

INSPECTION REPORT

2022-2023



OUR OWN HIGH SCHOOL - DUBAI BRANCH

INDIAN CURRICULUM









GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Warqaa
	Opening year of School	2005
	Website	www.gemsoo-alwarqa.com
	Telephone	97142800077
	Principal	Anjuli Murthy
	Principal - Date appointed	4/1/2021
	Language of Instruction	English
	Inspection Dates	02 to 06 October 2022





STUDENTS

	Gender of students	Boys
	Age range	4 to 18
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	4658
	Number of Emirati students	0
	Number of students of determination	311
	Largest nationality group of students	Indian

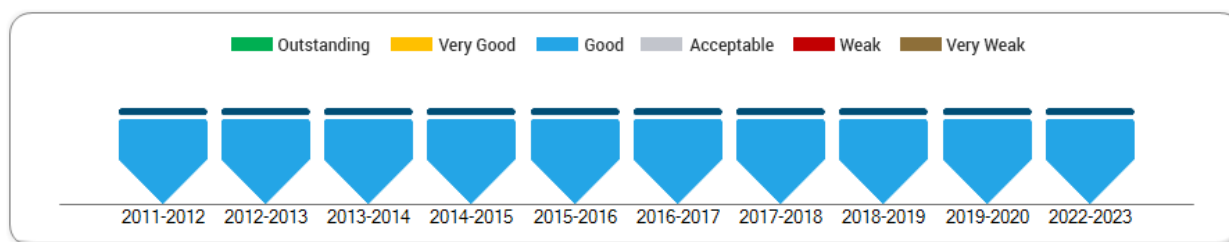
TEACHERS

	Number of teachers	222
	Largest nationality group of teachers	Indian
	Number of teaching assistants	7
	Teacher-student ratio	1.21
	Number of guidance counsellors	2
	Teacher turnover	16%

CURRICULUM

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

School Journey for OUR OWN HIGH SCHOOL - DUBAI BRANCH



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- Students achieve very well in most subjects and phases. In Kindergarten (KG), children make a good start to their learning in English, mathematics and science. Students' progress in learning Arabic as an additional language, especially in the secondary phase, is slower than in other subjects. Although older students are skilled at taking responsibility for their own learning, this skill is not as secure in lower primary classes.
- Students' understanding and the actions they take related to their social responsibility is outstanding. They have excellent relationships with staff and each other. Their extremely strong work ethic results in high levels of attainment in most subjects. They respect Islamic values, and fully understand and appreciate, how these guide lives in the UAE.

PROVISION FOR LEARNERS

- A strength in teaching in the middle and secondary phases, is the quality of teachers' use of questioning, which encourages students to think deeply about their learning. The use of questioning is not as effective in the lower primary classes. Assessment processes are very well established. The use of assessment to influence teaching and enhance progress for all students, is inconsistent.
- The curriculum is designed and adapted to take full account of the requirements of the Central Board of Secondary Education (CBSE) the UAE national agenda, and the interests and talents of students. In most phases the curriculum has not been adapted sufficiently to ensure that lower attaining students, and those who have barriers to their learning, reach their full academic potential.
- Systematic, and at times innovative procedures, are used to ensure the health and safety of staff and students. Guidance for older students, when making choices for future education and careers, is very effective. Outstanding staff and student relationships ensure that students enjoy being at school. Students report that they feel safe, and very well cared for.

LEADERSHIP AND MANAGEMENT

- School leadership is highly effective. The use of rigorous systems of self-evaluation are key to the school's success. The vision of 'wellbeing through joyful learning' is central to the learning environment, and shared by staff, students and parents. Governors play their part in implementing the school vision but have been slow to address the need to improve the support available for students of determination.

The best features of the school:

- Students very good progress in most subjects
- Outstanding personal and social development of students across the school
- The very good protection, care and guidance of students and staff
- The effective promotion of wellbeing for students and
- The rigorous systems of self-evaluation, which takes account of the views of all stakeholders.





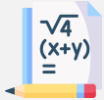

Key Recommendations:

- Improve the consistency and quality of teaching in all subjects but particularly in Kg and in Arabic.
- Improve the quality of support provided for students of determination by:
 - developing teachers understanding of how to adapt the curriculum to support students in overcoming their barriers to learning
 - increasing the availability and expertise of Learning Support Assistants (LSAs).

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Very good ↑	Very good
	Progress	Not applicable	Good	Very 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	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Acceptable
 English	Attainment	Good	Very good	Very good	Very good
	Progress	Good	Very good	Very good	Very good
 Mathematics	Attainment	Good	Very good	Very good	Good
	Progress	Good	Very good	Very good	Very good
 Science	Attainment	Good	Very good	Very good	Very good
	Progress	Good	Very good	Very good	Very good
Learning skills		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	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	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	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	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	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

- In the 2018 Programme for International Student Assessment (PISA), the school did not meet its targets in mathematics, science and reading literacy. In the Trends in International Mathematics and Science Study (TIMSS) assessment, students exceeded their targets in mathematics in Grades 4 and 8, and in science in Grade 8. The school is performing at the high international benchmark and overall progression is very good. The 2022, Assessment of Scholastic Skills through Testing (ASSET) external benchmark tests indicated outstanding performance in English and very good performance in mathematics and science. The overall progression in international tests is very good.

	Whole school
Leadership: data analysis and curricular adaptation	Is above expectations

- School leaders have invested developed robust systems to analyse and evaluate assessment data, to track students' progress. The information obtained is shared across the school and is used to guide curriculum planning, and teaching and learning.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	Meet expectations	Not applicable

- The school has not yet registered for a standardised reading assessment. However, subject leaders and teachers are well aware of students' literacy skills. Across the school, the development of reading literacy skills is integrated into lesson learning activities.
- In mathematics, students engage in tasks that require the application of problem-solving skills to everyday situations. However, opportunities for independent research and investigations are more limited. In science, lessons are based on scientific inquiry and discussions that promote critical thinking and reasoning skills. In English, critical thinking is evident in some lessons, but the use of questioning to promote deeper thinking is not consistent.

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

For Development:

- Improve the quality and consistency of questioning in English to promote deeper and more critical thinking.
- Enhance the use of digital technology for enquiry and research skills in all subjects.

Wellbeing

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

- The school's direction and vision focus on building individual and collective wellbeing. The statement, 'wellbeing through joyful learning', is the thread connecting numerous policies and procedures and is clearly evident in the life of the school. Phase leaders echo the active support provided by the principal, parents and students to the school's wellbeing agenda. A range of data is analysed and lead to improvement action, surveys inform monitoring and refinement. Leaders are carefully considering how to enhance further their wellbeing self-evaluation and review systems.
- The school is highly successful in engaging with and supporting the wellbeing of all students and staff. Classrooms are consistently caring and supportive. This is further enhanced by specialist staff who provide individualised care, guidance, and support. This service extends to parents, who praise the school in their efforts to help them and their children. The school engages with all stakeholders and gathers feedback on wellbeing through surveys, emails, and meetings. The very active student council plays an important role in contributing to and driving the wellbeing agenda.
- The school implements a holistic approach to wellbeing development. This includes the development of social and emotional skills alongside a variety of projects and an extensive programme of extra-curricular activities. The curriculum is designed to focus upon the development of social skills, emotional intelligence, self-regulation and resilience. The positive impact upon students is clear. Students demonstrate exceptionally positive attitudes to each other and to their learning. Data consistently demonstrates very strong indicators of wellbeing over time, including their sense of happiness and their connection with adults in school.

UAE social studies and Moral Education

- The school plans the UAE social studies and moral education curricula as stand-alone subjects for students in Grades 4 to 8. Students are taught UAE social studies in 45 -minute lessons per week and one 40-minute lesson of moral education. In Grades 1 to 3 students follow an integrated curriculum. In Grades 9 to 12 moral education is integrated into both life science and Islamic Education lessons.
- Teachers use a variety of teaching and learning styles. Good use of resources helps to make learning interesting and meaningful. In some lessons in the upper grades, learning overly directed the teacher and there is less scope for reflection. Students collaborate well in researching and sharing information about UAE culture and heritage. They present information in a variety of interesting and imaginative ways.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Memorisation skills are inconsistent throughout the school, particularly in the primary phase. In the middle and secondary phases, students' knowledge of Islamic values and principles of worship are stronger than their knowledge of Islamic law.
- Students understanding of the Holy Qur'an and Hadith is very secure. They draw on this to support their explanations of values and rulings. They are able to support their explanations with reference to the Seerah of the Prophet (PBUH) and the lives of his companions.
- In the higher grades, students have improved their Holy Qur'an recitation skills. Students in all phases comprehend Tajweed guidelines and implement them in their recitation.

For Development:

- Improve students' memorisation skills in the primary phase.
- Deepen students' knowledge and understanding of Islamic law

Arabic as an Additional Language

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

- The majority of students in the primary phase are able to read an appropriate text and extract the general ideas of a story. In the middle and secondary phases, the majority of students are able to extract information from a text, but occasionally struggle to grasp the overall meaning of what they have read.
- The majority of primary students understand simple instructions but have difficulty comprehending lengthy speeches. They are only able to communicate in single words or brief phrases.
- The learning of Arabic is effectively supported through the use of technology and a variety of engaging activities. These strategies are having a positive impact on student progress especially in the middle phase.

For Development:

- Improve students listening and comprehension skills in the primary phase.
- Improve students' reading comprehension skills in the middle and secondary phases.

English

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

- From a very low start, children in KG communicate in English with increasing confidence. As students move throughout the school, their English language skills develop rapidly. In the middle and secondary phases, reading comprehension and writing skills are very strong.
- Across the school, students speaking and reading skills are very good. Students develop a wide vocabulary which contributes to their developing attainment in writing. Although students in the lower graded are less secure in drawing inference from texts, they are adept at this by Grade 10.
- Leaders have successfully raised the profile of reading through focused staff training and innovative approaches, for instance, the current pilot 'Reading Literacy' programme. Guidance for creative writing has been refined. These initiatives are beginning to support student achievement in English.

For Development:

- Increase students' ability to draw inferences from a text and encourage them to use literary devices more frequently in their writing.

Mathematics

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

- Most KG children can count and read numbers to five. They can tell the date and how many are absent. Children can identify 2D shapes and classify objects. In the primary and middle phases, internal assessment are well-aligned with the outcomes of external benchmark tests.
- Very good problem-solving skills, and the ability to make links between mathematical topics and their relevance to real life, are common features in all grades. In the lower primary lessons, skills of mental calculation and numeracy strategies are not as strong. However, very good progress closes these gaps by the end of Grade 5.
- Progress for students in the secondary phase is improving because work in lessons has an appropriately high level of challenge. As a result, students are beginning to close the gaps in their knowledge and skills accrued during the period of on-line learning.

For Development:

- Ensure that students have a solid base in the application of numeracy skills, particularly in lower primary grades.

Science

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

- In KG, children’s skills of observation, exploration and investigation are developing steadily. An investigative culture builds on this start and students’ scientific skills improve strongly as they move throughout the school.
- Students in the primary phase demonstrate a secure understanding of scientific methodology and the application of scientific knowledge. In the middle and secondary phases students are able to make predictions, analyse their findings, communicate their ideas and draw conclusions with confidence.
- A strong focus on the development of critical thinking skills has contributed to an upward trend in attainment, particularly in the higher grades. Such skills are emerging in the lower primary grades as young learners require additional time to process questions and respond.

For Development:

- Provide more opportunities and time for students in the lower primary grades to think critically, make hypotheses and present their responses.

Learning Skills

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

- As students move throughout the school, they take increasing responsibility for their own learning. In KG, children are attentive and keen to learn. In the upper phases, students contribute to discussions and offer insightful ideas with increasing confidence.
- Students routinely use technology to access school resources, eagerly capturing the QR codes, and using their own devices to make notes, watch educational videos, and draft and refine their work. They frequently demonstrate secure critical thinking and problem-solving skills.
- The drive to ensure students can deepen and articulate their thinking is evident, with displays of confidence and sophisticated exchanges and discussions across most subjects.

For Development:

- Improve the learning skills of students in the lower primary phase and their confidence in working independently and articulating their thinking.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are self-reliant and fully committed to their school. They have very positive attitudes toward learning and to others. They are very supportive of one another and act with considerable maturity in and out of lessons. They appreciate helpful feedback on their work.
- Students and staff enjoy harmonious relationships. Students enjoy the wide range of activities available to them. Prefects provide exemplary role models to other students and make positive contributions to the drive for school improvement.
- Students have an exceptionally well-developed understanding of healthy lifestyles. They are aware of what constitutes a healthy diet, and why fitness is an important element of wellbeing. They initiate activities to sustain their own health and safety projects.

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

- Students' understanding and appreciation of the Islamic values are very strong. They are extremely knowledgeable about the nature of the UAE, as an Islamic country, and people of all nationalities and cultures are welcomed.
- Students are respectful of the UAE's heritage and culture. They have an exceptional understanding of the history of the UAE. Students initiate a variety of activities to celebrate national and global events.
- Students are very proud of their own cultures and live in harmony with others. Bullying is rare. They are keen to learn about elements of other cultures, including the history, language and landmarks of different countries.

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

- Students willingly assume responsibilities towards other students and the school community. They initiated an array of projects, related to everyday problems and support worthwhile causes. The drive for action shown by students is having a positive impact on one another and on their learning experiences.
- Students have a strong work ethic and demonstrate considerable self-discipline. These qualities are supporting their growing creativity and entrepreneurial skills.
- Students at all levels, including in children in KG, demonstrate a confident understanding of sustainability and environmental problems. Their efforts to pursue projects linked to sustainable goals establish a firm base for future action related to environmental issues.

For Development:

- Ensure that students' rate of attendance continue to improve.

3. Teaching and assessment

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

- Teachers in the middle and secondary phases make very effective use of questioning and discussion to deepen students' understanding and identify gaps in their learning. This is not so consistent in the lower primary grades where, occasionally, the pace of lessons is too fast.
- Detailed lesson plans take account of students differing abilities. In the most effective lessons these are implemented effectively but this is not consistent across the school. In many lessons, not enough account is taken of the needs of students of determination.
- Students' learning is supported by the in-house publication of bespoke, 'English Express' and 'Arabic Express' workbooks. An innovative learning skills development council involves older students supporting younger ones in phrasing questions. Both initiatives are proving beneficial students' learning.

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

- Internal assessment processes are coherent and consistent across the school. They are linked well to the curriculum standards. External assessment results are analysed in depth to identify gaps in students' learning. The analyses of Arabic assessment data is less secure.
- Assessment procedures are well-established as an integral part of most lessons. A wide range of assessment methods are used. In Arabic, the feedback given to students on the quality of their work is not always helpful.
- In KG, a tracking system is used very well to record children's attainment and progress each term. With clear colour codes, staff identify gaps in learning and swiftly address them.

For Development:

- Increase the questioning skills of teachers in the lower primary grades.
- Ensure all teachers make full use of assessment information in planning to meet the learning needs of students.
- Ensure that the feedback given to students on their written work helps them to improve.

4. Curriculum

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

- In KG the curriculum is taught through a thematic approach. This method is more effective in English, than in mathematics and science. Curriculum mapping across grades in the primary, middle and secondary phases is robust with a range of choices, enhancement activities, enrichment initiatives and projects.
- The curriculum is meticulously reviewed to identify and address any gaps in learning, and to meet the academic and personal needs of students. In most subjects, cross-curricular links are integrated into lessons.
- A recently introduced system, in which students demonstrate the knowledge and skills they have learned, is having a positive effect on outcomes. Additional lessons for early learners of Arabic, is enhancing students' performance and participation in lessons.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Very good

- The curriculum is adapted and strengthened by the inclusion of the content and skills required for success in international examinations. These additional concepts are introduced from the lower grades and continue throughout the school, ensuring progression in learning.
- The variety of extra-curricular activities provides ample opportunities for students to be innovative and enterprising. A wide range of enrichment activities enable students to develop a deep understanding of social responsibility while appreciating the culture and heritage of the UAE and other world cultures.
- The curriculum is generally adapted in lessons for three attainment levels. Extension tasks are provided for higher attainers. Support for lower attainers and for students of determination, is often insufficient for them to achieve the planned learning objectives.

For Development:

- In KG, review and consolidate specific learning outcomes in science and mathematics.
- Ensure that curriculum adaptations support the learning of all groups of students, including lower attainers and students of determination.

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

- Detailed policies and procedures underpin the care and welfare of all students. The school premises are well designed to allow all students full access to all areas. Updated safeguarding procedures and resources support the growing population of students.
- The school has systematic procedures for ensuring the health, security and protection of students and staff. Risk assessments are thorough, and students are carefully supervised when on school transport and when arriving and leaving school.
- Since the last inspection, structural updates to the premises, and enhanced policies related to health, safety and care, have consolidated this aspect of the school's provision.

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

- The positive learning environment and concern for wellbeing is reflected in the supportive relationship of that teachers have with their students. These constructive relationships are evident in the lessons and the public areas of the school and contribute to students' academic and personal development.
- Procedures to support the identification of students of determination, as well as those who are gifted and talented, are effective. Individual Education Plans (IEPs) for students of determination have improved since the last inspection but are not having sufficient impact on the adaptation of the curriculum or support provided in lessons.
- Careers provision is well developed and provides students with meaningful guidance. The use of external speakers is helping to inspire students and widen their options when thinking about future careers.

For Development:

- Improve the use of IEPs in lessons to ensure students of determination are supported in overcoming their barriers to learning.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- Governors and senior leaders promote an inclusive vision for the school. They have written an inclusive education improvement plan which builds on the existing provision. This plan is not yet fully successful due to a lack of specialist LSAs to meet the needs of all students of determination.
- Identification processes include the use of a variety of assessment procedures. The resulting data is used effectively to guide the construction of IEPs, however, the strategies suggested do not always match well to the identified barriers to learning.
- The inclusion department provides parents with regular information through an identified point of contact. This is more than a system of communication. Staff offer guidance, resources and training to extend the education support into the home.
- Teachers attempt to adapt their lessons to maintain student interest, but this does not always support their progression. Only rarely is consideration given to the provision of specific resources and different approaches to suit individual needs.
- In the secondary phase students of determination can access an alternative activity-based curriculum which develops communication, numeracy and life skills. These opportunities do not include other recognised qualifications, or students in other phases.

For Development:

- Accelerate the progress of students of determination, including those with more complex needs, by improving the provision of specific resources and support.
- Increase the availability of LSAs who have the knowledge and experience to support the wide range of student needs within the school.

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	Good
Management, staffing, facilities and resources	Good

- The principal and vice-principal provide clear educational direction. Students' academic achievement and wellbeing are given equal importance in the school's vision statement. In most subjects, leaders have a very strong understanding of the best practice in teaching and learning and an extremely secure knowledge of the curriculum. Leaders at all levels provide very good role models and share best practice.
- Self-evaluation processes include the very effective use of data to measure the impact of provision on students' outcomes. The processes for monitoring the impact of the quality of teaching are systematic and identify areas for improvement. Actions taken since the last inspection to improve teaching, particularly in the middle phase, have been successful. Improvements in the support provided for students of determination have not been taken as quickly or as effectively.
- Parents are highly supportive of the school. They are encouraged to be actively involved in all school activities and to share their expertise in support of student learning. Diagnostic reports to parents include all subjects and provide a clear insight into their children's personal development. Final reports do not always include information in relation to the next steps that should be taken to improve learning. A very effective range of community partnerships contribute to students' academic and personal development.
- The local advisory board represents all stakeholders, including the owner and students. They are active in gathering and sharing their knowledge of the school and in contributing to improvement planning. The board is fully involved in developing and monitoring the school's vision for wellbeing. They have been less successful in measuring accurately the impact of actions taken to improve the support provided for students of determination.
- The school runs very smoothly on a day-to-day basis, supported by the use of biometric security systems. Corridors and movement spaces are spacious, but not enough use is made of these by teachers to provided alternative teaching environments. Learning resources in most subjects are generally good. Specialist facilities are adequate but do not provide an environment which is highly effective in promoting students' achievements, for example, in sports and art.

For Development:

- Swift action is needed by all leaders to address all inspection recommendations outstanding since the last inspection.
- Provide a programme so that all specialist facilities and resources, are used to enable students to reach their full potential.

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