

Our Own High School...



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

Our Own High School

Curriculum: CBSE

Overall rating: Good

Read more about the school



www.khda.gov.ae

“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Warqa'a
Type of school	Private
Opening year of school	1968
Website	www.gemsoo-alwarqa.com
Telephone	04-2800077
Address	PO Box 35519, Al Warqa'a 2
Principal	Sanjeev Kumar Jolly
Language of instruction	English
Inspection dates	19 to 22 October 2015

Students



Gender of students	Boys
Age range	6 to 17 years
Grades or year groups	Grade 1 to Grade 12
Number of students on roll	4,719
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	111
Largest nationality group of students	Indian

Teachers / Support staff



Number of teachers	217
Largest nationality group of teachers	Indian
Number of teaching assistants	6
Teacher-student ratio	1:22
Number of guidance counsellors	4
Teacher turnover	8%

Curriculum



Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE
Accreditation	None
National Agenda benchmark tests	IBT

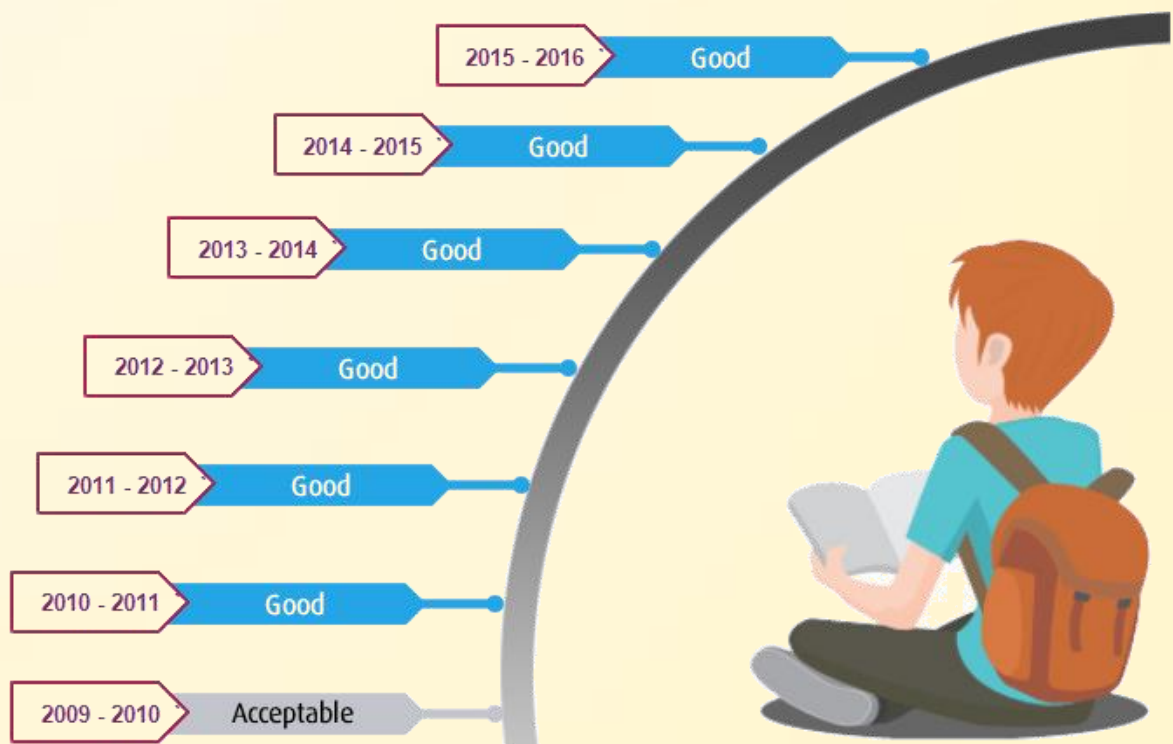


Summary for parents and the community

Our Own High School was inspected by DSIB from 19 to 22 October 2015. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, Our Own High School provided a good level of education to its students.

- Attainment and progress were **good** in most subjects except in Arabic as an additional language, which was acceptable. Science attainment and progress were very good in the primary and middle phases, and outstanding in the secondary phase.
- Students' personal development was a strength of the school. Their involvement and commitment to the community, their work ethic and environmental awareness were outstanding.
- Teaching was good in nearly all subjects apart from Arabic as an additional language. The use of assessment information to influence and support students' learning was good in the middle and secondary phases, but acceptable in the primary phase.
- The curriculum was broad, balanced and effective in developing students' knowledge, skills and understanding. However, modifications made to the curriculum, to address the needs of different groups of students, were not consistently effective.
- There were rigorous procedures in place for the care, guidance and support of students.
- Leadership, management, facilities and resources were good but too many classrooms were overcrowded. These restricted the ability of teachers to develop more effective teaching strategies and limited the learning opportunities for students.



What did the school do well?

- Attainment and progress of science in the secondary phase.
- Personal development of students throughout the school.
- Health and safety across the school.
- Appreciation and respect of Islamic values in all areas of the school.



What does the school need to do next?

- Improve attainment and progress in Arabic as an additional language by:
 - sharing best practices in teaching from other departments
 - developing a stronger focus on all language skills, particularly reading comprehension and extended writing.
- Ensure that all teachers modify the curriculum to meet the needs of all groups of students especially in primary and middle phases, particularly focusing on the culture and heritage of the United Arab Emirates (UAE) and other world cultures.
- Improve assessment systems by:
 - ensuring that progress is closely monitored for all students including those with special educational needs and disabilities (SEND) so that teachers are able to assess the progress of all students in their lessons in relation to their starting points
 - implementing external national and international benchmarking data consistently across all phases
 - continuing to involve students in understanding the level that they are working and what they need to do to improve.



How well did the school provide for students with special educational needs and disabilities?

- The school had a very inclusive ethos and made provision for students with a wide variety of SEND. However some parts of the school buildings had limited access for students and staff with restricted mobility.
- Since the previous inspection, more counsellors had been appointed and stronger links had been established between them and the senior leadership team (SLT). Regular reports were presented to ensure that leaders were better informed and kept updated about SEND provision and outcomes.
- Students with SEND made acceptable progress over time. Students learned more and made better progress when teachers planned effectively to take account of their different needs.
- The curriculum, up to Grade 8, was modified well to meet the needs of students with SEND.
- Parents were kept well-informed about the valuable work of the counsellors with their children.

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and in addition, they were provided with clear targets for improving their performance. This academic year, KHDA introduced the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

Main points:

The school did not meet the registration requirement of the National Agenda Parameter. At the time of the inspection no attainment data from the National Agenda Parameter was available to make a judgement on the progress towards National Agenda targets.

- The school had made strenuous efforts to ensure that all stakeholders were aware of the National Agenda and associated targets and were extremely knowledgeable about them. The awareness had been spread more widely into the community through the GEMS Learning Gateway.
- The curriculum was adequately aligned to TIMSS and PISA requirements for targeted grade levels in content and skills. The relevant subject skills and knowledge for the National Agenda appeared in the curriculum, but were not yet systematically planned for. Some resources, to develop teachers' questioning skills and inquiry strategies, were available but not yet fully embedded.
- Development of critical thinking, investigations, open-ended problems, inquiry and application to real life situations formed a part of teaching strategies in all areas of the school. Teachers, were actively implementing innovative strategies for the teaching of skills of investigation, particularly in science. Skills of research and evaluation were demonstrated well by older students.
- Students occasionally used learning technology and other resources to develop their research skills as described in the National Agenda targets. There were emerging examples of students' use of resources, such as the 'Bring your own device' (BYOD) trial project. This was, however, meeting with resistance from some parents. The school had yet to implement consistent practice across all grades of students.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.







Promoting a culture of innovation:

- School leaders had responded to the national innovation agenda by identifying key stakeholders, including students, to help shape the school's innovation strategy. Professional development opportunities provided to staff raised their awareness of innovation. Learning technologies were used in the upper grades to support students in the development of their investigative and innovation skills. A range of extra-curricular activities were provided to students in order to promote enterprise and innovation.

Overall school performance

Good

1. Students' achievement

		Primary	Middle	Secondary
Islamic education 	Attainment	Good	Good	Good
	Progress	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Acceptable	Acceptable	Acceptable
	Progress	Acceptable	Acceptable	Acceptable
English 	Attainment	Good	Good	Good
	Progress	Good	Good	Good
Mathematics 	Attainment	Good	Good	Good
	Progress	Good	Good	Good
Science 	Attainment	Very good ↑	Very good ↑	Outstanding
	Progress	Very good ↑	Very good ↑	Outstanding

	Primary	Middle	Secondary
Learning skills	Good ↑	Good	Good

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

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

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Good ↑	Good	Good
Assessment	Acceptable	Good	Good

4. Curriculum

	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Good	Good
Curriculum adaptation	Acceptable	Acceptable	Good

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

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Good

6. Leadership and management

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Primary

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Very good ↑	Very good ↑

- In Islamic education, the majority of students attained levels in internal assessments which were above expectations. There were no external international examinations. Students understood Islamic concepts and principles well, which they learned in English. In Grade 5, the majority of students knew the definition of 'Shirk' and understood its three types well. Recitation of the Holy Qur'an was good for most students. Students' attainment levels in internal assessments had shown improvements over the past three years. Overall they made good progress in lessons and over time, in relation to their starting points, because they learned well by themselves and from each other. The lower attaining students did not always have an opportunity to make contributions while working in groups.
- Students' attainment levels in internal assessments in Arabic as an additional language were high although lesson observations and the scrutiny of student work over time showed attainment to be acceptable. Overall, in Grade 1, the majority of students knew alphabet letters and could identify familiar words. Students in Grade 4 achieved above average results compared to a small cluster of local schools in reading and writing. In Grade 5, most students identified new vocabulary well, whilst higher attaining students were able to independently use these words in short sentences. The listening skills of most students were acceptable. The majority of students were developing their speaking skills appropriately in the 3 minutes allocated for this at the beginning of each lesson. Overall, students made slower progress in developing their skills in reading comprehension and extended writing skills.
- The majority of students exceeded expectations in both attainment and progress against the curriculum standards in English. Students were highly engaged and articulate and their reading and writing skills were good across the grades. Students' work samples showed that over time a majority of students, and different groups of students, also attained above curriculum expectations. Internal assessments and the GEMS CASE exam, given at Grade 4, demonstrated that the school attained above average results compared with nine other Indian schools in the UAE. Internal results and lesson observations showed the positive impact of the initiatives implemented to improve English progress, such as, the DEAR programme and Reading A-Z.
- Attainment and progress against the curriculum standards in mathematics was good. The majority of students were making better than expected progress. Students acquired knowledge, skills and an understanding of computational skills to at least the expected level and were able to successfully apply these skills to real life situations. Most of the students used appropriate units to measure quantities. Almost all students showed that they were able to identify different types of fractions. In some lessons students made less progress as the pace of lessons did not allow time for students to reflect on what they were learning and they were not given activities which focused on further developing their critical thinking and research skills.

- Standards had been maintained in science in recent years. Levels of student attainment were very high compared with curriculum, national and international standards. Students of all abilities, including those with SEND, learned well in lessons and made very good progress from their starting points and in relation to curriculum standards. The large majority of students had a very good understanding of the key concepts, developed investigative skills and engaged very well with practical activities.

Middle

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Very good ↑	Very good ↑


- In Islamic education students' attainment in internal assessments was high. There were no external international examinations. Students reached good levels in their knowledge and understanding of Seerah (Life of the Prophet Mohammed (PBUH) which they learned in English. In Grade 8, students knew about the reasons for the battle of 'Mubah' and understood its main events well. Recitation of The Holy Qur'an was good for many students. Students' attainment levels in internal assessments had improved in the past three years. Students made good progress in lessons because they worked well together and by themselves. The lack of appropriate challenge for higher attaining students resulted in not enough progress in the assigned tasks.
- In Arabic as an additional language, students' attainment in internal assessments was high and had improved over the past three years, while attainment and progress in lessons was acceptable. Students achieved above average results compared to a small cluster of local schools in reading and writing for Grade 6 but below average in grammar. In Grade 8, students read short paragraphs well but a large minority did not understand what they read. Most students showed acceptable understanding of vocabulary of familiar words. Writing activities were limited to single-word responses, which did not appropriately develop students' skills in this area. Students made acceptable progress in vocabulary acquisition, understanding the meanings of words and developing speaking skills.
- In English the majority of students exceeded expected levels of attainment when measured against national, international and curriculum standards. They demonstrated a good understanding of a range of texts from different genres and their writing progressed well in fluency and accuracy. Students showed higher than expected attainment in reading and understanding texts. For example, Grade 9 students' interpretation of Shakespearean language exceeded expected level when measured against international standards. Frequent opportunities to contribute to class discussions enabled most students to become more confident speakers. Assessment information indicated that students made good progress in reading, writing speaking and listening. Students with special educational needs and disabilities did not always receive the support they required to make the same progress as other students in class.

- In mathematics, students reached good levels of attainment when measured against national, international and curriculum standards. The majority of students reached levels which were above curriculum expectation. The rates of progress in mathematics were better than expected in relation to curriculum expectations. In lessons, students showed good knowledge and understanding of mathematical skills. This was reinforced by the written work in their books. They were able to identify data shown in frequency diagrams and interpret charts. They enjoyed being challenged and made the best progress in lessons where expectations of them were high.
- In science, a large majority of students attained higher than expected levels against curriculum and national expectations. This was reflected in their improved attainment over time. Most groups of students made better than expected progress. They had good understanding of processes that enabled them to be successful in the laboratory. Students had opportunities to work both independently and collaboratively enhancing their scientific investigative skills, knowledge and conceptual understanding which led to a large majority exceeding expectations. Students had many opportunities to develop their scientific research skills both inside and outside the classroom.

Secondary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Outstanding	Outstanding

- In Islamic education, students' attainment levels as assessed in internal assessments were high and showed a clear improvement over the past three years, although this was not borne out by attainment over time or in lessons. There were no external examinations. Students reached higher than expected levels in their knowledge and understanding of Shari'ah laws. Students in Grade 11 had a clear understanding of the reasons behind the ban on alcohol drinking. In Grade 12, students were able to make comparisons between Fiqh and Shari'ah well. However, a deeper understanding of the Holy Qur'an was not shown by a few students. The majority of students exceeded expected progress in lessons and were developing their thinking skills well. Higher attaining students did not make as much progress as they could, due to lower expectations from their teachers.
- In Arabic as an additional language, students' attainment levels in internal assessments were high and had improved over the past three years, although lesson observations and student work scrutiny over time showed that attainment was acceptable. There were no external examinations. Reading skills were acceptable overall, although many students were unable to understand what they had read. Students could copy Arabic script well but not necessarily understand what they had written. Most students had gained an expected knowledge of grammar rules such as plural forms. Few students were unable to respond to simple questions in Arabic such as; 'What are you doing?' Although progress was acceptable overall, many students did not make better progress because the work they were given in lessons did not appropriately match their abilities.

- In English the majority of students' attained levels which exceeded national, international and curriculum standards. Younger students' attainment was very good in external examinations while older students' attainment was good; the same high standards had not been maintained consistently over time. The majority of students, and all groups, made better than expected progress when compared to their starting points and curriculum standards. They also exceeded expectations with regard to progress in lessons. They had developed good analytical skills, which they applied to different genres. Students could write for different purposes fluently and accurately. Overall, they had a good understanding of complex English literature texts such as Shakespeare, Dickens and Emily Dickenson.
- In mathematics the majority of students exceeded the expected curriculum standards. Attainment and progress against Indian curriculum standards were also good in each grade. In external examinations, students reached levels that were above national expectations. Their performance was particularly strong in Grade 10. The majority of students acquired skills, which exceeded expectations, in linear programming, the ability to derive formulae. They could understand and solve problems around geometric progression. Their skills of research, extracting information and evaluating it were less well developed because of limited opportunities to acquire and refine these skills.
- Students demonstrated outstanding knowledge and understanding of scientific concepts and methodology and made outstanding progress. Most students demonstrated knowledge, understanding and skills which were above curriculum standards and made better than expected progress against curriculum requirements, in lessons and over time. They conducted experiments independently and had many opportunities to develop concepts and apply their skills and knowledge which they did with enthusiasm. They also developed strong skills in the areas of scientific thinking, enquiry and investigation.

	Primary	Middle	Secondary
Learning skills	Good 	Good	Good

- Students enjoyed attending school and took increasing responsibility for their own learning. They knew their strengths and weaknesses and were keen to take steps to improve.
- Students interacted and collaborated well in a range of learning situations. They communicated their learning clearly with each other and listened to the views of others.
- Students made clear connections between areas of learning and related these to their understanding of the world. This made what they were learning more meaningful.
- Students were enterprising and could find things out for themselves and use technologies to support their learning. Critical thinking and problem solving skills were well developed in science.

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

	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students were consistently very positive and responsible. They eagerly received feedback to help them become increasingly self-reliant. Attitudes and values were regularly focused on, through activities across the school and were routinely and effectively highlighted in morning assemblies.

- There was an atmosphere built on high levels of respect and kindness across the school. Students were consistently self-disciplined and responded very well to peers and adults. They reported that they felt safe, valued and supported.
- There was a strong commitment by students to following healthy living habits. They were able to explain the reasons for healthy living including the importance of exercise.
- Attendance remained high at 96%. Students were punctual in arriving to school and for lessons throughout the school day. They understood the importance of high attendance and how it impacted on their achievement.

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

- Students had an excellent appreciation of Islamic values. They could give examples of how it influenced contemporary life in the UAE. The older boys had taken the responsibility of successfully organising Iftar during Ramadan.
- Students fully respected and appreciated the culture of the UAE. They were fully aware of the main sites and features of Dubai. However, students did not always show an extensive knowledge of the heritage of the UAE in a few specific areas, such as the Bedouin life and pearl diving.
- Students demonstrated an excellent understanding, awareness and appreciation of their own culture. However, in the primary phase they were less secure about their knowledge and awareness of other world cultures.

	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- The school provided extensive opportunities for students to be active members of the school and the wider community. Older students implemented several initiatives to support younger students in the school, such as the 'Best Buddies' programme. They also showed initiative and used their creative ideas to develop other projects, which had a positive impact on the local community. These included collecting donations of blankets, tents and clothes to help the victims of the Nepal earthquake and food for construction workers in Dubai.
- Students showed excellent work ethic and integrity. They understood the importance of honesty and believed that hard work and persistence led only to success. Their enterprise and entrepreneurship were clearly evident in the highly successful Formula 1 and robotics activities in after-school clubs.
- Students were fully aware of a range of environmental issues the world faced, such as water and electricity conservation. They had collected fifteen tons of waste paper for recycling as part of their work with 'One Root, One Community' and planted many trees in a neighboring Emirate, which had been awarded as prizes for donations. Students worked closely with the Emirates Environment Group to raise awareness in other Dubai schools of environmental issues.

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Good ↑	Good	Good

- Teachers had good subject knowledge and understanding of how students learned. They adapted their approaches well to ensure that students made good progress in their lessons and over time.
- Lessons were well planned and included a wide range of activities to engage students effectively. Classrooms were warm and inviting and teachers displayed, and celebrated, a wide range of students' work. Occasionally, teachers tried to do too much in one lesson. They sometimes rushed through the work and did not leave enough time to check students' understanding.
- Teachers used good question and answer techniques to develop students' understanding of what they were learning, particularly in science and mathematics. They encouraged students to work together to deepen their subject knowledge and their independent learning skills.
- Work was planned to challenge and meet the different needs of most students. Extension activities ensured higher attaining students were challenged effectively. However, in a few lessons, mainly in Arabic as an additional language the progress of the higher attaining students was impeded by the lack of appropriate ability work. Those students who needed extra support were given work which was not always well matched to individual needs.
- Teachers encouraged students to take responsibility for their own learning. Group discussions were used to develop innovation and students' independent and critical thinking skills.

	Primary	Middle	Secondary
Assessment	Acceptable	Good	Good

- Formative and summative assessment data analysis compared scores across phases, subjects, and grades. In the primary phase, internal assessment processes were linked to the curriculum to provide comparisons with appropriate measures of students' attainment and progress.
- The use of benchmarking tests to compare students' outcomes against national and international expectations was limited and inconsistent. The outcomes of the tests was not fully representative as it only involved a relatively small percentage of students.
- Data from internal exams were analysed to determine trends in subjects, phases and between classes. Insufficient evidence from the analysis of assessment data was used to compare trends between other groups of students, for example, high and low attainers, and those students with SEND.
- External examination results were analysed closely to identify where improvement could be made in teaching and the curriculum. This allowed any gaps in learning to be addressed, particularly in the middle and secondary phases of the school. The curriculum had been modified as a result of this analysis.
- Teachers recognised the strengths and weaknesses of individual students and provided some challenge during lessons to meet the needs of most students. Teachers provided well focused support and feed back in the senior classes but in the primary phase this was not as strong. Self-assessment had been newly introduced and was being accepted well by students.

4. Curriculum

	Primary	Middle	Secondary
Curriculum design and implementation	Good ↑	Good	Good

- The school followed the CBSE curriculum guidelines which had a clear rationale and offered an appropriate balance to meet the needs of the students. It provided sufficient opportunities for students to develop the necessary knowledge and skills, through carefully designed activities, such as; values of the month.
- To enhance continuity and progression, the school systematically incorporated the CBSE and NCERT syllabi which were based on the guidelines provided by the NCF, India. This progression helped to ensure that most students were prepared for the next stage of their education within the school and after Grade 12.
- The school's own curriculum review document was accurate, detailed and showed evidence that students were provided with sufficient choices to meet their abilities and interests. The school offered science and commerce courses to students in Grades 11 and 12. Subject choices were added based on students' demands which were determined through a survey conducted for Grade 10 students. Economics and entrepreneurship were two additional subjects offered in Grade 11 as a result of this process.
- Lesson plans included meaningful cross curricular links but the coordinated curriculum planning between different subjects was limited.
- The review of the curriculum was a regular exercise undertaken by the academic committee. Teachers were part of the review to ensure that the academic and personal development needs of a large majority of students were met across all subjects.

	Primary	Middle	Secondary
Curriculum adaptation	Acceptable	Acceptable	Good

- The curriculum was planned with some recognition of the needs of different groups of students including those with SEND. School leaders had begun to adapt the curriculum in response to the demands of the National Agenda, and other national priorities, and evidence of innovation was starting to emerge in science.
- Opportunities for enterprise, innovation and contribution to society had been provided through most curricular areas, particularly in the secondary phase. A range of very successful extra-curricular activities such as the Formula 1 design competition, robotics, film making, debating as well as the Eco-club had enhanced students' academic and personal development.
- There were few opportunities in the curriculum for students to develop their knowledge, understanding and appreciation of the heritage, culture and values of the UAE. Such opportunities occurred more frequently in morning assemblies.

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

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

- The school had prepared comprehensive documentation outlining procedures for child protection and the safeguarding of students. They had ensured that staff members undertook regular training sessions linked to appropriate responses to incidents.
- The buildings were carefully maintained and in excellent condition and frequent safety checks on the premises and of equipment were carried out. Records of these were rigorous and securely maintained. High standards in the quality of maintenance and supervision both within the school premises and outside were evident. A large fleet of buses transported students to and from school and the careful and rigorous organisation of the operation was exemplary with a final 'double check' to ensure that drivers were fully aware of who they had in their bus.
- Effective arrangements had been made for the recording of inappropriate behaviour throughout the school including CCTV on every bus to ensure security. The school maintained very detailed and secure records, including records of incidents and subsequent actions.
- The safety of the school's physical environment, its equipment and resources were excellent. Ramps had been installed to facilitate smooth access for wheelchairs around most of the school and to meet the learning needs of all students. However some parts of the school were still inaccessible to people with significantly restricted mobility.
- The systematic promotion of safe and healthy living was a strong feature of all aspects of school life. The medical staff showed a very high commitment to students' welfare. Their records of examinations and treatments were suitably detailed and regularly maintained.

	Primary	Middle	Secondary
Care and support	Good	Good	Good

- Outstanding relationships were evident between staff and students and among students in all areas of the school. In addition, highly effective systems for managing behavior were in place and fully understood by students and staff. The quality of these elements had led to very positive behaviour.
- The school had effective policies in place for the promotion of attendance and punctuality. The implementation of these resulted in the strong outcomes evident in each area.
- The systems for the identification of students with SEND, and those that were gifted and talented, had improved from the previous year. A growing awareness had resulted in more students being appropriately identified with SEND. However further development of these systems was required to ensure that the needs of all students were consistently being met.
- Support in lessons for students with SEND, and those who were gifted and talented, was inconsistent resulting in acceptable progress overall.

- The school had effective systems for monitoring the well-being and personal development of all students. Older students were provided with appropriate information and guidance about career choices and higher education.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Acceptable

- The school had a strong inclusive ethos and welcomed students with a wide range of SEND. However, there were still some obstacles to access for students with significant barriers to mobility in some areas of the school. Improvements within the systems of identification were evident due to the efforts of the counsellors in raising awareness of SEND through their work and an increasing knowledge and understanding by teachers.
- The leadership of the school had recognised the importance of meeting the needs, more effectively, of students with SEND and had raised its profile accordingly. This resulted in the appointment of more counsellors to meet the increasing demand and also in better links with the senior leadership team. Procedures had been reviewed resulting in many well-informed changes to the school's work. As these were yet to be fully embedded, the evidence of impact was in its early days.
- Students with SEND made acceptable progress overall. Progress was better in lessons where teachers planned learning in a way that took into account the special educational needs of the students. However, this level of support was inconsistent. Assessment data was not evaluated systematically to allow school leaders to know if students with SEND were making as much progress as they should from their starting points.
- The curriculum up to Grade 8 had been modified so that it met the needs of the students with SEND more appropriately. This was less effectively done in the secondary phase, due to the restrictions on the flexibility of the CBSE curriculum beyond Grade 8.
- Parents valued the work of the school and how it kept them well-informed about issues related to SEND. The progress of students was regularly reported on and the school involved parents in decisions around their child's education, such as support and in the writing of Individual Education Plans. Some parents expressed concerns that the needs of students with special educational needs were not always effectively planned for in lessons.

6. Leadership and management

The effectiveness of leadership

Good

- Senior leaders, including the principal, set a clear direction and promoted a shared vision throughout the school. The school gave full support to UAE national and Emirate priorities and students were actively involved in many initiatives to support these.
- Leaders were committed to the inclusion of all students. They had understanding of how to develop good teaching and very high standards in students' personal development, as demonstrated in their attitudes to work and their behaviour around school.

- Relationships and communications were consistently professional and very effective. Morale throughout the school was extremely positive. Responsibilities were effectively delegated to supervisors and coordinators and this helped to support the good quality outcomes.
- Leaders were effective in finding solutions to most problems in order to sustain improvements.
- School leaders have been innovative and successful in making improvements in key areas including English, science, learning skills and teaching across the primary phase.

School self-evaluation and improvement planning


Good

- The leadership teams worked well together to ensure inclusion of all staff in the school's self-evaluation. Both internal and external data was used well to inform improvement planning.
- Most of the self-evaluation judgments were accurate illustrating that senior staff monitored effectively and had a good knowledge and understanding of the school.
- Improvement plans were well focused with specific targets to evaluate the impact of the school's actions. They contained achievable goals which addressed the school's and the UAE's national priorities.
- There was some progress in addressing the recommendations from the previous report. Teaching in primary had improved to good. Attainment and progress in Arabic as an additional language had not improved despite the efforts of the school.

Partnerships with parents and the community




Good

- The school was successful in engaging parents as partners in their children's learning and in school life. The views of parents were welcomed and actively sought when identifying school improvement priorities.
- Effective communication with parents ensured that they were kept informed about their children's learning and development. School policies and the weekly newsletter were uploaded onto the school website.
- The school regularly reported on students' academic progress and personal development. Students' achievements were clearly described using on-line progress cards six times a year as well as scheduled parent teacher meetings.
- Students played a very active role in the local and wider community. They successfully took part in many community initiatives locally and abroad including the 'Face to Faith' Global education project. These had highly positive effects on students' development and achievements.

Governance	Good 
<ul style="list-style-type: none"> • The Board of Governors was effective in meeting its commitment to parents and actively sought their views. They had detailed knowledge and understanding of the school. • The governing board regularly monitored the school's actions and held senior leaders accountable for the quality of the school's performance. These included the achievements and personal development of all students. It acted as an effective and constructive critic for the school. • The governors had a positive influence on the school's leadership and direction. It ensured that appropriate staffing and resources were available to address weaknesses and that all statutory requirements were met. Even though there were plans in place to address the overcrowding in many of the classrooms, these had not improved opportunities for students' learning. 	
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • There were very good systems in place that facilitated the smooth and efficient running of the school. • There were sufficient, appropriately qualified teachers to provide a curriculum of good quality for most groups of students. • The effective overall facilities and resources provided a good and inclusive learning environment. • The learning environment in classrooms was restricted by the large numbers of students in very small spaces, this limited the ability of teachers to use strategies that promoted collaboration, independent learning and enquiry. • Instructional technology was present in all classrooms and used by most teachers. Some students in the secondary phase used personal devices on specified days in the classrooms as a part of the BYOD initiative. Access to technology had improved through the Learning Gateway. 	

The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	1608
	2014-2015	1381
Teachers 	175	
Students 	2031	

*The number of responses from parents is based on the number of families.

- The overall response to the survey indicated a very high level of satisfaction of the school. Almost all parents agreed or strongly agreed that their children were making good progress in all subjects. They strongly agreed that their children enjoyed school and learned well because of good teaching. Almost all parents strongly agreed that their children were safe in school and on the buses and that school dealt well with bullying. They strongly agreed that the school was well led and that it listened to parents. Most parents agreed that the school accurately identified those students with special educational needs and disabilities and were kept well informed about their progress. The principal and teachers who responded were very positive about all aspects of the life and work of the school.

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