

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

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

GEMS
Our Own Indian
School

Celebrating
10 years of
inspections

GEMS OUR OWN INDIAN SCHOOL

INDIAN (CBSE) CURRICULUM

Contents

School information	3
The DSIB inspection process	4
Summary of inspection findings 2017-2018.....	5
National Priorities	9
Main inspection report	12
1. Students' achievements.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	17
4. Curriculum	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	21
6. Leadership and management	22
The views of parents, teachers and senior students.....	23

School information

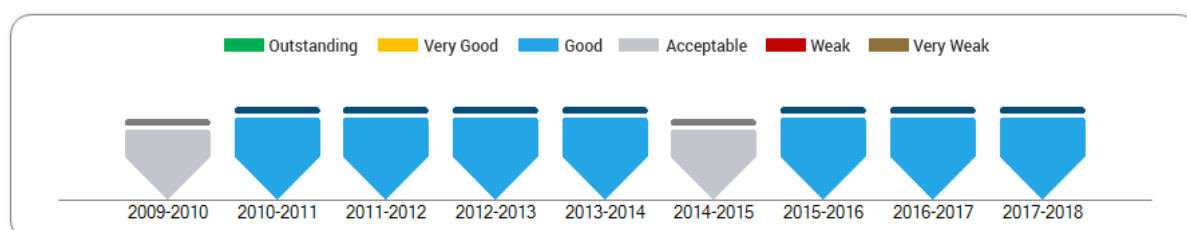
General information	
Location	Al Quoz
Type of school	Private
Opening year of school	1991
Website	www.gemsoo-alquoz.com
Telephone	04-3391188
Address	P.O. Box 26845 Dubai
Principal	Mrs. Lalitha Suresh
Principal - Date appointed	4/1/2012
Language of instruction	English
Inspection dates	02 to 05 October 2017

Teachers / Support staff	
Number of teachers	167
Largest nationality group of teachers	Indians
Number of teaching assistants	7
Teacher-student ratio	1:23
Number of guidance counsellors	1
Teacher turnover	13%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	3656
Number of children in pre-kindergarten	Not applicable
Number of Emirati students	0
Number of students with SEND	79
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	ASSET, CBSE
Accreditation	NA
National Agenda benchmark tests	CAT4, ASSET, IBT

School Journey for GEMS Our Own Indian 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

GEMS Our Own Indian School was inspected by DSIB from 02 to 05 October 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 leadership and management of the school is very good. Leaders are innovative, active educationalist whose vision for all students ensures continued further achievement. Parents and Governors support the direction the school is taking and affirm the quality of the leadership. While the school is very well managed, not all the facilities sufficiently meet current educational challenges.

Students' achievement

In the Kindergarten (KG) phase children's achievement is generally good. As student's progress up the school achievement generally increases with improved attainment at a very good level, particularly in English, mathematics and science. Improvements have been secured in Islamic education and Arabic as an additional language.

Students' personal and social development, and their innovation skills

Students' personal and social development and innovation skills are strong. Students' attitudes, behaviours and relationships are at the highest levels. Their understanding of Islamic values and awareness of Emirati cultures strengthens as students' progress up the school, as does their understanding of their own and other world cultures.

Teaching and assessment

The quality of teaching for effective learning is consistently good in the lower phases and very good in the secondary phase. Here teachers use better questioning techniques and provide appropriately challenging learning opportunities. Assessment in the KG phase is systematic and measures age appropriate skills, knowledge and understanding.

Curriculum

The curriculum is broad and balanced. It is complemented by challenging work that promotes innovation and age appropriate higher order thinking. The CAT 4 cognitive ability test results are becoming increasingly influential in identifying areas of strength and areas where development is required.

The protection, care, guidance and support of students

The school continues to ensure all students are very well cared for. In addition the support and guidance in all phases is very strong.

What the school does best

- The outstanding attitudes, behaviour and relationships of students in all phases, their enthusiasm for learning and their strong social responsibilities and understanding of Islamic values.
- Students' very strong progress in English, mathematics, science in the secondary phase.
- The outstanding provision for health and safety including all aspects of child protection and safeguarding.
- The vision and drive of the school's senior leaders.







Key recommendations

- Improve the quality of learning to raise attainment in Arabic as an additional language by ensuring:
 - there is greater consistency in the quality of teaching
 - the work provided is more closely matched and appropriately challenging to meet individual students needs
 - students are provided with frequent opportunities to speak Arabic and write independently.
- Improve the consistency of teaching in the KG, primary and middle phases by:
 - making full use of assessment data and information to plan and implement rigorous and challenging lessons for all students
 - planning and implementing an increased range of higher order thinking activities
 - improving teachers' questioning skills.
- Improve the consistency in assessment practice by:
 - developing and implementing a robust feedback policy which includes guidance for marking and providing oral feedback to students about their work
 - frequently and consistently enabling students to self-assess and identify next steps in learning
 - simplifying the system of student tracking which identifies when interventions are required.
- Improve self-evaluation practices by more accurately analysing internal and external data and using it to inform the school improvement plan.

Overall School Performance

Good

1. Students' Achievement

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

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Good
Parents and the community	Very good
Governance	Very 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:

- Students' attainment on the National Agenda Parameter (NAP) Benchmark is above expectations in English and mathematics and meets expectations in science.
- The school meets the registration requirements for the National Agenda Parameter
- The schools leadership and corporate governors are highly committed to analysing data effectively, to support the schools National Agenda expectations. The schools National Agenda Action plan lacks precision in the identification of expected improvements in student achievements.
- All data, has been analysed. Gaps in students' achievement have been identified. CAT 4 is used well to support the identification of students with SEND.
- Students are now provided with a broad range of critical thinking, enquiry, problem solving, research and investigations. Cross-curricular literacy development has resulted in numerous improvements.
- The analysis of CAT 4 data and other pertinent tests data is increasingly impacting upon teaching strategies in the increasing range of subject areas.
- Students increasingly have an emerging understanding of their individual strengths and weaknesses and the strategies required to improve.

Overall, the school's provision for achieving National Agenda targets is above expectations

Moral Education

- Moral education is taught in English as a stand-alone subject as well as being integrated into weekly activities including assemblies.
- Teachers follow the scope and sequence of the curricular units putting a special emphasis on cross-curricular links and applications to personal experiences.
- Students are actively engaged in the lessons, especially those that involve meaningful discussions and collaboration.
- Student learning is assessed and takes into account how the students think and express themselves on important topics.

The school's implementation of the moral education programme is developing.

Social Studies

- UAE social studies is taught as a distinct subject. Lessons build on students' prior knowledge and are integrated skilfully into the CBSE curriculum.
- Teachers have good subject knowledge. They use multiple strategies to engage their students and sometimes ask open ended questions.
- Students eagerly work in groups using dialogue and collaboration to deepen their understanding of social studies content. Students are beginning to develop their critical thinking skills.
- UAE social studies outcomes are assessed through questioning, tests and some project work. Most assessments are focused on knowledge.

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


Innovation in Education

- Innovative and creative scientific working models on display throughout the school provide evidence of the innovation skills developed outside lesson time.
- The school's innovative garden and other projects including an aquaponics park, are helping to develop students' social responsibility and entrepreneurial skills.
- Teachers' lesson plans seldom feature modification for the provision of innovation skill development. However, students have opportunities to use their IT devices during class for research and other class activities.
- Curriculum planning is adapted in most subjects to provide opportunities for students to develop entrepreneurial skills through hands on activities and the use of technology.
- The schools recently revised mission and vision promotes innovation. Leaders are creating many opportunities for students and staff to deepen their understanding of innovation.

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

Main inspection report


1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Very good ↑

- In Islamic education, levels of attainment are good across all phases. Progress is also good in the Primary and Middle phases, but very good in the Secondary phase, where students have a broader range of skills of interpretation and deeper understanding of key concepts.
- In the Primary phase, students know the Pillars of Islam and Iman well. In the Secondary phase, deeper understanding is reflected in the students' ability to make connections between Sunah and the Holy Qur'an.
- Recent improvements in teaching and curriculum adaptation have led to improved outcomes for students in the Secondary phase where students are now learning at an increased rate.

For development


- Develop the skill of reading and reciting the Holy Qur'an consistently in all phases.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑

- The majority of students across all phases are now making better than expected progress in their language development, considering their low starting points. However, most students attain standards broadly in line with expectations.
- Students' reading comprehension, vocabulary acquisition and structured writing are developing well. Their speaking skills and independent writing are not as strong. The most able students are not sufficiently challenged.
- The school has introduced, 'Asafeer', an on-line site, which supports students' language development appropriately. Students' notebooks have presentation guidelines, assessment criteria and target setting information; these are positive practices but their use is limited, and has limited impact on student progress.

For development


- Increase opportunities to develop students' speaking skills
- Improve independent and creative writing skills for all groups of students.

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

- In English, across the phases but especially for those in the upper phases, most students can confidently express analytical thought and reasoning. They listen attentively, speak confidently and read fluently for understanding and write for a variety of purposes.
- Students in the middle and high school phases speak with conviction and listen respectfully. In the best lessons, students demonstrate critical thinking and generate ideas but this is not systematic across the phases and subjects.
- The promotion of reading and literacy across the curriculum has helped improve students' reading and comprehension skills and raised levels of achievement.

For development


- Frequently provide students with formal and extended writing activities and monitor their progress in developing all writing skills.

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

- Attainment and progress in mathematics, is good in the KG and very good in other phases. Students in the higher grades attain well above curriculum standards, as they are provided with opportunities to deepen their mathematical vocabulary and apply mathematical thinking in a range of contexts.
- Most students in KG and the primary phase have good numeracy skills. Students at middle and secondary phases understand space and shape, and algebra skills. Most students can read, comprehend, and apply appropriate procedure for solving problems that relate to real life situations.
- Although, achievements are strong overall there are some inconsistencies in performance between different groups of students such as boys, and girls. Students of Pakistani heritage perform very low when compared to their peers.

For development

- Improve questioning skills by both teachers and students to promote higher order thinking and reasoning skills.

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

- In the KG, children develop a range of age appropriate enquiry skills. In the secondary phase, attainment is very stronger because students undertake more scientific investigation and exploration and develop very effective enquiry skills. In the secondary phase students acquire and apply extensive scientific knowledge
- The strength in science in the upper phases, is the development of investigative skills which enable students to access concepts at a very deep level. The development of scientific vocabulary is less strong in the lower phases.
- The analysis of results from external benchmark tests and examinations in the primary and middle phases are informing improvements in all aspects of science. This includes the application of knowledge, scientific enquiry and interpreting evidence.

For development

- Provide opportunities in every lesson for students to use and develop their problem solving skills.
- Broaden STEM type activities within the science curriculum.

	KG	Primary	Middle	Secondary
Learning Skills	Very good	Good	Good	Very good

- Students' engagement in, and the responsibility they take for their own learning, contributes effectively to the strong progress they make across the majority of subjects, particularly in the secondary phase and in the KG. Most students are confident, independent and collaborative learners in all phases.
- In a number of subjects, technology complements lessons, which results in positive skill development, but this is not yet consistent and systematic in all classes and phases. Home learning using technology, particularly for research is prevalent and effective.
- In the primary and middle phases, links to real life situations and critical thinking exercises are an improving feature in most lessons. However, not all teachers are consistently promoting an exchange of ideas between students to create dialogue in lessons.

For development

- Embed enquiry based learning in all subjects

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Very positive attitudes and exemplary behaviour is evident in all phases. Mutual respects underpins all relationships. Students embrace feedback and enthusiastically adopt healthy lifestyles making healthy choices. As a result of their keenness to learn, attendance rates are very high and lessons start promptly.
- A particular strength of the school is students' willingness to develop leadership roles and participate in all aspects of school life. This enables them to develop self-reliance skills..
- Students and staff strive continuously to create a vibrant and purposeful learning culture which supports and celebrates students' achievements and enables all members of the school community to learn from each other.

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

- Most students' have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They are cooperative, respectful and protective of the schools environment especially in the upper phases.
- Most students' are knowledgeable and appreciative of the UAE heritage and culture. They participate in a wide range of cultural activities and are keen to extend their knowledge. In the secondary phase, students can discuss in depth a variety of issues about the role and of values of Islam in UAE society.
- Students are knowledgeable about their own heritage and cultures. They describe with pride the history, customs and traditions in their countries. However, students' knowledge of other world cultures is less secure.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good	Outstanding	Outstanding	Outstanding

- Children in the KG, have developed their social responsibility and innovation skills to a very good level. During the primary phase and in upper phases these skills are developed to an outstanding level.
- A particular strength is the students' involvement in environmental awareness and action programmes. All students have an outstanding work ethic. They are keen to display this through the ample opportunities to volunteer and their involvement in charity work. Enterprise and entrepreneurship skills are less well developed.
- Recent improvements have resulted in the schools attractive and innovative garden project which is complemented by an aquaponics park and vertical gardens. Some students are improving their entrepreneurial skills by selling the school grown produce.

For development

- Provide more opportunities for all students to develop enterprise and entrepreneurship skills.

3. Teaching and assessment

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

- Teaching is good in the lower phases, but it is stronger in the high school phase where teachers are more skilled at prompting students' critical and high order thinking skills through open ended questioning.
- Teachers in all phases are secure in their subject knowledge and develop appropriate activities to challenge their students. Better lesson provide targeted levels of challenge through a range of different activities matched to students' needs.
- Teacher and student relationships remain strong in all phases and, in particular, students' work ethic is of a consistent high quality. In the best lessons, teachers' promote a positive learning environment through collaborative activities that stimulate a high degree of student motivation.

	KG	Primary	Middle	Secondary
Assessment	Good	Very good	Very good	Very good

- In the KG, assessment is effectively linked to the school's curriculum standards. Across higher phases internal assessment processes are generally consistent and comprehensive. A sufficient variety of assessments are in place to provide valid and reliable measures of students' academic, personal and social development.
- Across all phases, external assessment data validates internal progress judgements. Improved analysis and understanding of the external data, provides valuable guidance and informs curricular planning and teaching adjustments.
- Tracking, using assessment software supports teacher knowledge of each student's strengths and areas for development. The quality and regularity teacher's oral and written feedback to students varies between subjects and grades.

For development

- Improve the quality and consistency of teacher's evaluative oral and written feedback to students.

4. Curriculum

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

- The curriculum is based on the content of the school's curriculum and carefully follows its requirements. It is outstanding in the secondary phase because of the wide range of choices offered to students. Most of its programmes and activities promote interest and enjoyment for students.
- Challenging questions to meet the learning requirements of international bench marking tests have been introduced into curriculum planning. However, their implementation is inconsistent and has not had full and positive impact.
- Curriculum learning time has been extended to meet the syllabus requirements for the students preparing for board examinations. Cross-curricular links are incorporated to allow students opportunities to develop key skills. In the secondary phase, most students learn independently and develop skills of research.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Very good

- Leaders have ensured teachers modify the curriculum to meet the needs of most groups of students. Curriculum adaptations are stronger in the secondary phase because opportunities for innovation and creativity are provided through curricular areas.
- The curriculum is modified following analysis of the international bench testing and external examinations results. As a results gaps in students' achievement have been identified. For example, CAT4 is used to support the identification of students with SEND.
- Curriculum reviews have led to a significant number of modifications in all phases. National Agenda requirements, and opportunities for innovation are incorporated well into the curriculum.
- Arabic in the early years is taught in KG 2 for one session of 35 minutes a week. There is a strong focus on the recognition of letters and sounds.

For development

- Increase opportunities for innovation across all phases.

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

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

- The care, protection, guidance and support of students reaches the highest standards in all four phases and is underpinned by clearly defined, robust policies and procedures, that are reviewed regularly.
- Despite the large number of students and the limited space in some classes, there are highly effective procedures to keep students safe. The school premises, equipment and resources are maintained to a high standard. This is a particular strength of the school.
- The promotion of health and well-being is evident and effective throughout all phases of the school. Very good measures are taken to provide reasonable protection from the sun in various areas around the school.

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

- Staff are very well aware of the individual needs of students in their care. Positive relationships across the school results in an atmosphere of mutual respect and co-operation. Behaviour is managed extremely well and effective systems support the emotional, physical and intellectual well-being of all students.
- The school has rigorous procedures to effectively promote and monitor the existing strong levels of attendance and punctuality. Arrangements to support students with SEND are good overall and, for older students careers guidance is very effective.
- The very good overall quality of care and support has been maintained since the previous inspection, but inconsistencies remain in the quality of support provided for students with SEND. The school is welcoming, nurtures students well, identifies and provides for students who are gifted and talented.

For development

- Extend the monitoring by the Special Action Team to ensure a better consistency of provision in lessons for students with SEND.
- Ensure all lesson plans give clear guidance about the steps to be taken to overcome barriers to learning for all students,
- Provide a greater level of challenge for those who are gifted and talented.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- School leaders and governors actively promote and support an ethos of inclusion. The highly qualified governor for inclusive education and very knowledgeable inclusive champion, strongly promote a culture of inclusion and high quality provision for special education needs.
- Processes to identify students with SEND have improved. As a result of the improved identification of need and detailed individual tracking systems, most students benefit from interventions which reduce their barriers to learning.
- Parents appreciate the help and support they receive from the special needs coordinator (SENCO) and the Learning Centre staff. Parents greatly value the advice they are given. Training and social events to support them are welcomed.
- Curriculum modification is identified in most lesson planning. Student individual educational plans (IEPs) are personal and relate to specific student's needs. As a result most students make good progress relative to their personal targets.
- Students' progress is good across most subjects. Progress is consistently high quality when students are supported by the experienced and well qualified Learning Centre staff. Progress is less strong in some lessons when individual learning plans are not sufficiently considered or acted upon by class teachers.

For development

- More rigorous observations and monitoring of lessons and planning to ensure a better consistency of modification and support across the school.
- Ensure all teachers use the IEPs when planning specific tasks and ensure lesson plans contain clear steps to improve individual learning.

6. Leadership and management

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

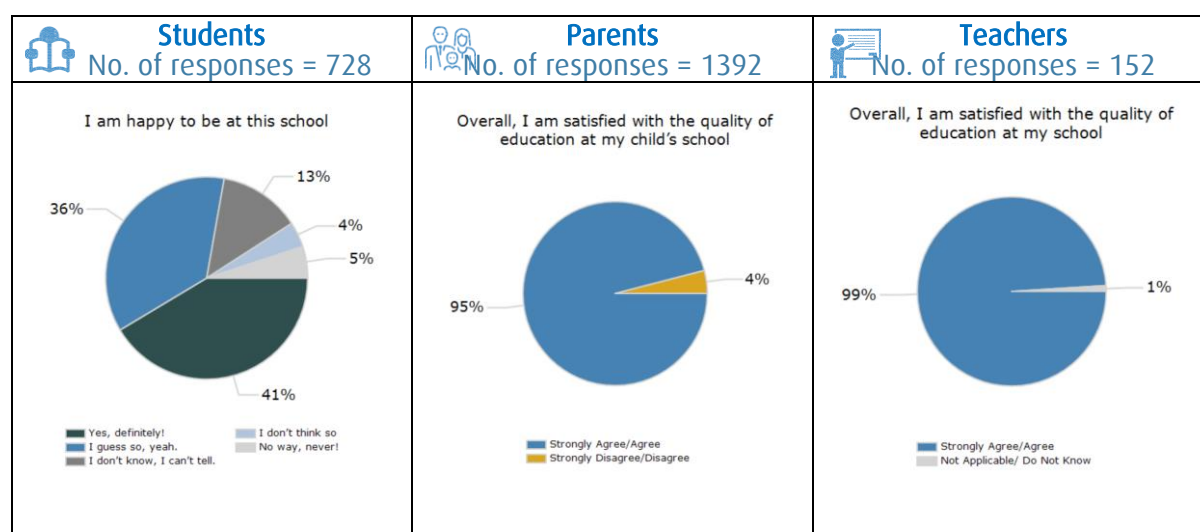
- The principal and senior leaders have communicated a distinctive and innovative vision to develop students who are global citizens with high levels of competence. They have established a strong learning culture and continually seek to develop the capacity of teachers to modify and implement improved pedagogical approaches,
- School self-evaluation practices are good. The analysis of externally and internally generated assessment data is not sufficiently accurate to inform precise school improvement targets.
- Relationships with parents are very good. Parents are very positive about the levels of schools provision. They are kept very well informed about their children's learning and are strongly encouraged to participate in the life of the school and improvement planning.
- Governors strongly support the school through their role as a critical friend. Their monitoring is rigorous and systematic and they routinely hold leaders to account. Schools leaders are encouraged to take ownership of decision making and measure their impact on the learning outcomes for students.
- The school's day to day running is highly effective and there is an encouraging culture of sharing best practice and self-improvement. Resources are improving but classroom size restricts opportunities to offer a flexible learning environment which fully develops a broad range of learning activities.




For development

- Promote and embed the schools vision and mission across the school and the wider community.
- Use data precisely to inform school improvement planning.

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 who responded were positive about the learning opportunities that the school provided. They enjoyed being part of a supportive school community. Students believe that the school offers good career guidance. A minority of students felt the school could be more welcoming and friendly, provide more healthy food and drink and give more time to move from class to class.
 Parents	<ul style="list-style-type: none"> Parents are very positive about the quality of educational provision in the school and its very effective leadership. Parents agreed that excellent relationships are a feature of the school.
 Teachers	<ul style="list-style-type: none"> A large percentage of teachers responded to their survey. All were positive about the operational and educational leadership of the school and the direction that it was taking.

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