

INSPECTION REPORT

2022-2023



GEMS OUR OWN ENGLISH HIGH SCHOOL

CBSE CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Warqa
	Opening year of School	1968
	Website	www.gemsoo-dubai.com
	Telephone	97142361335
	Principal	Thomas Mathew Koickal
	Principal - Date appointed	4/1/2014
	Language of Instruction	English
	Inspection Dates	16 to 20 October 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3-19
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	10,425
	Number of Emirati students	0
	Number of students of determination	482
	Largest nationality group of students	Indian

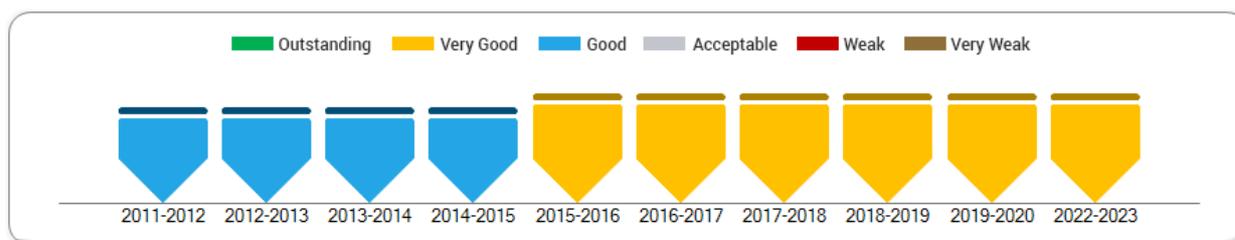
TEACHERS

	Number of teachers	465
	Largest nationality group of teachers	Indian
	Number of teaching assistants	61
	Teacher-student ratio	1:22
	Number of guidance counsellors	3
	Teacher turnover	7%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	CBSE

School Journey for GEMS OUR OWN ENGLISH HIGH SCHOOL



Summary of Inspection Findings 2022-2023

The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for students' outcomes, provision, and leadership.

STUDENTS OUTCOMES

- Students' levels of achievement improve as they move through the school. At the end of Secondary, attainment is outstanding in English and science, and very good in mathematics. Attainment in Islamic Education and Arabic as an additional language is not as strong, but there are indications that attainment in these subjects is improving.
- Students' personal and social development, their understanding of Islamic values and of Emirati culture, and their participation in a variety of community activities are outstanding. In all phases of the school, students have a very strong work ethic and aspirations to achieve. Overall, this is a strong feature of the school.

PROVISION FOR LEARNERS

- Teaching in Middle and Secondary in most subjects is very good or better. In Kindergarten (KG) and Primary, while there are some high-quality lessons, teaching is much less consistent than in the upper grades. Strategies to engage students as active learners and to develop the skills needed for more independent learning are not solidly established, especially in KG and Primary, or in Arabic. The school's assessment practices and procedures are robust.
- The school has adapted the Early Years Foundation Stage (EYFS) curriculum for use in KG. The other phases follow a curriculum leading to the CBSE Board X and XII examinations in Secondary. Students have a range of optional subjects in the middle phase, and a wider range of both academic and vocational subjects in Secondary. The modifications to meet the needs of all groups are better in Middle and Secondary.
- The school is a very safe place. Students feel secure and well cared for throughout the school. The medical team effectively monitors students' health. Students of determination receive the support which they need. Gifted and talented students have opportunities for extension work and further challenge both in class and in extra-curricular activities.

LEADERSHIP AND MANAGEMENT

- The leaders' vision for this very large school is centred on students' wellbeing. The efficient day-to-day management of the extensive facilities supports this ethos. The school develops effective connections with parents and, through strong lines of communication, engages them as partners in their children's learning. The school continues to be well supported by the corporate board and local advisory board, who both ensure that leaders are acting in the best interest of the students.

The Best Features of The School:

- The caring ethos of the school that has the wellbeing of students and staff at its core
- Students' personal and social development, and their understanding of Islamic values and Emirati culture
- The curriculum options and range of vocational courses provided in Secondary
- Parents' engagement with and support for the school
- The very effective day-to-day management of all aspects of the large campus, resulting in a safe and secure environment for students and staff

Key Recommendations:

- Develop a shared understanding of the best practices in teaching and learning which are evident in the school.
- Improve outcomes in Arabic by ensuring that teachers use a variety of strategies to address the development of all four language skills.
- Develop a more coherent, overall school action plan.

Overall School Performance

Very 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	Acceptable	Acceptable	Acceptable
 English	Attainment	Very good	Very good	Outstanding	Outstanding
	Progress	Very good	Very good	Outstanding	Outstanding
 Mathematics	Attainment	Very good	Very good	Good	Very good
	Progress	Very good	Very good	Good	Very good
 Science	Attainment	Good	Good	Very good	Outstanding
	Progress	Good	Very good	Outstanding	Outstanding
Learning skills		KG	Primary	Middle	Secondary
		Good	Very good	Very good	Outstanding

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	Outstanding	Outstanding	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	Very good	Outstanding
Assessment	Good	Very good	Very good	Very good

4. Curriculum

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

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	Outstanding

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessments	is above expectations	Not applicable

- International assessment data show improvement in students' overall scores in TIMSS 2019 in science in Grade 8 and in mathematics. In PISA 2018, the school did not meet its set targets in all subjects. Overall progression in National Agenda benchmarking is very good.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- The leadership team supports the vision and goals of the National Agenda. Almost all school leaders understand the content and skills gaps identified in recommendations from international benchmarking reports. Adaptations to the curriculum accurately match the gaps identified in these reports. Monitoring of the impact of these changes is developing. The National Agenda action plan does not fully align with whole-school goals.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is approaching expectations	Not applicable

- Implementation of whole school reading assessment is in the early stage of development. The promotion of critical thinking is strongest in English and in science in the secondary phase.

Overall, the school's progression to achieve the UAE National Agenda targets meets expectations.

For Development:

- Develop an effective system to monitor the impact of curriculum adaptations.
- Implement processes of measuring, monitoring, and improving students' reading skills.
- Develop critical thinking, independent inquiry and age-appropriate research in mathematics and science.

Wellbeing

The quality of wellbeing provision and outcomes is at a high level:

- Wellbeing is an important focus, informing policy and practice and including all stakeholders. The management activities and school resources are planned to promote and enable students' wellbeing. The governing board and leaders are aware of the school's main strengths in wellbeing and areas for development. The school systematically reviews data and collects information from focus group meetings, acting upon feedback. Governors regularly review the school's action plans. They generally hold senior leaders to account for wellbeing provision and outcomes.
- Teachers are positive and supportive, providing accessible care and guidance. A strong counselling and guidance team strongly supports the wellbeing of students, involving parents when required. The school takes pride in being a listening school. They promote staff wellbeing, providing individual support where required. Circulars, emails and phone calls provide accessible channels for parent consultation and support.
- The school purposefully plans and implements a range of balanced curriculum approaches to develop students' wellbeing. Assemblies are effective in promoting wellbeing themes that reflect cultural awareness, tolerance and respect. Further work is taking place to further the integration of the wellbeing programme into the academic curriculum. Students are given opportunities to enhance their personal and social skills in various extra-curricular activities and enrichment programmes. High levels of engagement, enthusiasm and motivation are evident in students' growing understanding and appreciation of the importance of wellbeing.

UAE social studies and Moral Education

- UAE social studies and moral education are taught as separate subjects from Grade 1 to Grade 12. Students have additional opportunities to extend their understanding through other subjects, where aspects of the curriculum are integrated into lessons. The lessons are taught in English. The school meets the instructional time requirements.
- Teachers use a variety of strategies to engage students through collaborative activities, discussions, and differentiated worksheets. Teachers use ongoing and summative assessments to assess learning and progress.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Very good

- A majority of students demonstrates better than expected knowledge and understanding in lessons and in their recent work. The school's data show higher attainment than that seen in lessons. Secondary students make better progress than those in other phases. In Primary, girls generally achieve better than boys.
- Students' understanding and application of Islamic values are strong. In all phases, students demonstrate secure knowledge of the Pillars of Islam and the Pillars of Faith. Secondary students demonstrate understanding of modern concepts such as globalisation, which they can explain from an Islamic perspective.
- The school has improved students' understanding of rules of Tajweed. However, recitation skills are still insecure in all phases. Improvement of students' understanding of the meaning of the Holy Qur'an and Hadith is evident in all phases. Their ability to refer to them for evidence of rulings or guidance is still developing.

For Development:

- Improve students' ability to extract evidence from the Holy Qur'an, the Hadith and Seerah, and emphasise the strong links between them.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Acceptable	Acceptable	Acceptable

- In all phases, most students make expected progress through the use of differentiated tasks and lessons that cater for different starting points. Beginners achieve slightly better progress. An increasing number of students makes better than expected progress, but not the majority.
- Students' reading comprehension skills are weaker than other skills. They understand familiar phrases and respond accordingly but have difficulty in extracting information from unfamiliar texts.
- There is a marked improvement in students' speaking and writing skills. Most can use a guided sentence structure and their acquired vocabulary to create simple or complex sentences and paragraphs. Older students can apply their knowledge of grammar with few errors.

For Development:

- Develop students' speaking and writing skills, especially for the average and lower-ability achievers.
- Develop students' reading comprehension skills so that they can better understand all that they read

English

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

- Students develop very good listening and speaking skills in KG. In Primary, most students can articulate their thoughts clearly and with confidence, using correct language structures. Students in Middle and Secondary are able to engage in debate, thoughtful dialogue, and purposeful discussions.
- In Middle and Secondary, students write for a wide range of purposes and prepare high-quality extended case studies. Most students' writing is underpinned by excellent grammar skills and a good knowledge of different styles of writing. Opportunities for creative writing are less evident in lessons in Primary.
- Critical thinking and research skills are embedded in most lessons in the upper phases. As a result, students' literary analysis and inference skills are particularly strong. In these phases, students demonstrate a strong commitment to conducting independent research and analyses of texts as homework.

For Development:

- Plan and allow sufficient time in all lessons for students to develop and extend their personal and creative writing skills, particularly in Primary.

Mathematics

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

- Attainment in external examinations is very strong in Secondary. Progress in lessons largely depends on the level of challenge provided. It is less strong in the middle phase.
- Children in KG understand and use correct mathematical language and vocabulary. In Primary, students are confident in measurements and data handling. Students in Middle work comfortably with 2D and 3D shapes. Calculus and linear programming are a strength in Secondary. Students' understanding of geometry is improving in the middle phase.
- The school prioritises problem-solving skills, thus preparing students to use mathematics in real-life situations. The skills of independent mathematical inquiry are underdeveloped in all phases.

For Development:

- Challenge students with tasks that require investigative skills and develop critical thinking in mathematics.

Science

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

- The attainment and progress of the majority of students in all phases are above expectations. In Secondary, most students' progress is above expectations, leading to high levels of attainment in the Board X and XII examinations.
- Children in KG are beginning to learn the complex skills of classifying and recording data. In Primary, students compare physical and chemical changes and explain these using suitable examples. Students in the middle phase demonstrate excellent analytical skills and connect their learning to real-life situations.
- Secondary students are highly confident and have a secure understanding and knowledge of earlier content and the scientific processes of setting up an investigation. They have the capability to lead lessons and to construct tests to assess their fellow students.

For Development:

- Provide more opportunities for critical thinking, using age-appropriate scientific vocabulary, in KG.
- Provide appropriate challenge for all groups of students, especially in KG and Primary, using digital technology where possible.

Learning Skills

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

- Children in KG are enthusiastic about learning. They work well independently, but do not have routine opportunities to take responsibility. In other phases, students become confident, independent learners. Secondary students are aware of their strengths and of what they need to do to improve.
- Critical thinking and problem-solving skills are regular features of learning in Secondary, particularly in English, mathematics, and science. Students conduct independent research tasks at home, use appropriate technology, and confidently apply their learning to new and unfamiliar situations. Learning skills are less developed in Arabic.
- The school has introduced a wide range of programmes to extend students' learning skills. They include the introduction of 'What if?' questions in lessons, the sharing of ideas and collaborative writing projects. Though highly successful, many of these initiatives are not accessible to all students.

For Development:

- Provide a greater range of opportunities for children in KG to solve problems and to apply critical learning skills.
- Increase participation in collaborative and innovative projects in all subjects and by all students.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students in all phases demonstrate self-discipline. They are confident, show enthusiastic attitudes towards learning, and demonstrate a strong, developing, self-reliance. They take responsibility for their actions, and respond well to constructive criticism and praise.
- Students share close relationships with their classmates and offer social and academic support between and across the different phases. They also share warm relationships with their teachers and other staff members, in whom they confide and whom they respect. Bullying is rare.
- Students are fully aware of how to live a healthy lifestyle, both physically and mentally. They make appropriate choices accordingly, particularly regarding healthy eating. They participate in a variety of physical exercise and wellness activities across all phases.

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

- Students demonstrate a strong awareness of Islamic values and understand their relevance to UAE society. They talk very positively about the Emirati culture. They appreciate their tolerance of all who live in the country, irrespective of their nationality or religion.
- Students are proud of their own cultures. They can speak knowledgeably about their home countries, highlighting their history, products, and tourist attractions. However, their understanding of other world cultures is less evident in the lower phases.
- Students' understanding of UAE heritage and culture is having a very positive impact across all phases. Almost all students can explain how the UAE has rapidly changed from small emirates in the desert to a developed country with advanced technology and infrastructure.

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

- Students show a secure understanding of their roles in the school, and of how these benefit other students. Volunteer roles are popular, recognised, and respected throughout the school. Students have a strong work ethic and a commitment to succeed.
- Students actively participate in a wide range of projects to raise awareness and improve the lives of others. They engage in fund-raising events, in sustainability campaigns, and in innovative projects both in school and nationally.
- Students have a wide variety of opportunities that allow them to be creative, innovative, and entrepreneurial. However, children in KG who do not have sufficient access to similar initiatives.

For Development:

- Improve awareness and understanding of world cultures by providing inter-cultural activities, particularly in the lower phases.
- Provide a wider range of creative, innovative, and entrepreneurial activities in KG.

3. Teaching and assessment

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

- Teachers in KG and Primary have a good subject knowledge and plan purposeful lessons, supported by clear learning objectives and well-balanced, motivating activities. Interactions are very positive, as are the learning environments. Teaching in Arabic remains inconsistent across the school.
- In Middle and Secondary, teachers set high expectations. Secondary teachers make more effective use of focused questioning to promote deeper thinking. In Secondary, students are routinely encouraged to question and challenge their own and others' thinking, resulting in outstanding learning.
- In most lessons, appropriate levels of support are available to help students to achieve appropriately. However, challenge for the more able students is less consistent. In a minority of lessons, teachers do not allow sufficient time for students to complete planned activities.

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

- Internal assessment processes are coherent, consistent, and linked well to curriculum standards. They enable the tracking of students' knowledge, academic progress, personal and social development. This is less evident in KG.
- The school conducts external assessments linked to curriculum expectations and participates in a range of international tests to benchmark students' performance. Comprehensive analysis of available assessment information enables the school to obtain an accurate and very detailed picture of students' progress in all but KG.
- From the data analysis, teachers have enhanced knowledge about their students' strengths and weaknesses. The use of this information in the classroom, and quality of teachers' written feedback, is not yet consistent.

For Development:

- Ensure that teaching is of consistently high quality.
- Ensure that there is sufficient time in all lessons for the completion of all planned activities.
- Improve the quality of written feedback given to students, especially in identifying what they need to do to improve.

4. Curriculum

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

- The curriculum is skills based and challenging. It aligns with all appropriate focus areas. It is carefully planned and mapped to maintain continuity and progression across phases. The KG curriculum has a clear rationale, and is broadly based on the framework of the EYFS curriculum.
- The school provides a wide variety of choices in the form of vocational options for older students to prepare them for further studies and employment. Younger students benefit from learning experiences that encourage their talents, interests, and aspirations.
- The process of curriculum review is rigorous and regular. It is based on stakeholders' feedback and surveys and encourages the development of creative projects to make learning meaningful and more profound.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Very good	Very good	Outstanding

- Curriculum modifications, based on students' performance data, are appropriate and sustain the interest and needs of most learners, particularly in the secondary phase, where students are prepared for higher education and future careers. Modification is less extensive in KG.
- Subjects such as ICT, physical education and the arts, and activities within lessons encourage the development of academic and life skills. They make students enterprising, creative, and innovative. The school has won recognition in several external competitions and events.
- Students have a secure understanding of UAE culture and society that is developed through projects and themes in moral education and social studies. Their understanding is evident in the excellent connections which they make with UAE contexts in lessons.
- Arabic is not offered in KG.

For Development:

- Develop adaptations to the KG curriculum to provide the right levels of challenge for all groups of children.
- Ensure that differentiated activities in lessons match the abilities and expectations of all groups of students.

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 school has excellent safeguarding and anti-bullying procedures that are well communicated to everyone. There are detailed and clear policies concerning all aspects of the protection and care of students.
- The school environment is exceptionally secure, safe, and hygienic. The campus is extremely well maintained. Supervision of students, including on school transport, is very effective. General safety checks are regular and rigorous. Evacuation procedures and facilities are of an appropriate quality.
- The school building is an inclusive environment. Almost all classrooms are wheelchair-accessible, and lifts allow access to all floors. The medical teams deal sensitively with students' needs and concerns. Some general health issues, such as obesity, are not routinely shared with senior leaders and therefore, not well addressed.

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

- Staff have very positive and purposeful relationships with all students, especially in Secondary. Systems for managing attendance and punctuality are thorough and fully understood by all. Parents receive comprehensive information about the school's expectations of behaviour.
- A strong sense of inclusion permeates the school. Effective systems are in place to identify students of determination. Students with gifts and talents are now being identified and added to the inclusion register. A range of interventions allows them to meet their full potential.
- In Secondary, students are supported by several counsellors. They provide excellent career advice and support in creating personal portfolios for admission to universities and colleges. Parents are contacted and offered guidance should any urgent or personal issue emerge for any student.

For Development:

- Share general health issues between the medical team and senior leaders to allow for appropriate interventions for groups of students.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The support and vision for inclusive education is positively reflected in school policies, resource commitments and improving practices across all phases.
- The inclusion team is fully aware of how important and critical the early identification of students' potential is to their successful participation in learning across phases.
- Despite the very large number of students, parents report being valued and respected as key contributors to their children's education. The inclusion team makes no decisions on intervention or support without full parental involvement.
- Teachers across all phases fully understand the importance of modifying content and differentiating learning. Such planning and strategies are best implemented in Secondary. Students appreciate the efforts of their teachers and engage willingly in lessons.
- Progress remains variable. Tracking the progress of so many students of determination is a major task for the inclusion team. Systems are in place to provide accurate information, especially when a student has a secure assessment of need.

For Development:

- Ensure that teachers in all phases consistently apply appropriate interventions, both for students of determination and for those with gifts and talents.

6. Leadership and management

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

- Senior leaders have a clear vision for the school, based on support for students' achievements and wellbeing. Since the previous inspection, the school has employed additional grade and subject supervisors to support both students and teaching. As a result, the school has sustained its recent initiatives, but the impact on students' outcomes is not fully evident in all subjects. Channels of communication in the school are effective. Morale is very positive and is fostered by the calm, reflective nature of the principal.
- Effective procedures are in place to support school evaluation, but the processes are not systematic. Leaders have taken the recommendations from the previous inspection report, together with inclusion and wellbeing, as key action areas for the school. They have developed strategies for these priorities, some of which have been actioned, but their impact is not being fully measured. The priorities do not always have associated actions that are sufficiently precise. There is no focus on the short-term goals needed to meet the long-term aims.
- Parents are an integral part of the school community. They actively support their children's learning. Leaders continue to reach out to the community and to nurture links. Communications between all groups are positive. Parents particularly identify the ease with which they can communicate with the school. They are very positive about the support which they and their children received during the Covid pandemic and the period of online learning. The school reports regularly to parents on the academic achievements and wellbeing of their children.
- The executive board and the local advisory board are representative of most stakeholders. They meet regularly throughout the year. They have supported school leaders in their response to the recommendations and development points in the previous inspection report. They ensure that appropriate staffing and resources are available, including additional resources for teaching and support for students of determination. They exert a positive and direct influence in holding school leaders to account for the school's performance.
- The management and day-to-day running of the school is highly effective and efficient, considering the size of the campus and the operational requirements. There are sufficient resources for all subject areas. Some resources, including those for KG, have been updated. New resources for Arabic have been developed. The school is accessible in all areas for both staff and students. Small reading areas in Primary have enhanced the provision for students to be actively involved in reading. Some areas of the school, especially in Primary, are not well suited to students taking an active part in their learning,

For Development:

- Improve monitoring of teaching to check on the effectiveness of whole-school initiatives on students' outcomes.
- Develop coherent action plans with interim targets to support whole-school improvements.

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 QA.Schools@khda.gov.ae