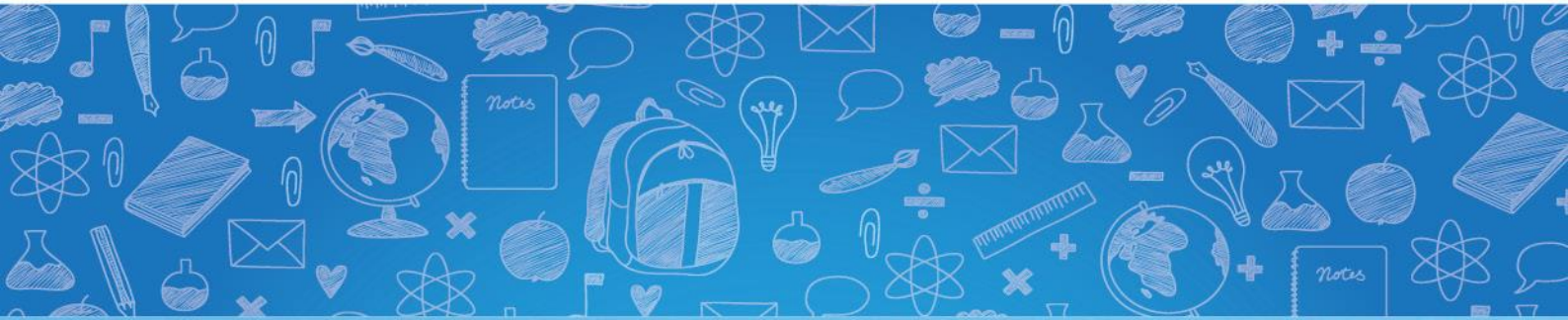


# Inspection Report



## GEMS Our Own English High School 2014-2015



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

[www.khda.gov.ae](http://www.khda.gov.ae)



## CONTENTS

School Information .....	2
Parents' Report .....	3
School Inspection Report .....	9
Overall school judgement .....	10
Key strengths .....	10
Changes since the last inspection .....	10
Recommendations .....	11
How good are the students' attainment, progress and learning? .....	12
How good is the students' personal and social development? .....	15
How good are teaching and assessment? .....	16
How well does the curriculum meet the educational needs of all students? .....	17
How well does the school protect and support students? .....	18
How well does the school provide for students with special educational needs? .....	19
How good are the leadership and management of the school? .....	19
What are the views of the Principal, parents, teachers and students? .....	22
What happens next? .....	23
How to contact us .....	23

## School information



### General information

Location	Al Warqa'a
Type of school	Private
Opening year of school	1968
Website	www.gemsoo-dubai.com
Telephone	04-2361335
Address	P.O. Box 3004, Al Warqa'a 3, Dubai.
Principal	Mr. Thomas Mathew Koickal
Language of instruction	English
Inspection dates	13 <sup>th</sup> – 16 <sup>th</sup> October 2014



### Students

Gender of students	Boys and Girls (KG to Grade4); Only Girls (Grade5 to Grade12)
Age range	3 - 18
Grades or year groups	KG1 - Grade12
Number of students on roll	10174
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	52
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	455
Largest nationality group of teachers	Indian
Number of teacher assistants	24
Teacher-student ratio	1:18 KG 1:22 other phases
Number of guidance counsellors	3
Teacher turnover	21%



### Curriculum

Educational Permit	Indian
Main Curriculum / Other	CBSE
Standardised tests / board exams	CBSE, CAT4
Accreditation	N/A



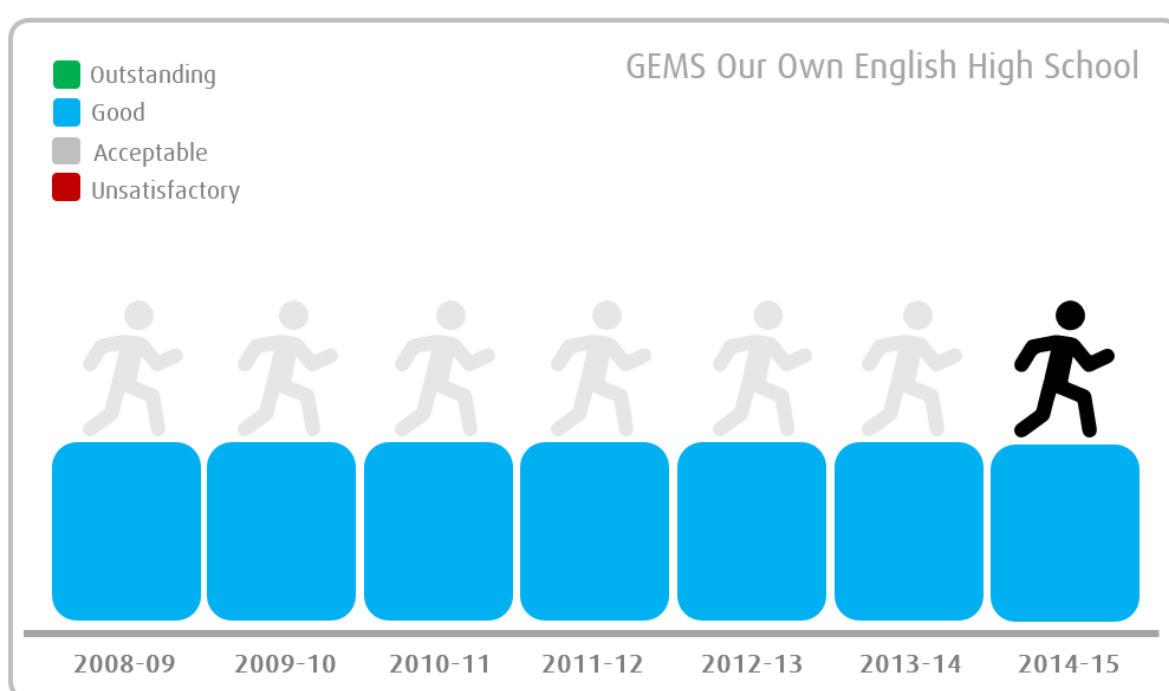




Dear Parents,

GEMS Our Own English High School was inspected by DSIB from 13<sup>th</sup> – 16<sup>th</sup> October 2014, and 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 aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### Strengths

- Students' good or better attainment and progress in English, mathematics and science.
- Students' learning skills, especially in the secondary phase.
- Students' exemplary behaviour and attitudes to learning.
- Students' highly developed understanding of Islamic and Emirati values and world cultures.
- The excellent care of students', their welfare and safety.
- The leadership and management of the school.

### Areas for improvement

- Improve children's progress in Arabic as an additional language so that they can speak, read and write Arabic to a higher level.
- Teachers should be encouraged to share good teaching with each other.
- Ensure children in the Kindergarten are supported to be more independent in their learning and development. Across the school, ensure all children use more technologies to support their learning in classrooms.
- Reduce the number of children in each class so class sizes meet KHDA requirements.
- Ensure teaching assistants, especially in the kindergarten, are used more effectively to help children learn.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at GEMS Our Own English High School



### How well does the school perform overall?

GEMS, Our Own English High School provided a **'Good'** quality of education for its students.




- Children's attainment and progress was good or outstanding across most phases and subjects and most children in the secondary phase achieved very well in external examinations. Children had outstanding attitudes to learning, strong self-discipline and effective learning skills, especially in the secondary phase.
- Children were proud of their home country and the United Arab Emirates. They used their ideas to help their local community and those who were less fortunate, and to care for the environment.
- Teachers planned effective classroom activities that supported the learning of most children, including those with special educational needs.
- The school offered many subjects, as well as some extra-curricular activities, for example, the Young Women Leaders' Summit, a student idea started 3 years' ago.
- The school took great care over the welfare of the children and included guidance on health and safety as part of the curriculum.
- The Principal and senior leaders worked well together and successfully involved parents and the local community to benefit all the children.





### How well does the school provide for students with special educational needs?

- The school support provision enabled children with special educational needs to make good progress.
- Specialist staff worked well as a team and policies and procedures were effectively implemented.
- The curriculum was adapted carefully to meet students' different needs. In a small minority of lessons, this did not happen, and as a result, children made less progress.
- Teachers set targets for children and discussed these both with parents and children so everyone was clear about the next steps in learning. The school involved parents fully in their children's development and progress.

## 1. How good are the students' attainment, progress and learning Skills?




		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not Applicable	Good	Good	Good
	Progress	Not Applicable	Good	Good	Good 
 Arabic as a First Language	Attainment	Not Applicable	Not Applicable	Not Applicable	Not Applicable
	Progress	Not Applicable	Not Applicable	Not Applicable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable 
 English	Attainment	Good	Outstanding 	Outstanding 	Outstanding
	Progress	Good	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Good	Good	Outstanding 	Outstanding
	Progress	Good	Good	Outstanding 	Outstanding
 Science	Attainment	Good	Good	Good	Outstanding
	Progress	Good	Good	Outstanding 	Outstanding
		KG	Primary	Middle	Secondary
Learning skills		Good	Good	Good	Outstanding 

 Improved from last inspection

 Declined from last inspection



## 2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Outstanding 	Outstanding 	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Outstanding	Outstanding	Outstanding
Community and environmental responsibility	Good	Outstanding 	Outstanding	Outstanding

## 3. How good are teaching and assessment?

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

## 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Good	Good	Good

## 5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Good	Good	Good	Good

## 6. How good are the leadership and management of the school?

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



# School **Inspection** Report

## Overall school judgement

Good

## Key strengths


- Attainment and progress in English, mathematics and science were good or outstanding across the school, and especially strong in the secondary phase.
- All students demonstrated exemplary behaviour and attitudes to learning. There was strong support from the whole school community for achieving high levels of personal and academic growth.
- Students in the primary, middle and secondary phases showed a comprehensive understanding of Islamic values, Emirati and world cultures and their responsibilities within the community and to the environment.
- The school showed a high level of care for students' health and well-being.
- Leadership was effective, and the day to day management of the school was exceptional.


## Changes since the last inspection

- Students' attainment in English in the primary and middle phases and mathematics in the middle phase had improved from good to outstanding.
- Students' progress in Islamic Education in the secondary phase and in mathematics and science in the middle phase had also improved. However, students' progress in Arabic as an additional language was only acceptable and had slowed from last year.
- The quality of students' learning skills had improved to a very high level in the Secondary phase.
- In the Kindergarten and primary phase students demonstrated increased levels of responsibility and self-discipline, particularly with regard to their responsibility to the community and the environment.
- A new Principal had been appointed this year and the Senior Leadership team had been expanded.

## Recommendations

- Improve attainment and progress in Arabic as an additional language by:
  - matching clearly defined learning objectives from the curriculum, to the needs of the different groups of students
  - using an appropriate balance of independent and collaborative language activities
  - raising teachers' expectations of students' capabilities.
- Increase opportunities for teachers to share good and outstanding practice in order to further develop consistently good or better teaching in order to ensure the needs of all students are met.
- Ensure children in the Kindergarten are supported to be more independent in their learning and development.
- Students across the school should be given more opportunities to use learning technologies as an integral part of learning.
- Reduce class sizes and improve staff to student ratios, particularly in the Kindergarten, in line with KHDA requirements.

 Improved from last inspection

 Declined from last inspection



## 1. How good are the students' attainment, progress and learning Skills?

### KG

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
English	Good	Good
Mathematics	Good	Good
Science	Good	Good





- The majority of children attained levels of literacy that were above expectations for young second language learners. They all enjoyed engaging in a range of activities that developed their oral and written skills and the majority made consistently good progress.
- The majority of children had developed a good knowledge of basic mathematical concepts. They accurately counted small sets of objects, could rote count to at least 20 and were able to sort and describe objects according to shape, colour and size.
- The majority of children had developed age appropriate knowledge and understanding of their world and, despite limited opportunities for investigation and exploration, they were able to describe why things happened and how things changed in the natural world.

### 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	Outstanding 	Outstanding
Mathematics	Good	Good
Science	Good	Good

- The majority of students were able to clearly explain in detail the five pillars of Islam and the steps of Wudoo and Salah. They were able to memorise short Surahs of Qur'an. However, their recitation skills were less developed.
- Most students learning Arabic had strong listening skills and took part in simple conversations. They could read pre-learnt words but their writing skills were not as advanced.
- In English, almost all students read with comprehension and wrote sentences in English. Most spoke with correct pronunciation and intonation. Progress with their writing skills was slower but still at a good level.


- In mathematics, the majority of students demonstrated good understanding of number and geometric shape. However, the progress of the more able students was not always as rapid as expected.
- The majority of students displayed a high level of knowledge and understanding of key concepts in a variety of scientific areas and were able to link these concepts to the real world.

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	Outstanding 	Outstanding
Mathematics	Outstanding 	Outstanding 
Science	Good	Outstanding 

- In Islamic Education, the majority of students showed strong understanding of the six pillars of Faith, Sunnah and Fard, for example, with fasting in Ramadan. Progress in their recitation skills was less well developed.
- Students' listening skills in Arabic as an additional language were in line with expectations and most were able to read familiar phrases. Their speaking and writing skills had progressed more slowly.
- In English, most students had a strong ability to understand and use textual information in a range of situations and for different purposes. Almost all students could interpret and infer the meaning from written texts. Students had learned to summarize texts and could write dialogues using correct grammar and punctuation.
- Most students had a very good understanding of mathematical formulae and knew how to carry out calculations. However, their progress in applying mathematical ideas to everyday life situations and problem solving was not as strong.
- In science, the majority of students could analyse and draw conclusions from their studies of forces and magnetism and most were successful at developing their approaches to investigatory work.



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	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- The majority of students had a good understanding of Islamic issues such as women's rights in Islam, the rules of Sharia, the philosophy of Fiqh and duty of Hajj. However, students' recitation skills were less well developed.
- Most students were able to accurately read Arabic aloud but reading for meaning and writing skills - based on copy writing - were weaker.
- In English, most students had strong oral expression and they contributed to debates and video-conferencing. They were developing high-level skills in interpreting, analysing and appreciating prose and poetry.
- The ability of most students to reason, apply mathematical knowledge and work on problem solving issues was very good and for many it was outstanding. This had improved significantly in the past year.
- In science, most students understood how to undertake scientific research and made impressive presentations to their peers. They were continuing to make connections and build upon their knowledge in chemistry, physics, biology and mathematics.


	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Outstanding 

- Almost all students were engaged in their learning and, when given the opportunity, thrived on challenge. Most were aware of how well they had performed but were less clear on how to improve.
- Kindergarten children were enthusiastic and responsive learners who could remain focused and engaged in their learning, despite often sitting for long periods of time. They collaborated and interacted well with their peers and were able to work independently.
- Students communicated very well when working in groups, in front of the class and with their teacher. Effective collaboration was a strong feature of the middle and secondary phases. Most students were able to make connections to the real world and apply learning to real life. Some were less skilled at connecting their learning to other areas of the curriculum.
- Students demonstrated proficiency in finding out new information and this took place most often as school initiated homework tasks. When students were given the opportunity to use technology, as a daily part of their school life, it was used effectively to enhance independent learning.

## 2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
<b>Personal responsibility</b>	Outstanding 	Outstanding 	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Almost all students displayed a very positive attitude towards school and wanted to succeed. They were eager to learn and open to feedback on how to improve.</li> <li>Behaviour was outstanding in all phases and respect was a feature of almost all students' interactions.</li> <li>Positive relationships contributed to the effectiveness of lessons and the day-to-day life of the school. Student leadership was evident in all phases and students made a very positive contribution to the school community.</li> <li>Students made good choices with regard to healthy eating and exercise and they were enthusiastic about their learning in health related school projects.</li> <li>Punctuality was outstanding and although attendance was only acceptable, students understood the link between attendance and success at school.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students showed a very good understanding of Islamic values and how these values impacted on their own lives in Dubai. This was particularly evident in student led assemblies.</li> <li>Almost all students appreciated and understood many aspects of the Emirati culture in the UAE. They referred to the many displays around the school, which they said helped to develop and extend their understanding.</li> <li>Students were also very aware of their own culture, traditions and celebrations and how these contributed to the rich mix of nationalities that made up UAE society. Children in Kindergarten had a less developed knowledge of other cultures, including Emirati.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Community and environmental responsibility</b>	Good	Outstanding 	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Across all phases, students were active and responsible members of the school community. The Students' Council provided a forum where students' views and ideas could influence the development of the school. Students in the primary, middle and secondary phases initiated and undertook meaningful activities such as 'Making the Best out of Waste' project and the 'Community Clean-up'.</li> <li>Almost all students displayed a strong work ethic. They were committed to doing well at school and viewed it as the foundation to success in life.</li> <li>Students demonstrated a very good understanding of environmental sustainability and initiated activities to conserve water and electricity at the school. These included the installation of a drip system to reduce the amount of water used in the school garden and securing a grant from World Wide Fund to install the first solar cell in the school.</li> </ul>				



### 3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
<b>Teaching for effective learning</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Most teachers had good subject knowledge and used it to good effect in their lessons. Teachers' understanding of how young children learn was developing in Kindergarten.</li> <li>Most lessons were planned effectively across the school. In the Kindergarten and the primary phase, teachers were developing their skills to better challenge the more able students. Teachers created positive classroom environments, which adequately supported learning. Resources were generally used effectively which lead to students making good or better progress.</li> <li>Teachers' interactions with students were very strong. Teachers' questioning skills were effective and linked to the learning objectives, ensuring students were active participants in most lessons.</li> <li>Teachers successfully recognised the needs of different students and adapted methods appropriately, leading to good progress in most subjects. Children in Kindergarten were not given sufficient opportunity for individual, self-directed learning.</li> <li>Opportunities for the development of enquiry skills were often provided by teachers as homework, with students presenting their learning to their peers in class. The promotion of critical thinking skills was an emerging feature of the school.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Assessment</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Assessment of students' academic progress was evaluated against curriculum expectations and provided a clear picture of student performance.</li> <li>Student outcomes were measured through formal and informal internal assessments and were referenced to external, international tests.</li> <li>The systems and processes for gathering information on students' performance were comprehensive and effective in measuring students' progress. Data was reliable and leaders at all levels used it well to monitor performance.</li> <li>However, when planning lessons, teachers did not routinely use the results from assessments to meet the needs of different groups of students. Assessment practices in the classroom were not used sufficiently often to develop students' reflective or critical thinking skills or to provide challenge for the more able.</li> <li>Teachers knew and supported their students very well. They provided clear oral feedback on their performance but there was limited written advice on what steps students needed to take to improve. Student self-assessment was firmly established in the school. Students measured their performance regularly against subject specific criteria and set their own targets for improvement.</li> </ul>				

#### 4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
<b>Curriculum quality</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The curriculum was broad, balanced and provided age appropriate opportunities. Although children in the Kindergarten had access to a range of integrated learning experiences, there were limited opportunities for them to work independently, initiate their own learning or investigate and explore.</li> <li>The curriculum had been enriched and consequently learning had been enhanced by, for example, local community projects like 'Little Entrepreneurs', performing at retirement homes and hospitals and the research and design laboratory, which promoted enquiry learning in the secondary phase.</li> <li>Cross-curricular links had been established but, as yet, they had not been mapped out in a way that enabled teachers to systematically plan concept and knowledge reinforcement. Opportunities for research and critical thinking were more plentiful in the middle and secondary phases.</li> <li>The school's curriculum provided good continuity and progression and was reviewed regularly, both internally and externally. It prepared students well for their next steps in education.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Curriculum design to meet the individual needs of students</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The school had modified the curriculum, following careful analysis of external benchmarked assessments, in order to provide wider opportunities for students in English, mathematics and science. The integrated Kindergarten curriculum was successful in meeting the needs of the majority of children. However, opportunities for choice and independent learning remained limited.</li> <li>Extra subjects were provided for students in the secondary phase. These included psychology, fashion studies, economics, business studies, accountancy and home science.</li> <li>A limited number of students attended a range of extra-curricular activities and support classes after school. A rich programme of inter-school sporting and cultural events supplemented these.</li> </ul>				

## 5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
<b>Health and safety</b>	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The school had a strong pastoral and support programme and all staff and students were aware of child protection policy. Training in internet safety and online security were provided for students and their parents. The school's medical teams contributed to the curriculum with guidance on health and wellbeing. The school provided a range of healthy alternatives at snack and lunch break.</li> <li>Students were well supervised at all times and the school provided a safe environment. Rigorous health and safety policies, were in place and were regularly reviewed.</li> <li>Regular health checks were undertaken and comprehensive records were kept. Drugs and medication were securely stored.</li> <li>The premises were suitable for the needs of most groups of students although children in Kindergarten had limited provision because of the size and layout of classrooms and corridors.</li> </ul>				

	KG	Primary	Middle	Secondary
<b>Quality of support</b>	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>Support for students was good, based on the outstanding relationships between staff and students and the caring atmosphere in all phases of the school. Students were confident in approaching staff, seeking help with problems and asking for advice.</li> <li>Attendance and punctuality were carefully managed, with effective systems for checking on absent students and monitoring lateness.</li> <li>The identification of students with special educational needs was thorough in most of the school. Early identification of students with special educational needs in Kindergarten was a developing feature.</li> <li>In most cases, students' needs were identified quickly and effective support enabled them to make good progress in their learning, from a variety of starting points. In the majority of classes, teachers matched work well to students' needs and their individual education plan's targets.</li> <li>There were strong systems for monitoring the welfare of all students. Students reported that they had few difficulties in school and, on those few occasions when they needed advice or help, they were confident that teachers would listen carefully and respond effectively and sensitively.</li> </ul>				

## How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> <li>The overall effectiveness of the provision for special educational needs was good and the majority of students made consistently good progress in their learning from a variety of starting points.</li> <li>Effective leadership and management ensured that all policies and procedures were integrated in the school's organisation and well-qualified specialist staff worked as a close and supportive team.</li> <li>The curriculum for students with special educational needs was modified successfully in the majority of classes but, in a significant minority of classes, tasks were not sufficiently carefully structured to support students to extend their learning.</li> <li>The school was effective in involving parents in their children's development and provided them with meaningful guidance to support their children at home.</li> <li>Students with special educational needs made good progress and this was measured regularly against the individual targets that had been shared with students and their parents.</li> </ul>	

## 6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> <li>Despite staff changes, a strong and shared vision was prominent in the school. Senior leaders were hard working and most were effective. There was a new Principal and the Senior Leadership Team had been extended considerably this year.</li> <li>Leadership was distributive with clear routes of accountability to the Principal and Vice Principal.</li> <li>Team members worked well together and communication was effective.</li> <li>The school's capacity to improve was strong. Many leaders had taken advantage of leadership training and had risen to the challenge of the school's bridging project with Indian teachers.</li> <li>Improvement had been made from the last report, in terms of the academic, personal and social growth of the students.</li> </ul>	



	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> <li>The school had excellent processes for gathering the views of students, teachers and parents. Outcomes were analysed and priorities featured as part of the school improvement plan. The school had identified appropriate priorities alongside DSIB recommendations.</li> <li>The monitoring and evaluation of teaching and learning was more accurate this year. An excellent system had been created that readily provided support in proportion to need.</li> <li>Improvement plans were consistently well developed across the school based on the careful analysis of school improvement priorities. They took account of both internal and external assessment and performance data.</li> </ul>	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> <li>There were strong links with the parent community. 'Our Voice', a representative group of parents, met regularly with school leaders and had had some impact on the direction of the school. Parents were involved in the life of the school through many functions, with volunteers to help with events and activities. Some parents provided work-based internships for older students.</li> <li>Communication channels were clear and varied. Concerns were dealt with effectively and in a timely manner. The parents' web portal was well used and information and consultative evenings were attended by most of the parents. Nearly all parents felt that they were well informed about their children's progress.</li> <li>Reporting on student progress was regular, supported by detailed information about test results and the use of a daily diary. Students, as yet, did not make a contribution to the reporting of their learning and their next steps in learning were not a feature of the reporting system.</li> <li>There were strong links with the community, which impacted positively on students' experiences in school. There were a wide range of sporting, cultural and community events, as well as many opportunities for students to help those less fortunate than themselves.</li> </ul>	

	Overall
Governance	Good
<ul style="list-style-type: none"> <li>There were opportunities for parents to share their views with the Board of Governors through regular parental questionnaires. Representatives from the Board met with the parent representative body and parents had had some success in making changes to school procedures and practices. The Board had a very clear picture of the performance and needs of the school.</li> <li>The school was regularly reviewed and was accountable to the Board of Governors for its actions. Targets were set and the academic and personal growth of the students was monitored closely.</li> <li>The Board of Governors had a direct influence on the school's performance as it sought to address areas of difficulty and develop its strengths. For example, the school had been given autonomy to determine its own continuing professional development programme in recognition of it becoming a specialist training school.</li> <li>The Board had ensured full compliance with statutory requirements.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> <li>• Management of the day-to-day life of the school was outstanding.</li> <li>• Nearly all teachers were suitably qualified and appropriately deployed. They participated in a wide range of professional development activities determined both by school need and the outcome of effective staff appraisal processes.</li> <li>• There was a sufficient number of classrooms. However, large class sizes restricted teaching approaches and limited learning.</li> <li>• Resources were appropriate for the activities being delivered by teachers. However, there were insufficient computers to enable research and enquiry to be part of students' daily learning experiences.</li> </ul>	

## What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	3623	43%
	Last year	3126	41%
 Teachers	294		59%
 Students	1047		80%

- Responses to the surveys indicated high levels of satisfaction with the quality of education that the school provided.
- Of those who responded to the survey, parents were less positive in their views of attainment and progress in Arabic as an additional language.
- Nearly all parents replied that their children enjoyed school and most students said that behaviour was good.
- Most parents and students believed that teaching was of a high standard and that it helped to develop students’ learning skills.
- Most parents, and the majority of students, felt that there was a sufficient range of extracurricular activities.
- Although most parents believed that the school prepared students well for the next stage in their education, only a majority of students supported this view.
- The majority of responses regarding provision for special educational needs were positive.
- Nearly all parents believed that their children were safe on the school buses.
- A majority of parents, but only a minority of students, felt that the school valued their opinions.

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

## 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

## How to contact us

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