

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD



دبي
المعرفة Knowledge

INSPECTION REPORT

2017-2018

Our Own
High School

Celebrating
10 years of
inspections

OUR OWN HIGH SCHOOL

INDIAN (CBSE) CURRICULUM

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School information

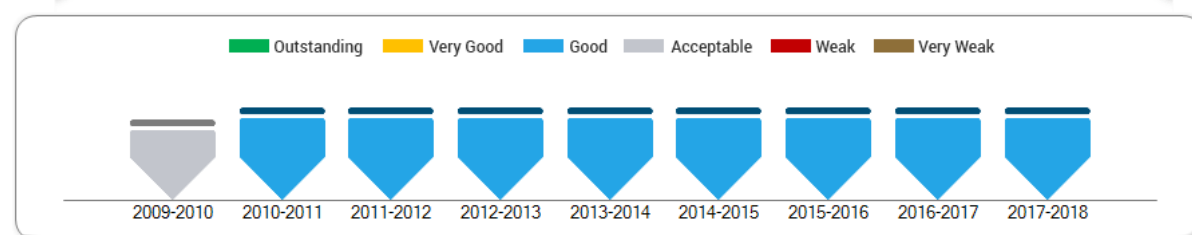
General information	
Location	Al Warqa'a
Type of school	Private
Opening year of school	1968.
Website	www.gemsoo-alwarqa.com
Telephone	04-2800077
Address	P.O. Box No 35519 Al Warqa'a 2, Dubai, United Arab Emirates
Principal	Sanjeev Kumar Jolly
Principal - Date appointed	4/2/2012
Language of instruction	English
Inspection dates	25/9/2017 to 28/9/2017

Teachers / Support staff	
Number of teachers	217
Largest nationality group of teachers	Indian
Number of teaching assistants	2
Teacher-student ratio	1:22
Number of guidance counsellors	4
Teacher turnover	8%

Students	
Gender of students	Boys
Age range	6-17
Grades or year groups	Grade 1-Grade 12
Number of students on roll	4648
Number of children in pre-kindergarten	NA
Number of Emirati students	0
Number of students with SEND	164
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE / CBSE
External tests and examinations	IBT, CBSE, ASSET
Accreditation	CBSE
National Agenda benchmark tests	IBT, TIMSS, PISA

School Journey for Our Own High School



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

Summary of inspection findings 2017-2018

Our Own High School was inspected by DSIB from 25/9/2017 to 28/9/2017. 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.

Leadership and management

The impact of effective leadership is clear in the school's continuous improvement. All aspects of the school are monitored regularly. Partnerships with parents and the community are strong. The local advisory board is developing its role to ensure accountability. School management is efficient but resources are not sufficient to support students' collaborative and creative learning.

Students' achievement

Students' achievement is at least good except in Arabic as an additional language in the upper phases. In the primary phase, attainment and progress in English and mathematics have improved, and, as a result of improved progress last year, attainment in Arabic as an additional language has also improved. The only decline in students' achievement is in science in the secondary phase.

Students' personal and social development, and their innovation skills

Students' impeccable sense of personal responsibility, their high level of appreciation of their own and the UAE culture, and their social and environmental contributions are commendable aspects of the school. Students demonstrate these outstanding features in their learning, their excellent attitudes and conduct and their enthusiasm in leading on projects.

Teaching and assessment

Teaching and assessment are effective across the phases. Teaching is stronger in the secondary phase. Although school leaders have improved certain aspects of teaching such as developing students' critical and higher-order thinking skills, these remain inconsistent. The use of assessment data to modify teaching to meet the needs of all students is not effective and hinders progress.

Curriculum

Curriculum design and implementation have improved in the primary phase. Rigorous review, collaborative planning and better curriculum adaptation in the primary and secondary phases results in better achievement by students in these phases in most subjects.

The protection, care, guidance and support of students

The protection, care, guidance and support of students continue to be strong aspects of the school's performance. The processes for identifying and providing specialist support to SEND students are effective. The quality of counselling and academic support provided by staff is very good. However, teacher support in lessons does not always meet the needs of different groups of students.

What the school does best

- The exemplary attitudes and behaviour of students across the school, appreciation of their own and the UAE cultures, and the high level of social responsibility and work ethic they exhibit.
- Students' achievement in most key subjects in the primary and secondary phases.
- The collaborative relationships and the highly developed lines of communication between the school, parents and staff.






Key recommendations

- Develop consistently high quality teaching by:
 - improving middle leaders' effectiveness in evaluating teaching and modelling best practice
 - implementing the performance management system for all staff members, with governing body support.
- Effectively use the available testing, benchmarking and profiling data to adjust teaching strategies and provide all students with meaningful learning experiences.
- Improve students' achievement in Arabic by reviewing the design and implementation of the curriculum to provide balanced development of the four language skills.

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	Good ↑	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable
English 	Attainment	Very good ↑	Good	Very good
	Progress	Very good ↑	Good	Very good
Mathematics 	Attainment	Very good ↑	Good	Good
	Progress	Very good ↑	Good	Very good ↑
Science 	Attainment	Very good	Very good	Very good ↓
	Progress	Very good	Very good	Very good ↓
		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	Very 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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, 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 2017-18.
- Attainment, as indicated by the National Agenda Parameter (N.A.P.) benchmark test meets expectations in mathematics and science, but is below expectations in English.
- Leaders in the school are committed to the National Agenda. Action plans are in place that identify steps needed for the school to reach its set targets.
- Data are analysed at whole-school, departmental, grade and student levels. Triangulation of N.A.P. results and internal data provides useful diagnostic information about students' attainment and progress.
- TIMSS and PISA frameworks have influenced the vertical realignment of the curriculum. Departments have adjusted long-term, short-term and lesson plans to incorporate activities that match N.A.P. requirements and expectations.
- While lesson plans identify strategies to meet students' needs, too often in the delivery of lessons, different abilities and learning styles are not addressed thoroughly.
- Informal assessments use N.A.P. style tasks and promote students' application of critical and higher-order thinking. Students frequently use their own ICT devices effectively to conduct research in class.

Overall, the school's provision for achieving its National Agenda targets meets expectations.

Moral Education

- Two periods per week are allocated for moral education and is compliant with all guidelines.
- Moral education is taught in English and teachers ensure that it focuses on exploring and applying one value per month throughout the academic year.
- Lessons are engaging and personalised, and parents are involved through many charitable programmes with a focus on the Year of Giving.
- Formative and summative assessments are used for UAE social studies.

The school's implementation of the Moral Education Programme is developing.

Social Studies

- UAE Social studies is integrated with the CBSE curriculum, and concepts are developed to ensure students' understanding.
- Teachers are secure in their understanding of UAE social studies and plan lessons that promote the development of students' higher-order thinking skills.
- Students work well in a collaborative learning environment that fosters connections between areas of learning.
- Students' learning outcomes in UAE social studies are not regularly assessed.

The school's implementation of the social studies programme is developing.


Innovation in Education

- In all phases, students set goals and reflect on their learning. They often use technology to conduct research, devise solutions to problems, and design projects within the STEAM initiative.
- Students across phases are enthusiastic about their involvement in creative, entrepreneurial, environmental and social actions. However, their ability to be innovative within these projects is still developing.
- Teachers ask open-ended questions and encourage additional reflection. Some use case studies to encourage critical and original thinking.
- The curriculum supports innovation across all subjects and phases. However, the implementation of planned activities does not always promote innovation.
- Leaders demonstrate clear commitment to innovation, evident in their promotion of opportunities for students' personal and social initiatives and projects. However, innovation is not systematically monitored or evaluated.

The school's promotion of a culture of innovation is developing.

Main inspection report


1. Students' achievements

		Primary	Middle	Secondary
Islamic education 	Attainment	Good	Good	Very good
	Progress	Good	Good	Very good

- Students' attainment and progress in all phases are well-developed. Their acquisition of knowledge and their understanding of key Islamic concepts are strong, for example, Qur'anic verses and Hadeeth.
- In Secondary, students' achievement is highly developed in areas of Fiqh, Qur'an and Faith. Students demonstrate well-developed analytical skills in extracting particular rules from Qur'anic verses.
- Attainment in primary and middle schools is improving in areas of Islamic etiquette and morals, Qur'an recitation and application of Tajweed rules. Students make steady progress in concepts of Faith and application of Fiqh. Students are beginning to make connections to real life situations.

For development


- Develop students' research skills using various resources to acquire more in-depth knowledge and understanding of relevant Islamic concepts.

		Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Good ↑	Acceptable	Acceptable
	Progress	Good	Acceptable	Acceptable

- In Primary, students make strong progress in most language skills. Regular opportunities for independent writing has led to improved writing skills.
- In middle and high school, students make steady progress. Attainment results do not reflect students' levels in all phases, particularly in listening and speaking skills, which are under-developed.
- Students across the school make strong progress in reading and writing skills. Increased emphasis on reading texts of different genres has resulted in improving students' understanding of vocabulary and language structure.

For development


- Raise students' achievement in listening and speaking skills in all phases by giving students regular opportunities to speak and listen in formal and informal situations.

		Primary	Middle	Secondary
English 	Attainment	Very good ↑	Good	Very good
	Progress	Very good ↑	Good	Very good

- As measured against curriculum standards, attainment and progress are strong, particularly in the primary and secondary phases. International assessment results reflect inconsistent levels of achievement across the phases, particularly in the middle school.
- Speaking and listening are strengths across the phases, but writing and reading are less developed skills.
- Student achievement has improved in the primary phase; however, progress in the middle phase is not rapid enough

For development

- Include opportunities in all classes, particularly in middle and secondary grades, for students to demonstrate their reading comprehension and writing skills.

		Primary	Middle	Secondary
Mathematics 	Attainment	Very good ↑	Good	Good
	Progress	Very good ↑	Good	Very good ↑

- Based on both internal and external assessments, attainment in the primary phase is generally higher than it is in the middle and secondary schools. Progress in lessons is better in secondary but is also strongly evident in students' work and formative assessments in primary.
- Secondary students progress very rapidly to produce increasingly sophisticated and rigorous work. Students in all phases are organised and systematic in communicating their mathematical thinking. They demonstrate a strong eagerness to learn.
- The introduction of the Bring Your Own Device (BYOD) scheme has enabled teachers to develop students' research skills. Greater focus on critical thinking is beginning to improve results.

For development

- Develop teachers' skills so that students' learning experiences, including those involving technology, are matched to their specific needs.

		Primary	Middle	Secondary
Science 	Attainment	Very good	Very good	Very good ↓
	Progress	Very good	Very good	Very good ↓

- Students across the school demonstrate a strong age-appropriate understanding of scientific theories, concepts and vocabulary but have insufficient opportunities in the lower grades to apply this learning through hands-on practical work.
- Secondary phase students, especially Grade12, perform at a high level in physics, chemistry and biology board examinations with almost no difference in performance between the three subjects.
- Opportunities to conduct meaningful research, strengthen technological skills and sharpen critical thinking are ongoing but stronger at the secondary school level.

For development

- Provide additional opportunities for students at all levels to apply their learning and discover through hands-on practical activities using the scientific method.

	Primary	Middle	Secondary
Learning Skills	Good	Good	Very good

- Students across the school are enthusiastic and motivated learners who want to succeed but in many instances in the primary and middle grades they are too dependent on their teachers.
- Most students demonstrate respect for their peers and work well with each other as they learn in pairs or groups. This is more developed at the secondary school level.
- In all phases, students are not adequately prepared to apply their learning to the world outside school and make connections between areas of learning, although

For development

- Increase the opportunities for all students to develop their critical thinking, problem solving, research and technology skills.

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

	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students across the school are responsible and self-reliant learners. They have highly positive attitudes. They are well-behaved, self-disciplined and courteous. Their excellent behaviour contributes to a safe and harmonious learning community.
- Students' relationships with peers and adults in school is exemplary. They show care and compassion for other learners. They are aware of other students' needs and offer their support in various learning situations.
- All students take part in health awareness activities such as hygiene, diabetes and healthy life-balance sessions. They demonstrate a high level of understanding of how to keep fit by making healthy choices and participating in sport activities and physical education. Their attendance is very good in all phases.

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

- Students across the school have excellent appreciation and understanding of Islamic values and beliefs. They show strong awareness of how these values affect their lives in Dubai.
- Students' knowledge, understanding and appreciation of UAE local traditions are very strong across the school. They actively participate in numerous cultural activities and trips to celebrate UAE culture. Students in secondary school appreciate the historical relationship between India and the UAE.
- Students show strong awareness of their own culture while they improve their understanding and appreciation of other world cultures by taking part in cultural festivals and competitions.

	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- Students contribute generously to various charity programmes. Seminars, workshops and participation in various internal and external competitions make them confident and enterprising.
- Students have a very secure understanding of environmental challenges and some have produced innovative approaches to address them.
- Students' extensive involvement in several community, environmental and entrepreneurial initiatives and projects has secured their excellent social development.

For development

- Enhance students' understanding of other world cultures.

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Very good

- Teaching is generally effective across the phases, particularly in secondary. Almost all teachers have strong subject knowledge and develop well-planned lessons but the implementation of lessons does not always correlate with planned activities.
- Teachers across the school have a wealth of knowledge, information and data about their students, but across phases, they are not confident in using that knowledge to inform their teaching and personalise learning.
- More rapid progress of students is restricted in some lessons by over-direction from the teacher.

	Primary	Middle	Secondary
Assessment	Good	Good	Good

- Assessment processes in Secondary are aligned to CBSE examination requirements. The middle school follows a mixed formative and summative model and the primary school uses only formative assessments. Feedback given to students in the primary and secondary phases is more constructive than in the middle phase.
- The school uses all available internal and external data to identify strengths and weaknesses in year groups, classes and for individual students. However, this rich information, whilst available to teachers, is not effectively used to match learning experiences to students' needs.
- Assessment information highlights the need to incorporate more critical thinking, problem solving and higher-order thinking into the curriculum. While these aspects of learning are increasingly included, more work is needed in appropriately assessing critical thinking outcomes.

For development

- Provide consistent opportunities for all teachers to develop their pedagogical skills further by modelling best practice and providing mentoring to those teachers with the greatest need.
- Use assessment data to vary teaching so that students' experiences in the classroom, and assessments of their skills and knowledge, are more appropriately matched to their needs.

4. Curriculum

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

- The annual programme of work produced by the various subject departments is a comprehensive planning document that highlights the skills progression and changes made after review. In the secondary phase, the curriculum offers a wide choice of subjects to enable students to transfer smoothly into the next phase of education.
- Planning is the strength of the curriculum design. Although cross-curricular links are planned, they are implemented more effectively in secondary than in the primary and middle phases.
- Changes in curriculum are regularly incorporated, based on CBSE guidelines and the UAE National Agenda Parameter. These changes have led to improved outcomes in most key subjects and resulted in better reading and writing skills in Arabic.

	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Very good

- Curriculum modifications have enabled a deeper understanding of different cultures, particularly of the UAE. However, there are few modifications to help students who are gifted and talented to excel.
- Students enjoy a wide range of opportunities for enterprise and social involvement. The school provides enrichment activities, interest clubs and STEAM projects to allow students to explore their talents and develop their innovative ideas. Learning cafés in small corners of the corridors provide good opportunities for informal learning.
- Different initiatives such as charity drives, best buddy programme, eco-initiatives, morning assemblies, value for the month, participation in Qur'an & Hadeeth competitions and Iftaar celebrations promote strong values among students and make them sensitive to the needs of the society.

For development

- Use planned cross-curricular links effectively in lessons to enhance learning, and focus on improving critical thinking and innovation among students in all phases.
- Improve the facilities for music, art and physical education.

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

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

- A comprehensive child protection and safeguarding policy is in place. The school implements excellent monitoring and security procedures in all phases and throughout the school premises. Students are protected from cyber bullying, particularly in senior classes, through a rigorous cyber security policy and programme.
- Excellent systems are in place to ensure a safe, healthy, secure and hygienic environment. The transport system is skilfully managed and has a number of digital and automated safety systems built into the vehicles. The school meets all regulatory requirements.
- The school is upgrading the lighting and air conditioning systems on a phased basis. All classrooms are equipped with new, ergonomically designed furniture.

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

- Very positive relationships are a strong feature of the school. Collaboration between school prefects and staff facilitates effective supervision of students throughout the school. The school is successful in ensuring very good attendance and punctuality supported by efficient digital management systems.
- The SEND department has developed rigorous assessment procedures to identify students with special educational needs and those who are gifted and talented throughout the school. These effective identification systems facilitate early intervention for most students with SEND.
- The quality of the support provided by the counsellors enables most students to make consistent, social, personal and academic progress. They also provide high quality support for students in making informed career choices.

For development

- Improve school premises to be more conducive to 21st century learning, and provide easier access throughout the school community for students with mobility difficulties.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- Governors, owners and senior leaders promote an inclusive ethos in the school. SEND provision is good because of the support and continuing professional development provided by the SEND team to the staff.
- The school uses a wide range of formative and summative assessment instruments to identify students' needs. The school responds to these needs through appropriate individual education plans. Where a number of individual students present with similar needs, specific interventions are put in place by the SEND team.
- The school keeps parents informed of their children's progress through formal and informal reporting methods. These include reporting about curriculum subject achievement levels and students' social and personal development. Parents have opportunities to meet with counsellors to discuss support strategies.
- Support strategies are generally appropriate. However, learning experiences are not always sufficiently personalised by class teachers to suit the needs of students. Curriculum modifications are under-developed and are not consistently implemented by the class teachers. In addition, they do not include opportunities for critical thinking and reflection.
- Appropriate tracking, monitoring and evaluation tools are applied across the school and these include the weekly trackers recently introduced for all students. Overall, students make good progress and the school is well placed to use these data to track students with SEND and to modify interventions.

For development

- Modify the curriculum and personalise learning in classrooms to improve students' progress and critical thinking skills.

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

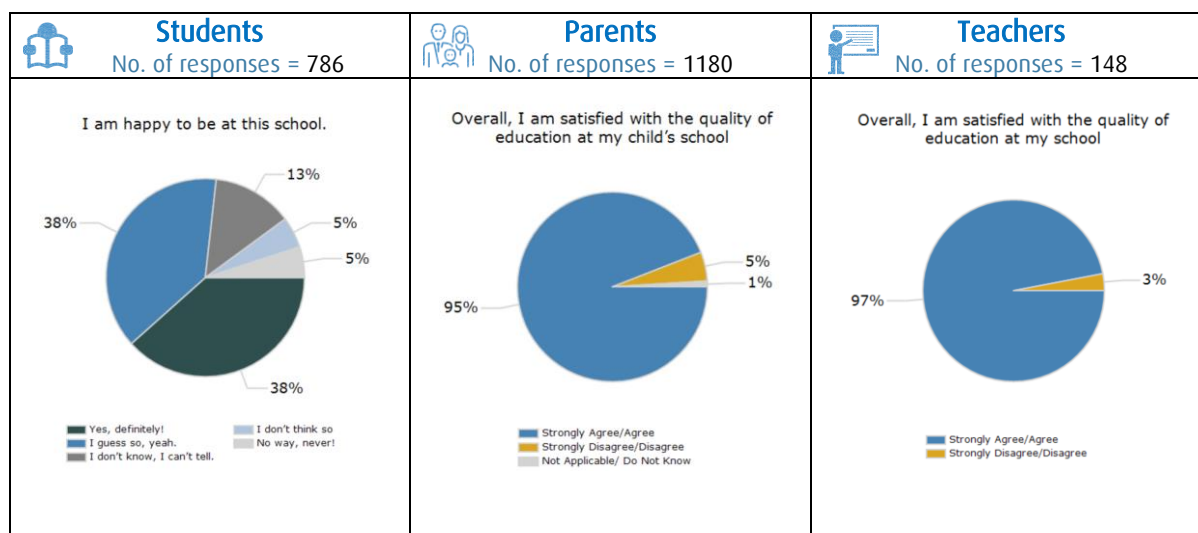
- Senior leaders have ensured that the school vision of pursuing excellence drives all improvements in the school's performance. Effective collaboration among leaders at all levels has led to continuous improvement in students' achievement and to sustained excellent personal and social development. However, middle leaders are not systematic in modelling best teaching practice and ensuring that all teachers deliver the curriculum with consistently high quality.
- The evaluation of school performance is thorough and based on a wide variety of evidence sources. Although school leaders can identify most strengths and specific areas for development, their evaluation of the effectiveness of teaching and students' progress in certain subjects is not always accurate. Improvement planning is based on identified priorities with measurable success criteria, but the monitoring of progress against set targets is not implemented effectively.
- The involvement of parents in learning and in school life is a strong feature of the school. Communication is very effective and ensures that parents are well-informed about students' achievement. This strong partnership has led to improved student achievement and to the vibrant ethos within the school. However, parents' knowledge and understanding of the purpose and significance of some of the international assessments in the school is underdeveloped.
- The governing board provides good support to leaders and holds them to account for the overall performance and outcomes of the school. The local advisory board seeks all stakeholders' views and ensure their contribution to school evaluation and development. Although the local advisory board plays a good role in advising leaders, its responsibility in ensuring accountability is not always undertaken systematically.
- The day-to-day management of the school is effective. Leaders use the school's premises well, deploy qualified staff appropriately, and utilise the limited resources efficiently. Inadequate space in various parts of the school hinders effective collaboration among students.




For development

- Improve the effectiveness of middle leaders in evaluating, developing and monitoring teaching across the school.
- Develop the role of the local governing board in evaluating the school's performance and ensuring accountability.
- Enhance learning resources and facilities to ensure better outcomes in art, music and physical education.

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.



 Students	<ul style="list-style-type: none"> Students provided mixed opinions about their teachers. Many appreciated their teachers' work, but others are dissatisfied with the way BYOD is used in classes. Overall, students are happy with the school and its provision. Many have given suggestions to change some of the school's facilities and premises.
 Parents	<ul style="list-style-type: none"> The majority of parents are satisfied with the overall provision. They feel the school is a safe and secure place for their children. They appreciate the teachers who are responsible for their children's education and wellbeing. A few parents feel that the charges for extra-curricular activities are very high.
 Teachers	<ul style="list-style-type: none"> Overall, the teachers are satisfied with the quality of education provided by the school. They share excellent relationships with parents and students. They feel that the school is safe and secure for themselves and their students. Almost all believe that KHDA's inspection processes contribute to building a socially responsible community. Discussions with teachers reflect the same views expressed in the survey.

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