

GOOD



2019-2020

# INSPECTION REPORT



























CBSE CURRICULUM

## Contents

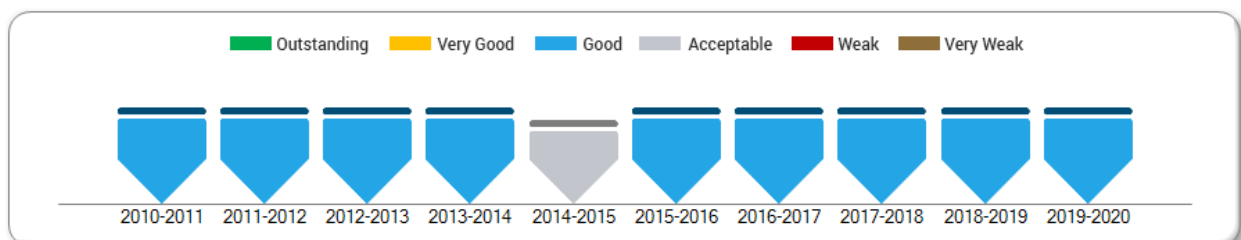
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## School Information

General Information	 Location	Al Quoz
	 Opening year of School	1991
	 Website	www.gemsoo-alquoz.com
	 Telephone	+97143391188
	 Principal	Mrs. Lalitha Suresh
	 Principal - Date appointed	4/1/2012
	 Language of Instruction	English
	 Inspection Dates	14 to 17 October 2019
Students	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	3654
	 Number of Emirati students	0
	 Number of students of determination	74
	 Largest nationality group of students	Indian
Teachers	 Number of teachers	171
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	21
	 Teacher-student ratio	1:21
	 Number of guidance counsellors	1
	 Teacher turnover	9%
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	CBSE
	 External Tests and Examinations	CBSE
	 Accreditation	CBSE
	 National Agenda Benchmark Tests	ASSET

### School Journey for GEMS OUR OWN INDIAN SCHOOL



## Summary of Inspection Findings 2019-2020

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

Student outcomes	<ul style="list-style-type: none"> <li>Progress and attainment in English, mathematics and science are very good or better. Attainment in UAE social studies is good. Progress in Islamic education and Arabic is good overall, leading to good and acceptable attainment in these subjects. Improvements have been made with students' learning skills in mathematics and science, leading to a very good quality in all phases except the primary phase, where learning skills are good.</li> <li>Almost all aspects of students' personal and social development are outstanding. Students behave well and have positive attitudes to their work and to each other. From the Kindergarten (KG) to Secondary, students are involved in projects that develop their social responsibility and innovation skills to the highest level. Students' appreciation of Islamic values and Emirati culture is very good in the KG and exceptionally well-developed elsewhere.</li> </ul>
Provision for learners	<ul style="list-style-type: none"> <li>The monitoring of students' attainment and progress have improved in the KG and Primary, and assessment is now uniformly very good across the school. These improvements are supporting developments in the quality of teaching in the KG and Primary and now match evaluations in the secondary phase. Despite improvements in the use and application of assessment in Primary, the quality of teaching for effective learning has not progressed.</li> <li>The curriculum continues to be very well designed in the school. In addressing the previous compliance issues at the secondary phase, the curriculum there is now of an outstanding quality. In the upper phases, staff adapt the curriculum competently to meet the learning needs of the different groups. Adaptation is done well in the KG and Primary, but there are still areas for further improvement.</li> <li>The school has comprehensive and appropriate arrangements for health, safety, care and support. Staff implement these in ways that ensure the highest quality of protection for health and safety, with very good levels of care and support. Staff effectively identify barriers to learning for the different groups of students and support them well overall, despite some inconsistencies.</li> </ul>
Leadership and management	<ul style="list-style-type: none"> <li>Senior staff continue to provide strong leadership, with improvements in the effectiveness of governance. The processes for self-evaluation and improvement planning are now more accurate and more effective in driving school development. Partnerships with parents and others in the community continue to enhance the school's work. Together, governors and leaders have improved areas of management, staffing, facilities and resources, which are now at a good level.</li> </ul>

### The best features of the school:

- The very good or better attainment in most phases in English, mathematics and science and in learning skills, particularly in the secondary phase
- Students' outstanding personal and social attributes, including their social responsibility and skills of innovation
- The high-quality curriculum across all phases and the effective teaching, particularly in the KG, Middle and Secondary
- The very effective implementation of the school's comprehensive arrangements for health, safety, care and support
- The strong senior leadership, ably aided by the governors in maintaining high standards and in bringing about improvements to the school.








### Key recommendations:

- Build on the well-established good progress in Arabic to raise attainment beyond acceptable levels.
- Ensure that teaching in the primary phase is more consistently very good and leads to improvements in students' learning skills and achievement in English.
- Build on the current practice in the identification of barriers to learning, including difficulties with reading, and develop curriculum adaptations to help students overcome these obstacles.

## 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	Very good ↑	Very good	Very good	Outstanding ↑
	Progress	Very good ↑	Very good	Very good	Very good
 Science	Attainment	Good	Outstanding ↑	Very good	Outstanding
	Progress	↑ Very good	Very good	Very good	Outstanding
 UAE Social Studies	Attainment				Good
<b>Learning skills</b>		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	Very good	Very good	Outstanding ↑
Curriculum adaptation	Good	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](#).

## 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:

The school meets the registration requirements for the National Agenda Parameter (NAP) for the academic year 2019-2020.

#### The school's progression in international assessments is above expectations.

- The school exceeded its PISA and TIMSS targets in 2015. In 2018, ASSET benchmark tests indicated outstanding performance in English and very good performance in mathematics and science. The very good performance was sustained in the 2019 tests in mathematics and science, but it declined slightly in English because of lower attainment in two grades. Overall, performance against potential, as identified by the CAT4 tests, is very good. The school also attained above the Dubai average in the 2018 PBTS performance test, with most students achieving in the intermediate range for science and writing and a majority in the high range for mathematics.

#### Impact of leadership is above expectations.

- Leaders inspire a commitment among staff to using the National Agenda targets as a route to school improvement. The National Agenda action plan identifies key priorities which are addressed well. The curriculum is aligned to the requirements of NAP tests, particularly in the primary and middle phases. The effective use of CAT4 to identify students' potential and learning needs is embedded across the school.

#### Impact on learning is above expectations.

- The school's promotion of critical thinking is particularly evident in Science, Technology, Engineering, Art and Mathematics (STEAM) activities and in primary and middle phase mathematics and science. Teachers promote comprehension skills well in English. Students use learning technology devices skilfully in most lessons. However, the development of independent learning skills is not as strong and, in some areas, students remain overdependent on their teachers.

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

#### For Development:

- Ensure that the acquisition of skills required for success in the NAP tests is a focus for all teachers, in all departments.
- Provide more opportunities within the curriculum for student-initiated, extended and independent learning activities.



### Moral education

- The moral education programme (MEP) is taught for one discrete lesson per week in accordance with the requirements of the Ministry of Education (MoE). Students have opportunities to make links to other subjects and to discuss their personal experiences, especially in the higher grades.
- Teachers use the MEP textbook, supplemented with some teacher-designed resources, to create engaging lessons. In the primary phase, there is less evidence that teachers are adapting their teaching to ensure that all groups of students can succeed in their learning.
- Internal assessment processes, linked to knowledge, skills and behaviour, are well-developed and allow teachers to track students' attainment and progress. Accurate reporting is helping parents and their children to understand personal strengths and areas for further development.

**The school's implementation of the moral education programme is above expectations.**

### For Development:

- Improve teaching, especially in the primary phase, to include more active and engaging activities to accommodate the learning styles of all students.

### Reading across the curriculum

- A reading specialist assesses and guides improvements in Primary, with some success in achievement in reading. In other phases, subject teachers focus on vocabulary development and reading comprehension.
- An action plan and strategies are helping to improve the reading skills of underperforming students in the primary phase, and of boys, in particular.
- The school is fostering literacy development by increasing opportunities for more reading across the curriculum, implementing the reading policy, targeting skill development and generally encouraging reading for pleasure.
- Through investment, policy development and a range of promotional activities, the school has shown its commitment to developing the reading skills of every student. However, staff do not use the library to support this as fully as they could.

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

### For Development:

- Assess reading skills in the middle and secondary phases more effectively and plan interventions to support underperforming readers.
- Enhance the role of the librarian and the library in promoting literacy development.

## Innovation

- At all phases, students often show innovative thinking and apply technology. For example, children in the KG have programmed a robot to pick up litter.
- Older students are extensively involved in enterprise projects, for instance, in growing and selling agricultural produce. The school regularly wins prizes in competitions for innovation and the use of technology.
- Teachers are increasingly successful in developing students' innovation skills in lessons.
- A wide range of projects enhances the curriculum and develops enterprise and innovation skills. These projects range across the sciences, arts and humanities.
- Senior leaders show a well-developed capacity to innovate for improvement. Together, with a very effective innovation committee, they effectively support their colleagues in developing and improving students' innovative skills.

**The school's promotion of a culture of innovation is systematic.**

### For Development:

- Maintain the positive approach to developing innovation through projects and focus on bringing lessons into line with these successes.

## 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

- Students' attainment shows little variation across the phases. Progress in the middle phase is improving. Girls' progress and attainment are stronger than those of boys, particularly in middle and lower secondary phases.
- Students demonstrate a strong knowledge and understanding of the Holy Qur'an and Hadith. They use Seerah and biography of the companions to conclude lessons. Many are able to make reference to divine revelations in their answers, but this is not done consistently across all grades.
- As a result of the provision of enrichment activities and a special focus on recitation at the start of lessons, students are making considerable gains in the recitation skills of the Holy Qur'an and application of the rules of Tajweed.

#### For Development:

- Improve students' achievement by closing the gap between boys and girls and challenging students consistently to provide evidence from the Holy Qur'an and Sunnah.

#### Arabic as an Additional Language

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

- There are no major differences between the phases. Higher-attaining students constitute a minority across the school and are achieving above curriculum standards, considering their years of studying Arabic. Only a few students are very fluent in speaking.
- For a majority of students, acquisition of vocabulary and comprehension skills develop very well across the phases. Structured writing is advanced, particularly of the more able students. Skills in independent speaking and writing are underdeveloped.
- Staff have introduced some procedures in lessons to develop students' speaking skills, but these are mainly based on memorisation of conversations. The school is using an online platform to enhance reading skills, but it has had little impact on students' language skills so far.

#### For Development:

- Raise students' attainment in independent writing and oral communication.
- Develop a more comprehensive tracking system to ensure that online resources have a stronger impact on the language skills of all students.

## English

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

- Students' attainment and progress against curriculum standards are high in the KG, Middle and Secondary. A large majority of students in those phases make better than expected progress in lessons.
- In the KG, children develop listening and speaking skills rapidly and build strong foundations in early literacy. A few students in all phases are not confident in writing fluently. Secondary students use highly-sophisticated spoken language and express ideas clearly and confidently.
- The school's focus on improving the skills of students who are reading below grade level is beginning to have a positive effect on their fluency and comprehension. The strong focus in the secondary phase on developing higher-order comprehension skills is having a positive impact on students' critical analysis of literary texts.

### For Development:

- Increase the rate of progress in Primary by providing all groups of students with well-designed tasks, support and feedback.
- Improve the skills of students who find writing difficult by helping them structure their writing and use complex sentences with interesting vocabulary.

## Mathematics

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

- Internal and external assessment information from ASSET and CBSE examinations indicates that students' levels of attainment are above curriculum standards. Scrutiny of work in books and in lessons confirms that a large majority of students make better than expected progress.
- Children in the KG have a well-developed understanding of number, shapes and data handling. Throughout the school, students apply their mathematical learning very well, mostly to solve problems, although these are rarely open-ended tasks. Skills of mental calculation are less developed, especially for primary students. High levels of achievement in the secondary phase are based on students' secure knowledge and understanding of complex mathematical concepts.
- The department's initiative of developing students' independent learning and critical thinking skills to solve meaningful problems is having a positive impact on their achievement.

### For Development:

- Enhance students' mental calculation skills and provide more opportunities for them to tackle open-ended problems.

## Science

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

- Secondary students have an exceptional grasp of concepts in biology, chemistry and physics, leading to very positive outcomes on CBSE. Results on international benchmarks tests are exceptional in Primary and very good in the middle phase.
- Across the school, students are competent at practical work. Those in Secondary show considerable skill and confidence in this area. KG children investigate, observe and identify patterns well. In the primary and middle phases, students are able to explain how to carry out a fair test but have more difficulty in explaining their predictions. Primary students have fewer opportunities to devise and carry out their own investigations.
- A strong focus on the use of critical thinking and investigative skills is raising students' understanding of concepts and their ability to relate science to the real world.

### For Development:

- Ensure that students provide a scientific justification for their predictions.
- Provide more opportunities for students to devise hypotheses independently and to plan controlled experiments to test their hypotheses.

## UAE Social Studies

	All phases
Attainment	Good

- Students' attainment is broadly consistent from Grades 1 to 9. The scope of knowledge broadens through the phases as students begin to understand aspects such as the emergence of foreign powers in the Arab peninsula and the impact of European navigators.
- Students' factual recall of history and the geography of the UAE is stronger than their skills in evaluating sources and using evidence. Across the school, students give extended oral responses to questions, but their skills in collecting data, forming opinions and critiquing the views of others are less developed.
- The department has been integrating the new curriculum objectives and textbooks into the programme with some success. The balance between knowledge and skills is not appropriate, and students' workbooks show an over-emphasis on copying teachers' notes.

### For Development:

- Improve the curriculum by implementing a better balance between knowledge, literacy and communication skills.
- Help students to take more responsibility for their learning by promoting independent learning and reducing the practice of copying teachers' notes.

## Learning Skills

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

- Students in all phases are highly motivated and diligent learners. They develop and use their learning skills to best effect in all phases although they are still developing them in Primary. In the upper phases, students are very aware of their progress and areas for improvement and take increasing responsibility for their own learning.
- Students demonstrate problem-solving, enquiry and critical thinking skills through STEAM and extra-curricular activities. These skills are not as well-developed when restricted space inhibits opportunities for students to practise them in lessons.
- The increased focus on enquiry-based learning and problem-solving in mathematics and science enables students to develop these skills very well in those subjects. Students are increasingly developing skills in using technology for research, especially in the upper phases of the school.

### For Development:

- Find ways of maximising opportunities for the development and use of learning skills in lessons where space is restricted.
- Provide more opportunities for the development of critical thinking, problem-solving and creativity across all subjects.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students demonstrate mature and responsible attitudes to learning. Their behaviour is always exemplary. They are self-disciplined and courteous towards their peers and adults. They are very supportive of students of determination.
- A strong sense of belonging pervades the school. As a result of a mutual positive relationship with teachers and peers, a harmonious and safe learning environment is created. Students show a commitment to healthy lifestyles by attempting to stay fit and healthy and by taking part in the health club and sporting activities.
- As a result of strong provision in the KG, children have improved their understanding of healthy lifestyles. They make healthy meal choices and participate in daily yoga sessions.

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

- Most students demonstrate excellent appreciation of Islamic values and apply many of these values in their school life, such as caring for others and showing respect for the environment. Students willingly and enthusiastically participate in various Islamic events and morning recitations.
- Across the school, most students demonstrate an excellent understanding of UAE culture and heritage. They develop this through connections in lessons, the numerous school projects and displays and their participation in assemblies.
- Most students show intense pride in their own culture and demonstrate a deep understanding and appreciation of other world cultures. These attributes are developed to a very good and age-appropriate level in the KG.

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

- Students at all phases have a very strong work ethic and environmental awareness. Through a wide range of projects and competitions, they benefit from opportunities to develop their skills of innovation, enterprise and entrepreneurship.
- Students in the higher grades are involved in a variety of volunteer work, such as blood donation and the 'ten days of good deeds.' Many students contribute very effectively to projects such as the 'global innovation and enterprise ventures' that involve selling agricultural plants and pencils.
- The school has been very successful in involving numerous students, across all phases, in environmental actions, such as the 'aquaponics' activity.

#### For Development:

- Provide additional opportunities for children in the KG, as appropriate, to raise their awareness and appreciation of other world cultures.

### 3. Teaching and assessment

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

- Teaching is consistently of a high quality across the school. It is most successful in mathematics and science. Teaching in Arabic and in the primary phase is not as effective, as there is too little emphasis on active, independent learning and the development of higher-order skills.
- Most teachers know their subjects well and plan lessons thoroughly, with clear learning objectives and progression. However, tasks are not always matched to the varied needs of students across all subjects and phases. In the best practice, teachers' questioning probes students' thinking and enables them to communicate their learning in depth.
- The effective use of data to inform learning and the skilful use of resources is improving teaching in the KG. Elsewhere, good progress has been made in developing students' higher-order skills.

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

- In the KG, teachers use their knowledge of students' prior attainment to plan relevant and challenging work. Elsewhere, there is now a stronger focus on using data for curriculum planning and tracking students' progress in relation to their potential, as identified by CAT4 tests. This application is helping to raise achievement in most areas, although a minority of teachers are not consistently using data to inform lesson planning.
- The school is robust in its analysis of assessment data. It compares results from CAT4, internal assessments, National Agenda benchmark tests and CBSE and takes effective measures to ensure their reliability and validity.
- The school's marking and assessment policies are detailed but are not consistently applied. Students routinely review their own work but are less skilful in planning what they need to do to improve it.

#### For Development:

- Ensure that all teachers promote critical thinking and independent learning across the school, especially in the primary phase and in Arabic.
- Make sure that feedback to students reflects the school's marking policy and supports their skills in self-assessment and planning for improvement.



## 4. Curriculum

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

- The school's curriculum is of a high quality. It offers continuity and progression in students' learning and helps promote outstanding achievement in the secondary phase in English, mathematics and science.
- The recent review and development of the curriculum have ensured a wide range of curricular choices and appropriate provision for health and physical education, which are key elements of the CBSE guidelines.
- The skilful mapping of the curriculum and the inclusion of cross-curricular links help students make meaningful, real-life connections. This is resulting in the transfer of skills between areas of learning, particularly in the secondary phase. The balance between skills and knowledge is not as developed in the other phases of the school.

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

- Across the school, most teachers effectively modify the curriculum to provide opportunities for students to succeed. These adjustments have more impact in the middle and secondary phases, where students have opportunities to participate in a wide range of curricular choices.
- The development of the STEAM curriculum, from the KG to Grade 8, is sustaining the transfer of innovative thinking skills. Students' application of these skills across the subjects is a noticeable feature in these grades.
- The systematic development of the UAE social studies curriculum is supporting students' understanding and appreciation of the Emirati culture and the society of the UAE. Special events, such as the UAE National Day celebrations, allow students to experience Emirati traditions, food and dress.
- Arabic is taught for 20 minutes per week in KG 2.

### For Development:

- Ensure that the curriculum provides consistent and excellent opportunities for independent learning, research and critical thinking to meet the needs of all students, particularly in the KG, primary and middle phases.
- Bring the quality of curriculum modification in the KG and Primary to the level of provision in the middle and secondary phases.

## 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 ↑

- Students' welfare and safety are a high priority in the school. All staff are rigorous in applying the school's thorough and comprehensive policies and procedures for safeguarding, including child protection. Safety checks are frequent, and all safety equipment are maintained to a high level. Transportation procedures ensure students' safe entry and exit from school.
- Buildings are well maintained by a school team that responds swiftly to any issues that arise. Risk assessments are fully in place for hazardous activities. Security staff are vigilant in minimising the possibility of intrusion. Evacuation procedures are robust. The clinic provides high quality care and advice on healthy lifestyles.
- Since the last inspection, the school has installed lifts to provide access to the upper floors for those who need it. Although classrooms are still cramped, exits are no longer blocked by students' bags.

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

- Relationships between staff and students are positive and mutually respectful. The school's established systems for managing student behaviour, and for recording and promoting attendance and punctuality, are very effective.
- An efficient process, which begins on enrolment, recognises students who are experiencing difficulties which may impair their learning. These students are monitored and provided with support and accommodations to their learning. Students with gifts and talents are also identified through referrals and assessment, and they are given opportunities to achieve their potential.
- A wellness team leads a school-wide process that monitors students' welfare and promotes their well-being and development. Staff work closely and constructively with students and their families to address any concerns. A career guidance counsellor offers helpful advice and support to senior students in choosing options, identifying careers and applying for university.

### For Development:

- Identify then rectify minor maintenance issues on a daily basis.
- Address the gender imbalance within the wellness team.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Good

- The school is inclusive and admits students with a range of diverse needs. An ambitious action plan ensures the continuing improvement of provision. Effective systems advise and support teachers, coordinate provision and secure student records.
- Established processes identify students experiencing problems in learning and inform planning and interventions. However, staff's understanding of the KHDA categories is not secure and can affect the full and accurate identification of each student's barriers to learning.
- Parents are actively engaged and kept well informed of their children's progress, including their personal and social development. Parents have access to advice and support from the school, but opportunities to improve their knowledge, skills and understanding are not extensive.
- Curriculum modification is well planned to meet students' academic and personal needs. Targeted support from support teachers ensures students' meaningful engagement with the curriculum and builds their confidence and resilience. Most, but not all, teachers are planning and implementing effective lessons that meet the needs of all students.
- The school's tracking, monitoring and evaluation indicate that the majority of students of determination make progress that is above expectations. These students also contribute effectively to the design, implementation, review and target-setting of their own individual education plans. Senior students of determination are supported in gaining valid exit qualifications during their transition planning to further education.

### For Development:

- Improve the accuracy of identifying students' barriers to learning.
- Improve teachers' differentiation and provision of personal support for students of determination.

## 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 ↑

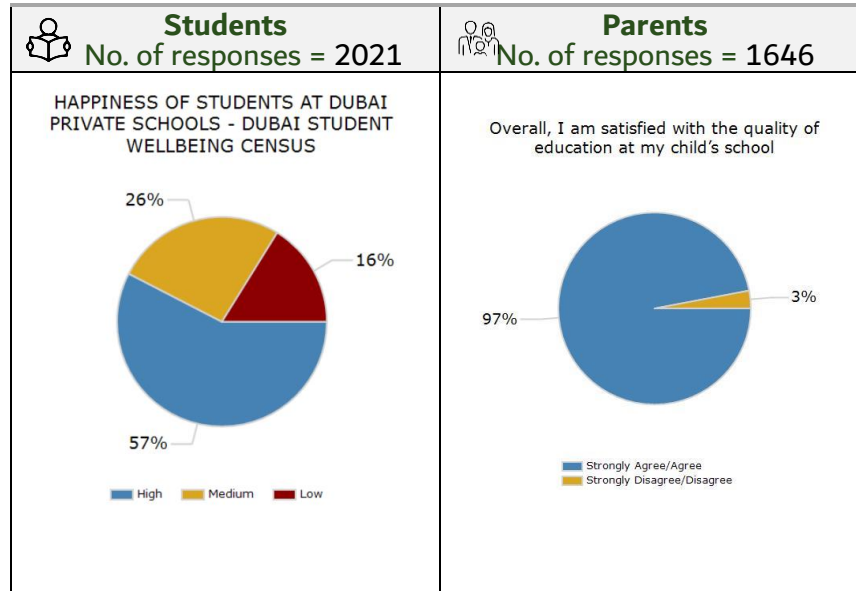
- The principal provides very strong educational leadership for staff. Together with other senior leaders, she sets out a clear and positive vision of what the school might achieve. Middle leaders are increasingly effective, and teamwork is a strong feature of the school's work. Senior leaders show a well-developed capacity to think creatively to overcome barriers to development. With an appropriate focus on key priorities, they have overseen a large number of improvements.
- Senior leaders have widened the range of approaches and the involvement of staff in the school's self-evaluation activities. Senior leaders and other staff observe lessons systematically and evaluate teaching. The school's own judgements of its quality, including those of teaching, progress and attainment, are very accurate. Plans for improvement are appropriately focused and have led to enhancements in many areas, with a few remaining at acceptable or good levels. All recommendations from the previous inspection report have been addressed.
- Partnerships with parents and the community are very good. Parents contribute regularly to the life of school to ensure its improvement and growth. They are well informed of their children's performance and all school activities. The school has strong links with the parents and the community, and students benefit from the school's partnerships that, for example, provide them with opportunities for internships and placements.
- GEMS officers support the school and hold leaders to account effectively. Their work on support and accountability is complemented by input from the Local Advisory Board, whose members include parents and professionals from the local community. Board members undertake learning walks and are involved in evaluating judgements and developing improvement plans. Together, the advisory board and the officers are supportive of the school.
- Efficient management ensures the smooth running of the school on a daily basis. The school is appropriately staffed, and most teachers are suitably qualified. There are insufficient counsellors for students. While teachers have benefited from more personalised professional development, teaching assistants do not get enough training to equip them with the skills they need to fulfil their roles more effectively. The limitations of space remain a challenge for the school. However, the improved resources are having a positive impact on students' learning.



### For Development:

- Governors and senior leaders should increase their emphasis on improving the small number of aspects of the school's work that are still at acceptable or good levels.
- Equip teaching assistants with better skills to enable them to contribute more effectively in lessons.

## The Views of Parents and Senior Students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>A high proportion of the students who responded to the survey feel that they have a positive and emotional engagement with teachers. This is in line with inspection findings. Most are positive about the school ethos, and almost all feel safe. Most think that there is no physical or cyberbullying, but only a majority think the same about verbal and social victimisation. These results are in line with the calculations for all students in Dubai.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>The parents who responded to the survey have very positive views, reflecting inspection findings. Almost all are satisfied with the quality of education their children receive and consider that leaders act upon their views. A high proportion state that they have access to information and support from the school. They feel that their children are safe at school, although a minority consider that some bullying is going on.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)