



Our Own High School

 Curriculum: CBSE

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Al Warqaa
Type of school	Private
Opening year of school	1968
Website	www.gemsoo-alwarqa.com
Telephone	04-2800077
Address	Al Warqa'a 2, Dubai
Principal	Sanjeev Kumar Jolly
Language of instruction	English
Inspection dates	10 to 13 October 2016

Teachers / Support staff	
Number of teachers	218
Largest nationality group of teachers	Indian
Number of teaching assistants	9
Teacher-student ratio	1:22
Number of guidance counsellors	4
Teacher turnover	13%

Students	
Gender of students	Boys
Age range	6-17
Grades or year groups	Grade 1-Grade 12
Number of students on roll	4695
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	207
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	CBSE: Grade 10 and 12
Accreditation	NA
National Agenda benchmark tests	ACER: IBT



The DSIB inspection process



In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

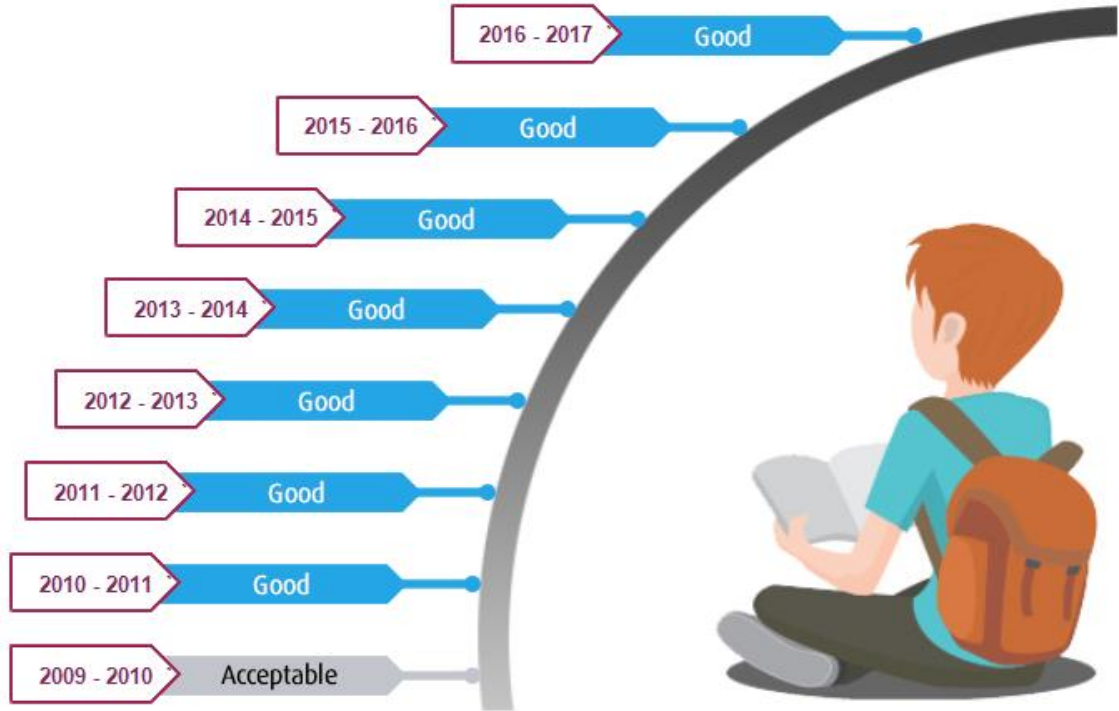
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Inspection journey for Our Own High School



- The number of students attending Our Own High School has remained generally constant over the last five years. At the time of the inspection, the school had 4,695 students aged from six to 17 years. The principal has been in post since 2012. The teacher turnover at the time of the inspection was 13 percent, compared to 8 percent the previous year.
- The three previous inspections have acknowledged strengths in students' personal and social development, and in the school's health and safety procedures. There have been strengths in science across the school, especially in the secondary phase, where teaching and learning have been very good.
- Recommendations over the past three years focused on the need to improve attainment, progress and teaching of Arabic as an additional language, the curriculum to meet the needs of all students, including those with special educational needs and disabilities (SEND), and assessment procedures.

Summary of inspection findings 2016-2017



Our Own High School was inspected by DSIB from 10 to 13 October 2016 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- In the secondary phase, students' attainment and progress are very good in Islamic education and English, good in mathematics and outstanding in science. In the primary and middle phases, students' attainment and progress are good in Islamic education, English and mathematics, and very good in science. In Arabic as an additional language, attainment and progress are acceptable in the middle and secondary phases, but progress is good in the primary phase. Students' learning skills are good in the primary and the middle phases, and very good in the secondary phase.
- Students' personal and social development and their innovation skills are a strength of the school. Their attitudes and behaviour are exemplary. Students' understanding of Islamic values and social responsibility are outstanding throughout the school.
- Teaching is good in the primary and middle phases. In the secondary phase, teaching is very good, and as a result, students are making strong progress in the majority of subjects. The use of assessment information to influence learning and support students, is good across the school. However, assessment information is not always used to inform teaching, learning and the curriculum, especially in the primary and middle phases.
- The curriculum is broad, balanced and effective in supporting the development of students' knowledge, skills and understanding. Modifications made to the curriculum for different groups of students, especially those with SEND are also effective.
- There are very rigorous procedures for the health, safety, care, welfare and support of all students across the school.
- Leadership of the school is very effective and has resulted in significant improvements to the outcomes of students. Systems for school self-evaluation provide leaders and the governing body with an understanding of which areas require further improvement. Parents are highly appreciative of the care and support provided for their children. The school is well managed, and the facilities and resources are adequate. In some classrooms there is not enough space for students to collaborate which slows the pace of learning.

What the school does best

- The strong commitment of the leadership team to improve the school.
- Outstanding outcomes in science, and the very good Islamic education, English, learning skills, teaching and curriculum in the secondary phase.
- Students' excellent attitudes and behaviour, that result in a happy and purposeful learning environment.
- The school's excellent arrangements for promoting healthy life styles and keeping students safe.

Recommendations

- Raise attainment and progress in Arabic as an additional language by ensuring that all teachers, particularly in the middle and secondary phases, have a secure understanding of how the language is best taught.
- Improve teaching in the primary and middle phases by:
 - making full use of assessment information to plan work that is appropriately challenging for students, particularly those at either end of the ability range
 - providing more opportunities for critical thinking, problem solving and independent learning.

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 intention 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. In 2015, KHDA launched 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.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment as measured by the National Agenda Parameter tests in English, mathematics and science meets expectations.
- The school collates data well, and shares it with subject leaders and teachers. The data is used to identify weaker skill areas and underperforming students. Teachers target these skills areas and those students that require most support. This is not yet of a consistent quality across the school.
- The curriculum provides increased opportunities to practice and develop the skills required to succeed in TIMSS and PISA assessments. There are emerging opportunities for students to learn through problem-solving and critical thinking. For example, using real-world applications and scenarios.
- The quality of teaching to secure learning of the knowledge, understanding and skills required to succeed in TIMSS and PISA is variable. In the successful lessons, for example in secondary English, probing questioning is used to challenge students' thinking. However, too often students spend time responding to questions during their lessons, with fewer opportunities to ask questions and extend their learning.
- Students enjoy solving problems and enjoy carrying out research to prepare for lessons, but across the school, students do not consistently seek out and select the most important information to help them learn well. Teachers have shared students' results on the National Agenda Parameter with their classes, and parents have received their child's individual results. The school has not yet ensured that students fully understand their strengths and how to improve on their weaknesses.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- School leaders have developed a learning environment that is motivating students to develop new ideas in their learning. Students respond enthusiastically to projects in the school and the wider community, resulting in them being successful contributors and providing role models for others. Across most subjects, the curriculum provides opportunities for innovative learning. However, lesson plans include insufficient opportunities for thinking and problem solving. During extra-curricular activities students are using their critical thinking skills to contribute to community initiatives and competitions.


Overall school performance

Good



1 Students' achievement

		Primary	Middle	Secondary
Islamic education 	Attainment	Good	Good	Very good ↑
	Progress	Good	Good	Very 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	Good ↑	Acceptable	Acceptable
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable
English 	Attainment	Good	Good	Very good ↑
	Progress	Good	Good	Very 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	Very 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	Outstanding 	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding




3. Teaching and assessment

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



4. Curriculum

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


6. Leadership and management

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

Main inspection report



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	Good ↑
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Very good	Very good

- In Islamic education, the majority of students attain levels in internal assessments that are above Ministry of Education (MOE) curriculum expectations. They have a good understanding of Islamic concepts and principles and are secure in applying them to their daily lives. By Grade 5, the majority of students are able to recite the Holy Qur'an. In the lower grades, students can provide examples of being honest in their daily lives. Students' attainment levels in internal assessments show improvement over the past three years. Overall, they make good progress in lessons and over time, in relation to their starting points.
- In Arabic as an additional language, most students attain levels in internal assessments that are in line with curriculum expectations. Students have strong listening skills and speaking skills. They are able to conduct a simple conversation using easy vocabulary and phrases. They are able to identify Arabic letters and read familiar words. Their reading comprehension and writing skills are developing well, as are their listening and speaking skills.
- In English, the majority of students attain levels above curriculum standards. Their reading and comprehension skills are well developed. Younger students have a secure understanding of letters and the sounds they make, and are able to read with proficiency. In writing, students show increasing accuracy in spelling and grammar. Most are able to put their ideas into a meaningful sequence and can show links between sentences. Students' speaking and listening skills develop particularly well.
- In mathematics, the majority of students attain levels that are above curriculum standards in internal and external assessments. In lessons and their recent work, students make good progress in the development of their mathematical skills. For example, in Grade 2, students start with simple geometric shapes and then progress to 3 dimensional shapes. In better lessons, students make greater progress when they are actively involved, who think critically and solve word problems.
- The large majority of students achieve levels of attainment and progress in science that are above curriculum standards. They make very strong gains in their knowledge and understanding. Students make at least very good progress across the science curriculum, including in science investigations. Discussions with students and a scrutiny of their work further confirms that they have a high level of knowledge and understanding. This has been sustained from the previous year.

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

- In Islamic education most students attain above expected levels, as assessed in internal assessments. Students achieve good levels in their knowledge and understanding of Seerah, the peaceful march towards Makkah. In Grade 8, students know about the reasons for the battle of 'Mut'ah' and understand its main events well. They are successful in their recitation of the Holy Qur'an. The progress of the majority of students is better than expected against their starting points and over time.
- In Arabic as an additional language students' attainment and progress reach expected levels. Most students are able to read familiar phrases and sentences. Students' listening skills are strong, but their speaking skills are weaker because of the lack of opportunity to speak in lessons. Writing skills are developing. Most students make progress in their listening and speaking skills but not many are able to speak with confidence. Progress in reading unfamiliar phrases or sentences is slower.
- In English, the majority of students make better than expected attainment and progress against curriculum expectations. By the end of Grade 8, students are competent readers and fluent speakers. Listening skills are improving. Students make good progress in writing. They are given ample opportunities for extended creative writing. However, students' progress is not consistently good in all grades, because teaching is not always adapted to meet the needs of all groups.
- In mathematics, the majority of students attain above curriculum standards. Their recent work shows good progress in the development of their mathematical skills from individual starting points and over time. In Grade 6, students compare and order equivalent and improper fractions, and learn long division and constructions. In better lessons, students make greater progress because they are given opportunities to actively engage, think critically and take responsibility for their own learning.
- Attainment and progress in science remains significantly higher than curriculum expectations as shown by internal and external assessments for the second year running. A large majority of students are able to understand increasingly complex ideas, and apply their understanding to real-life applications of science. Students use what they already know to understand new learning. They make very good progress and by the end of the phase, they are able to explain important ideas in more detail, for example, how breathing involves both our circulatory and respiratory systems working together.

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

- In Islamic education, a large majority of students attain above expectations as assessed in comprehensive internal assessments. Students are able to discuss real-life examples, such as marriage, divorce and human rights. They are able to quote from the Holy Qu'ran and the traditions of the prophet (PBUH). The large majority of students exceed expected levels of progress in lessons and over time. In Grade 12, students are able to confidently make comparisons between Fiqh and Shari'ah.
- In Arabic as an additional language, most students attain at curriculum expectations. They can read with the correct pronunciation when using familiar texts. They can hold simple conversations using common vocabulary from familiar topics, in line with expectations. Listening and speaking are the strongest skills. However, independent writing is less developed. Progress in listening, reading and speaking are within expected levels.
- The large majority of students have standards of attainment that are above expectations in English. They make very good progress as they move through the secondary phase. As a result, most students are successful in their CBSE examinations. Students are able to make good use of inference and deduction when analysing texts. They are particularly adept at writing short reports, which convey their ideas effectively. Students are able to express their viewpoints orally with clarity and respond thoughtfully to the views of others.
- In mathematics, a majority of students attain levels that are above curriculum standards on internal and external assessments. Examination of students' work shows good progress in mathematical skills from their individual starting points and over time. In better lessons, the use of manipulatives and information technology ensures that students are focused, eager, enthusiastic learners which enhances their progress to better than expected.
- Most students use their earlier learning in science to build new ideas very quickly and apply them to new problems. Students are able to use increasingly complex equations to understand precisely, and in detail, how science helps us explain observations and events in the world. Progress overall is exceptional because students use results from their own experiments to explain increasingly abstract ideas correctly. As a result, the attainment and progress of most students' continues to remain much higher than curriculum expectations.

Cycle4		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Not applicable	Not applicable
Science	Not applicable	Not applicable

Cycle5		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Not applicable	Not applicable
Science	Not applicable	Not applicable

Cycle6		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
Language of instruction	Not applicable	Not applicable
English	Not applicable	Not applicable
Mathematics	Not applicable	Not applicable
Science	Not applicable	Not applicable


	Primary	Middle	Secondary
Learning skills	Good	Good	Very good ↑

- Across all phases, students demonstrate interest, engagement, enthusiasm and focus in their learning. Primary students are familiar with routines established by their teachers, facilitating classroom activities and allowing them to take ownership and responsibility for their learning.
- Students learn by listening to teachers, by interacting cooperatively with each other, by thinking for themselves and by asking questions. Students are keen to learn and work independently and collaboratively as well as in pairs or small group settings.
- In better lessons, students' collaboration and investigation enables them to understand the connections between the different strands of learning. In most lessons, the majority of students can apply aspects of what they are learning to the world beyond school. This was particularly so in secondary science and Islamic education.
- In the secondary phase, where learning skills are the strongest, students are able to find out things for themselves, by using books and technology. They can think for themselves, and solve problems very well, when working individually or with others. In other phases, opportunities for students to develop their critical thinking, problem solving and independent learning skills are more limited. Students' innovation skills are often developed during enrichment activities.

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

	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students across all phases, have a very strong sense of personal responsibility and commitment to the school ethos. They readily present their own ideas and beliefs and do so responsibly and with pride.
- Students are very self-disciplined and respond very well to their peers and adults. Their positive behaviour contributes to a harmonious learning community. They show genuine concern and sensitivity to the needs of their friends and report that they feel safe and supported by people in the community.
- Excellent relationships between staff and students contribute to the outstanding behaviour and attitude of students towards peers and staff. 'Buddies' provide support to the students with SEND helping them develop confidence.
- Students understand the importance of having a safe and healthy lifestyle. They are able to explain the reasons for making healthy eating choices and taking regular exercise, and encourage others to do so.
- Students attend school very regularly and are punctual in arriving at school and for lessons throughout the school day. They are very aware of how good attendance influences their academic achievement. The rates of attendance are very good.

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

- Students across all phases have a keen appreciation of how Islamic values impact on their daily routines and on life in Dubai. Students, especially in middle and secondary phases, utilise many of these positive aspects to influence their habits and relationships.
- Students have a very strong awareness of the Emirati culture. They understand the diversity within the UAE and appreciate its impact on their future. They are able to enthusiastically explain key Emirati traditions. They have a deep knowledge of the development of the UAE and national celebrations.
- Students are extremely proud of their own culture, heritage and traditions. They are highly respectful of other cultures and are able to explain in detail the main features of a range of different cultures. They actively participate in some national and international cultural initiatives, including art, music and literature from around the world.

	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- The school continues to provide excellent and wide-ranging opportunities for students to contribute to the life of the school and wider community. Students of all ages are actively involved in supporting, and often initiating, health, business and environmental projects both locally and internationally.
- Students throughout the school have an exemplary work ethic. They take full advantage of the experiences the school provides to develop enterprise skills through, for example, competitions. These provide opportunities to demonstrate innovative projects related to marketing, film-making and resource management.
- Students are committed ambassadors for sustaining the quality of the environment and reflect this in their daily behaviour and attitudes. They enthusiastically and frequently promote conservation, for example, through projects for recycling, clean energy and water management within the school, as well as in the wider UAE community. The success of their work is recognised by numerous external agencies.

3. Teaching and assessment

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

- Most teachers make good use of their subject knowledge to structure lessons that engage students' interest. In many Islamic education, English and science lessons in the secondary phase, teachers make particularly good use of their knowledge of how students learn, to ensure that the work is well matched to their needs. However, not all teachers of Arabic as an additional language in the middle and secondary phases fully understand how students best learn the language.
- Lessons are generally well-planned to achieve the expected learning objectives. In the most successful lessons, teachers ensure that the work is sufficiently challenging for all groups of students. However, teachers do not always take enough account of students' attainment levels when planning. As a result, the work set can be too easy for some, but too hard for others. Attractive displays of students' work in the school corridors contribute positively to the supportive learning environment.
- In most lessons, excellent relationships underpin the very effective class management and constructive small group work seen. In many lessons, particularly in secondary English, probing questioning is used effectively to challenge students' thinking. Students engage in thoughtful discussion, assess each other's contributions and provide mature, constructive feedback.
- Teachers have high expectations of students' academic progress; students are motivated to do their very best. Teachers are generally aware of the range of students' attainment levels. In the better lessons, they use a variety of strategies to meet the needs of different groups of students. However, there is inconsistency in the extent to which teachers adapt their teaching strategies during lessons to meet the learning needs of higher and lower attaining students.
- In many subjects, teachers are successfully developing critical thinking skills and independent learning, particularly in English and Islamic education in the secondary phase. This is not as evident in the primary and middle phases. Innovation and the application of research and reasoning skills are built into the many enrichment activities which provide students with success.

	Primary	Middle	Secondary
Assessment	Good ↑	Good	Good

- Internal assessment processes provide reliable information that is used to evaluate students' progress against the school's curriculum standards. Students sit four formative and two summative assessments annually. Teachers use the assessment of projects, quizzes and presentations to support these forms of assessment.
- The school has efficient processes for comparing students' performances with those of students nationally and internationally, through external, national and international benchmarking tests. The assessment results of individual subjects are analysed to identify performance levels in skills, knowledge and understanding.




- Analysis of test results are used to identify trends and patterns of attainment and individual progress. Comparisons between groups of students are carried out. The resulting information is shared among teachers to support lesson planning so that the individual needs of students are met.
- Based upon their analyses, teachers and subject leaders modify lesson objectives and units of study to address students' strengths and weaknesses. However, assessment information is not always used to inform teaching, learning and the curriculum, especially in primary and middle phases; planned work is not always appropriately challenging for all groups of students.
- Teachers know their students well. They are aware of their strengths and weaknesses. At the end of each academic year, comprehensive reports are written on individual students. This information is provided for new teachers in the following year. Teachers' marking of books is used to provide helpful comments to promote learning. Students are involved in self- assessment and are set personal targets, but they are not all fully aware of their own strengths and areas that require improvement.

4. Curriculum

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

- The curriculum has a clear rationale, is broad and balanced and effectively meets the needs of students. In the secondary phase, the curriculum provides a wide range of choices. The requirements of the Ministry of Education (MOE) and CBSE curricula, to enhance knowledge and skills, are met. Activities such as 'thoughts aloud', thematic assemblies, projects, and interest clubs widen students' horizons.
- The curriculum is systematically developed to ensure continuity and structured progression across phases. Sound curriculum mappings, ensures that students' construct their knowledge and skills according to their ability and interest. School activities are well matched to different ages and focus on the development of skills. There is a good blend of academic and extra-curricular activities.
- The school offers a wide range of subjects in the upper secondary phase. Physical education, economics and biology have been introduced to meet students' interest. Primary and middle school students have a choice of languages.
- Curriculum links are carefully planned by almost all teachers to support learning across subjects. However, not all teachers are able to implement these effectively in primary lessons. STEAM (Science, Technology, Engineering, Art, Mathematics) projects are helpful in making meaningful links between subjects and provide better opportunities for extended learning.
- The curriculum is reviewed annually to incorporate the necessary changes based on the analysis of assessment results. The review reflects on the coverage of each subject and the impact on students' learning. Changes to the curriculum are therefore well considered and the needs of most students, including those with SEND, are met.

- The UAE social studies curriculum is integrated and systematically implemented in English along with CBSE Social Studies. Teachers have adequate subject knowledge and are highly effective in planning meaningful experiences and ensuring that students develop skills such as independence, enquiry and collaboration. Students exhibit a high degree of independence and choice, they are thoughtful enquirers and often demonstrate creativity in their projects. The assessment strategies target concepts and skills, and are varied to meet the needs of all students. Teachers assess UAE social studies formatively through project work and written tests to ensure that students' make progress.

	Primary	Middle	Secondary
Curriculum adaptation	Good 	Good 	Very good 

- The curriculum is adapted to meet the needs of most students including those with SEND, which enables their progress and development. In the majority of cases, students with SEND have a modified curriculum to meet their individual needs. However, alternative curriculum pathways for students with more complex needs are not available in the secondary phase.
- The curriculum is purposeful, and offers a wide range of opportunities for enterprise and innovation. Opportunities for creativity and social contribution are provided through enrichment activities, interest clubs and STEAM projects. A variety of extra-curricular activities and community links enhances students' personal and social development.
- Appropriate learning experiences are integrated through curricular and co-curricular activities which help to develop students' knowledge, understanding and appreciation of UAE culture, traditions and the values that influence the UAE society.

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 places a great emphasis on the care, safety and well-being of all students. Safeguarding and child protection procedures are clear and understood by all staff. The school makes clear that any form of bullying or abuse, including cyber bullying, will not be tolerated.
- Students demonstrate a high level of respect for their learning environment. This, together with the diligent work of the school maintenance staff, ensures that the premises are clean and litter-free. Regular rigorous safety checks are carried out, as are emergency evacuation drills. The arrangements for the supervision and safety of students, both in the school and on the school buses, are exceptionally well organised.
- The premises are exceptionally well-maintained. Staff are trained in first aid and records are kept of all incidents. Clinical staff store medicines securely. Policies and procedures for the administration of medicines are secure. Detailed records ensure that the health and wellbeing of students is carefully monitored.

- The school buildings provide students with sufficient facilities to participate in a wide range of curricular options. Whilst the school is fully accessible to all current students, prospective students with restricted mobility would have difficulty in accessing the upper floors.
- Safe and healthy living are promoted very effectively. Healthy living is a strong feature of the curriculum. Students demonstrate an excellent understanding of the requirements of diet and physical activity to a healthy lifestyle. This is supported by the strong emphasis the school places on participation in sport, which most students do on a regular basis.

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

- Relationships between staff and students are very positive. Students are encouraged to be responsible for themselves and almost always respond very well. In less supervised areas of the school, students observe boundaries for behaviour and are respectful. Excellent pastoral systems and record keeping contribute to high expectations of behaviour.
- Students and staff are punctual and all are aware of the part this plays in encouraging a good work ethic. Systems for monitoring student attendance are strong and consistent, particularly where transitions between home and school are concerned. High attendance rates also reflect a recognition and respect for the work of the school and students by almost all parents.
- The numbers of students identified with SEND has almost doubled this year, due to a targeted and increased intensity in formal and informal referrals to the specialist staff. This serves to increase awareness of those at risk of under-achievement and raise the profile of students with SEND including the gifted and talented.
- The SEND staff are increasing their influence on teaching, resources and environmental modifications in the classroom, all of which enhance learning. Whilst this work is not fully embedded for all teachers, there are increases in staff skills, knowledge and confidence in planning for diverse needs. This impacts positively on the learning for all students, including those who are high achievers.
- Students are given skilled and appropriate guidance for their future careers or education. The pastoral systems promote firm and positive relationships, resulting in students feeling that they are well counselled when problems or anxieties occur. Almost all students who have complex needs enjoy school because they feel valued and sufficiently challenged within school's nurturing ethos.

Inclusion

Provision and outcomes for students with SEND


Good ↑

- The SEND Department is very well led, and enjoys a high profile within the school. There is frequent and intensive monitoring of individuals and groups of students. This impacts positively on teachers and students. It is raising the awareness amongst the whole school community of the class teachers' roles, responsibilities and accountabilities, to ensure that their teaching matches each students learning need.
- Identification of students who have SEND is developing well and resulting in a rapidly increasing number of students targeted and needing monitoring or support. This is stretching resources, but the school is working hard to maximise the impact of training so that larger numbers of students' needs can be met.

- Parents feel that they can be fully involved in their child's education and are completely confident that any issues will be managed carefully and sympathetically by the school. The increased numbers of students identified with SEND mean increasing numbers of parents will also need an expanded communication and involvement infrastructure.
- Across all phases, the advice given to teachers, and the targets set for students are becoming more precise, underpinned by training in how to plan and meet diverse needs in the classroom. The translation of the advice is inconsistent and often lacks a firm understanding of the difference between students producing work, or learning new skills, knowledge or understanding.
- The progress of most students with SEND is good, promoted by a range of strategies. Teachers enthusiasm and subject knowledge drives progress, but many opportunities are missed in many classrooms to check for learning or to build in time for reflection and consolidation of new learning or for placing that learning within a framework of previous learning or real world examples.

6. Leadership and management

The effectiveness of leadership

Very good 

- The principal and senior leaders are highly effective in communicating a clear sense of purpose, including the school's aims. All staff members are purposeful and committed to their part in achieving the school's vision. Local and UAE national priorities are features of the school's improvement plans.
- The leadership team is effective in establishing an inclusive school with a purposeful learning culture, which aims to achieve high standards of personal development. Leaders ensure effective provision for students with SEND.
- Relationships and communication are professional and effective. The school delegates leadership effectively to individuals and teams and holds them to account for ensuring good quality student learning outcomes. Consultation is a regular feature of the work of senior staff, which contributes to the very positive morale.
- Leaders at all levels have a clear understanding of the required school improvement strategies. Developments are carefully overseen by the principal with close attention given to the impact made on students' achievement and personal and social development. Input from external evaluation is well managed and leads to carefully devised plans for future development.
- Leaders have been innovative and successful in developing key aspects of the school. As a result of sustained effort, there is significant improvement in students' achievements. Leaders ensure that the school is compliant with all statutory requirements.


School self-evaluation and improvement planning

Good

- Systematic self-evaluation, with the use of both external and internal data is at the centre of the school's improvement planning and its actions. The school knows its strengths and areas for improvement well even though some of the judgements on its self-evaluation document are overly generous.

- Processes for monitoring and evaluating the quality of teaching include an appropriate focus on students' learning outcomes. School leaders have identified areas for development; action plans have been instigated. Senior staff meet regularly to discuss progress towards achieving the school's improvement goals. Effective staff performance management arrangements help the school to evaluate accurately all staff and address their professional needs.
- School improvement plans are comprehensive and based on self-evaluation of the school's strengths and areas for development. They contain detailed actions and appropriate targets to address the school's and the UAE's national priorities. They are effective in bringing about improvements in the work of the school.
- Most staff are actively involved in implementing strategies for improvement. Most development plans are sufficiently comprehensive and clear. Consequently the school has made progress in addressing most of the recommendations from the previous report.

Partnerships with parents and the community

Very good 

- Almost all parents feel that they are very involved with their child's education but are mostly happy to trust the school in its work. They contribute to school events and support their child in external activities, which are hugely valued by the parent community. Parents are systematically and regularly consulted on school developments.
- The school communicates regularly and very positively with parents; all feel fully informed. At class and leadership levels, lines of communication are open and used frequently on an individual and cohort level, and parents know exactly who to contact in the event of an issue around the school or with their child.
- Almost all parents use the School Portal to check on progress and find it very useful. All parents also receive hard copies of reports about their child's progress within the formal curriculum and pastoral matters. Parents are able to assist their child at home because they feel well informed about the detail of the curriculum and how well their child is progressing.
- The school is extensively involved in the local and wider community. It contributes exceptionally well to local projects and collaborative initiatives and has an exemplary record of success. Students recognise and embrace their position in the community and celebrate their place and contribution to UAE culture as well as understanding of their place as world citizens.

Governance

Good

- Governance is represented by members of the schools advisory board, which includes parents, an ex-student, and business representatives from Dubai as well representatives as from GEMS management. There are effective processes in place to ensure that governance in the school reflects and responds to the views of all stakeholders. The meetings are fully recorded and relevant information is distributed.
- The governing board holds regular meetings to discuss and evaluate the school's performance as well as making informal visits. Senior leaders are held accountable for the academic achievements and the personal development of all students.

- The governors are committed to delivering education that provides the skills, ethics and confidence that children need to grow into exceptional adults. They ensure that the school continues to improve and meets all statutory requirements of the UAE and of the CBSE. Governors have organised links with an outstanding school and this support is making a positive impact on teaching and learning especially in the secondary phase.




Management, staffing, facilities and resources	Good
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- The implementation of all important aspects of the management of the school are efficient. Timetabling and the deployment of staff ensure that students' learning experiences are maximised. The well thought out organisation of lessons and activities means that there are smooth transitions across the school day.
- All teachers appointed are qualified with relevant subject or phase expertise appropriate to their deployment. The school leadership and the governors are committed to continuous professional development for staff. As a result, there is a good range of training available for teachers and this is leading to improvements in teaching particularly in the secondary phase.
- The premises are well maintained and air conditioned; the science laboratories are well equipped. In addition to the schools existing sport facilities, the opportunities for students to engage in sport has increased through the use of facilities in the wider community. The space in some of the classrooms is not adequate for students to collaborate with others when learning.
- The school is equipped adequately with resources to deliver the school curriculum. These include a campus equipped with Wi-Fi and four computer laboratories with 35 computers in each. The quantity of books in the two school libraries have been significantly increased.

The views of parents, teachers and senior students

The views of parents, teachers and senior 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*	2016-2017	914
	2015-2016	1722
 Teachers	174	
 Students	688	

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

- Almost all parents and students who responded to the survey are satisfied with the quality of education provided by the school.
- Most parents think that their child learns well because of good teaching and that teachers are helping them develop skills to learn independently.
- Almost all students think that there are many things that they do well.
- Most parents and students think that they are offered a good range of extra-curricular activities to choose from and that they receive good careers and academic guidance.
- Almost all parents, students and teachers believe that the school is well led and that it is a welcoming and caring place.

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