problem-solving, inquiry and critical thinking skills. Improve students' learning in Arabic.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Children and students have very positive attitudes. Their conduct in school is exemplary. Children in KG are self-reliant. Students are fully engaged in their learning and willingly receive and respond to feedback. Their attitudes towards one another and to adults are always respectful.
- Students' enthusiasm and their willingness to help one another contribute to a harmonious atmosphere in school. As proud ambassadors of their school, students take their roles and responsibilities very seriously.
- Students typically make safe and healthy life choices. They think about what they eat, and eagerly participate in various sports to keep themselves fit.

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

- In all phases, students develop an excellent knowledge and understanding of the universal human values expressed in Islam. They embrace diversity, and are fully committed to the values of tolerance and equality for all.
- Students in the primary, middle and secondary phases have an excellent knowledge and understanding of UAE culture and heritage. They participate in various Emirati celebrations and assemblies. Field trips to museums and national monuments strengthen their perspective of modern and traditional local culture.
- Students possess an excellent understanding of their own culture. Students in the middle and secondary phases have a deep understanding of modern and ancient societies. During International Day activities, they immerse themselves in many of the world cultures represented in the school.

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

- Students are caring of and considerate towards others. They have a heightened sense of personal responsibility. They contribute to school and community campaigns and charity work locally and internationally. Student leaders support other students across the school in a range of academic and social activities.
- Students actively engage in initiatives that promote innovation and social responsibility. In the Project@2020 programme, students from KG to Grade 9 take responsibility for developing interesting solutions to real-world problems. Students are very successful in competitions for innovation and entrepreneurship.
- Students understand and support environmental sustainability, conservation and recycling. Almost all participate in productive gardening activities on the campus. They sell and donate products to school and community members. Through a student initiative, recycled water from air-conditioning units is used in these flourishing gardens.

For Development:

- Improve students' knowledge of Emirati culture and heritage in KG.
- Support the engagement of students from all phases in national and international environmental conservation projects.

3. Teaching and assessment

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

- Overall, teachers have a very good knowledge of their subjects and of how children learn. The most successful teachers ensure that work is always matched to individual students' needs. This is less evident in Arabic, and sometimes less impactful in mathematics in the middle phase.
- In the most effective lessons, through excellent questioning, teachers allow students to engage in a learning dialogue and to reflect on what they are learning and the skills they are developing. This feature is strongest in the KG, middle and secondary phases.
- Teaching is rapidly improving in English in Primary, and in science in both Primary and Secondary. Teaching remains overall good in Primary. Although the quality is inconsistent, there are improvements and some examples of very good practice across a majority of key subjects.

	KG	Primary	Middle	Secondary
Assessment	Very good	Very good	Very good	Very good

- Across the school, internal assessment processes are coherent, consistent and aligned very well to the curriculum standards. Leaders and teachers accurately track the improving knowledge, understanding, skills and overall progress of individuals and groups of students, alongside their personal and social development.
- The school participates in a range of tests to benchmark performance to international standards. Comprehensive analysis of available assessment information enables the school to obtain an accurate and very detailed picture of students' progress.
- Leaders and teachers accurately analyse assessment data and know very well the strengths and weaknesses of their students. Although there are examples of very good practice by teachers, the effective use of these data in the classroom and appropriate, constructive written feedback is not yet a consistent feature in the school.

For Development:

- Strengthen the provision of differentiation to ensure that work in lessons is more consistently matched to students' learning needs.
- Improve the quality of written feedback provided to students.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Outstanding ↑	Outstanding ↑	Outstanding

- The curriculum is comprehensive and well-constructed, ensuring progression across all phases. Students have adequate choice within the curriculum, particularly in the later phases. The choices promote and respond to students' needs and interests.
- Teachers plan cross-curricular links systematically and ensure that students' skills across a range of subjects are developed coherently. The curriculum provides excellent opportunities for independent learning and research.
- The rich, core curriculum has a clear rationale and is enhanced by a wide range of extra-curricular activities, competitions and other programmes. The development of literacy is a priority in the KG curriculum. Less attention is paid to other areas, such as mathematics and science.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good ↑	Very good ↑	Very good	Very good

- The curriculum is enriched with programmes such as digital and project-based learning activities to ensure strong engagement of, and challenge for, students of all abilities, including students of determination.
- The curriculum is imaginative. Across all phases, it offers a very wide range of opportunities within and outside the school for innovation, creativity, enterprise and social contribution. This enhances students' academic and personal development.
- In the primary, middle and secondary phases, the curriculum is embedded with several programmes which develop a broad understanding of the heritage of the UAE, and the culture, traditions and values which influence UAE society.
- Arabic is taught in KG1 and KG2.

For Development:

- Pay greater attention in KG to the development of knowledge and skills in all subjects.

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

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

- Policies and protocols for safeguarding students, including cybersafety, are comprehensive, clearly communicated to staff, parents and students and rigorously followed by all. Well-resourced security and safety measures are in place. Evacuation and lock-down drills are systematically rehearsed.
- Buildings and outdoor areas are routinely and very well maintained. Incidents are quickly responded to and detailed, secure records are retained. Students' safety around buses and private transport is thoroughly well organised and supervised.
- The promotion of safe and healthy lifestyles and students' wellbeing is a high priority and well understood across the school. Shading is in place over the most frequently used outdoor areas.

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

- A welcoming, caring and respectful ethos is evident throughout the school. Teachers follow a consistent approach to behaviour management. Students are polite and self-disciplined. Systems and procedures for managing attendance and punctuality are effective.
- The school has clear systems to identify students of determination, leading to prompt and appropriate intervention. Opportunities are available for gifted and talented students to develop their strengths. While there are examples of personalised provision in lessons, there remains a level of inconsistency across subjects and phases.
- The wellbeing and personal development of all students are at the heart of the school. Students have access to helpful advice from staff. They are well supported in their academic development. Older students receive a good range of advice and information about careers and higher education.

For Development:

- Build on current very good practices to ensure consistency of support for all groups of students.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- Governors and senior leaders have embedded an inclusive ethos throughout the school. The head of inclusion is responsible to the principal and is held accountable for the outcomes of students of determination. Members of the inclusion team are well qualified, and skilled at meeting students' needs.
- Effective assessment on entry ensures accurate and detailed identification of students' needs. Systems of review, planning, implementation and evaluation are in place. They ensure that the school has the capacity to improve provision, and that teachers have an accurate understanding of each student's learning profile.
- Partnerships with parents are very positive. Parents appreciate the quality of advice and support which their children receive. They are actively involved in monitoring their children's progress. The inclusion team provides personalised reports, and gives feedback and guidance on ways that parents might support their children's learning.
- The curriculum is well modified to match most students' needs. Classroom assistants support students' learning. The school offers targeted support through timely interventions, enabling students to make sustained progress in developing learning skills. Students with moderate to severe learning challenges participate in an alternative curriculum.
- Appropriate systems of review have been established. The school uses tracking and evaluation tools, which provide an accurate picture of students' progress and inform future planning. The system needs refining to show links and to make the information more accessible. Students of determination achieve well.

For Development:

- Develop the monitoring and evaluation systems, improving clarity and distribution, and ensure ready access for all stakeholders.

6. Leadership and management

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

- The longstanding principal is a very strong leader. She has assembled a highly effective team of senior and middle leaders, all of whom are clear about the school's vision and are highly committed to its success. Leaders ensure that students achieve very high standards across most curriculum areas, implementing a provision which also successfully promotes students' very strong personal development, inclusion and wellbeing.
- The senior leadership team carries out a process of self-evaluation which identifies most of the key priorities for improvement. The views of parents and staff are carefully considered. In a few areas of the school, leaders have an overoptimistic view of standards as measured against the inspection framework. Self-evaluation leads to a comprehensive whole-school improvement plan and many well-focused action plans in other areas. These plans are regularly reviewed and adjusted appropriately. The process is not systematic.
- Parents appreciate the caring, inclusive and community mission of the school, and the high achievements of students. Leaders are very successful in engaging parents and in considering their views when shaping the future of the school. The many approaches to communication are effective in reporting to parents key events and opportunities for engagement. Parents are very well informed about the academic achievements and personal development of their children.
- Corporate and local advisory governance represents stakeholders very well and offers both support and challenge. The local advisory board includes experienced, well-informed educationalists, health experts and businesspeople. They, alongside former students, contribute significantly and effectively to engagement with stakeholders, quality assurance and improvement drives. Governors are dedicated to fulfilling their promises to parents, and have established strong and stable leadership.
- The school has highly effective day-to-day operational procedures. It is very well staffed in almost all subject areas. The premises are adequate. The appearance of classrooms, corridors and the whole learning environment is of a very high standard, creating an inviting learning environment with a family feel that befits the community vision for the school.

For Development:

- Assess students' progress and other standards, carefully considering the inspection framework.
- Ensure that all self-evaluation judgements align well with the descriptors of the inspection framework.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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