

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

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INSPECTION REPORT

2017-2018

GEMS
Our Own English
High School

Celebrating
10 years of
inspections

GEMS OUR OWN ENGLISH HIGH SCHOOL

INDIAN (CBSE) CURRICULUM

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School information

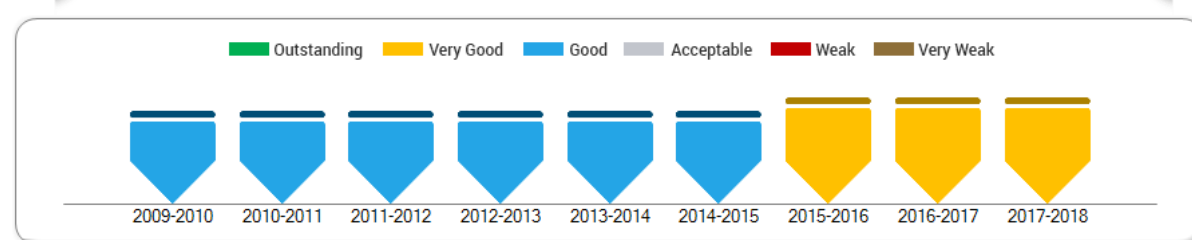
General information	
Location	Al Warqa'a
Type of school	Private
Opening year of school	1968
Website	www.gemsoo-dubai.com
Telephone	04-2361335
Address	P.O. Box 3004, Al Warqa'a 3, Dubai.
Principal	Mr. Thomas Mathew Koickal
Principal - Date appointed	4/1/2014
Language of instruction	English
Inspection dates	2 to 5 October 2017

Teachers / Support staff	
Number of teachers	452
Largest nationality group of teachers	Indian
Number of teaching assistants	40
Teacher-student ratio	1:22
Number of guidance counsellors	2
Teacher turnover	0%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	KG 1-Grade 12
Number of students on roll	10246
Number of children in pre-kindergarten	0
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	CBSE
Accreditation	None
National Agenda benchmark tests	ASSET

School Journey for GEMS Our Own English 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

GEMS Our Own English High School was inspected by DSIB from 2 to 5 October 2017. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leaders at all levels work very diligently to promote and implement the school's vision for quality learning. They work closely with staff to implement the curriculum effectively. The monitoring of teachers is frequent. However, it does not prioritise the tracking of students' progress or measure the impact of teaching on learning rigorously enough to enable all groups of students to achieve at the highest level.

Students' achievement

Student achievements are strongest in the secondary phase where progress made by students in English, mathematics and science is outstanding. This results in excellent attainment in English and science and very good attainment in mathematics. In the primary phase and the Kindergarten (KG), achievement is at least good in all subjects except in Arabic where it is acceptable.

Students' personal and social development, and their innovation skills

Students' personal development is outstanding in the primary, middle and secondary phases where students are provided with a range of opportunities to develop leadership skills. This supports their acquisition of excellent social responsibility skills. Students display a very strong awareness of Islamic values and world cultures. Although fewer opportunities are provided for children to develop independence in the KG, their attitudes and behaviour are very good.

Teaching and assessment

Teaching and assessment are most effective in the middle and secondary phases where they support the highest quality outcomes for students. Whilst teaching in the primary phase is good overall, there are a number of classes where teaching is less effective and prevents some students from making more rapid progress.

Curriculum

The curriculum is very strong in the primary, middle and secondary phases. In the KG, the Early Years Foundation Stage (EYFS) curriculum is followed. However, it is in the early stages of implementation. As a result, the learning outcomes for children are not as strong as in the other phases.

The protection, care, guidance and support of students

The arrangements to keep all students safe and secure remain outstanding. Although care and support for students are being strengthened throughout the school, particularly by the Inclusion leaders, they remain at a good level in most of the phases.

What the school does best

- The excellent behaviour and exemplary attitudes to work, displayed by students across the school
- The excellent arrangements for keeping students safe and secure
- The guidance and support for students in the secondary phase, which enables students to attain at the highest level in English, mathematics and science
- The clear commitment of leaders to continuous improvement
- The outstanding partnership with parents, enabling them to support their children's learning effectively.







Key recommendations

- The leadership team should work systematically with teachers to:
 - ensure teaching in all subjects and particularly in primary, is consistently at a minimum good level in every lesson
 - accelerate progress and raise attainment in Arabic as an additional language for all groups of students
 - use the learning environment creatively, especially in the lower phases, to provide students with consistent and frequent opportunities for creative, independent and spontaneous learning.
- Leaders at all levels should use all data effectively to rigorously track students' progress and monitor the impact of teaching on students' learning.

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	Good ↑
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English 	Attainment	Good	Very good	Outstanding	Outstanding
	Progress	Good	Very good	Outstanding	Outstanding
Mathematics 	Attainment	Good	Good	Very good	Very good
	Progress	Good	Good	Very good	Outstanding
Science 	Attainment	Good	Good	Very good	Outstanding
	Progress	Good	Good	Outstanding	Outstanding

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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	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 (N.A.P) meets expectations in science. It is below expectations in English and mathematics.
- The school meets the registration requirements for the National Agenda Parameter.
- The leadership team has analysed the N.A.P test results. Teacher training has been provided on how to include N.A.P criteria into lesson plans. The school's action plan comprises of objectives and the strategies, but it does not include timescales and key performance indicators.
- The TIMSS and PISA requirements have been incorporated into lesson plans. Action plans and curriculum modifications have been introduced as a result of the analysis of N.A.P testing.
- In the secondary and middle phases, in science and mathematics teachers include critical thinking questions and tasks for their students. The ability to research, plan, conduct and record investigations is evident for older students.
- The school works with students to ensure the N.A.P individual reports have an impact on their learning. Students are developing skills to manage their own learning and are becoming independent learners. Students' use of information and communication technology (ICT) to research, analyse and evaluate data is not a common feature in the primary phase.

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

Moral Education

- The moral education programme (MEP) is taught for 1 period and 20 minutes of registration time from Grades 1 to 9. The content is appropriately integrated, developed and mapped.
- In the primary phase, lessons are teacher-led and lack challenge and creativity. In the middle phase, teaching is better with more student involvement but is still largely teacher led.
- Students exhibit an eagerness to explore and make real-life connections by sharing their own experiences in the higher grades. However, in primary lessons students are often passive learners.
- Assessment in the MEP is in its early stages and is informal. Parents are kept informed of their children's personal and social outcomes through the report cards.

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

Social Studies

- The UAE social studies curriculum is very skilfully integrated into the school's curriculum. It is planned effectively and provides opportunities for students to develop as responsible citizens and residents of the UAE.
- There is a clear balance between the main concepts and the content that ensures enrichment. Teachers exhibit very secure subject knowledge and strong understanding of the subject, especially in the higher grades.
- Students are encouraged to research independently on relevant topics in the middle and secondary phases; in the primary phase, it is mostly teacher led. Students working effectively in groups can reflect on their learning creatively.
- A variety of strategies are in place for assessment which include peer/self-assessment, role plays, presentations and discussions and the formal assessment processes of the CBSE curriculum.

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

Innovation in Education

- Students' skills of innovation are being developed especially through opportunities for problem solving.
- The school encourages students' initiatives and incubates their new innovation ideas through enrichment programmes such as the innovation club. Many innovative ideas in the fields of transportation, plantation and environmental sustainability add social benefits inside and outside the school community.
- In the primary and KG lessons, teaching is focused mainly on students' acquiring knowledge rather than on their developing of innovation skills and critical thinking.
- The curriculum has been adapted to incorporate opportunities for students to solve problems and engage in creative and critical thinking. However, the implementation of these is mainly through enrichment programmes.
- Leaders demonstrate a clear commitment to promote a culture of innovation. A leadership team is in place to embed innovative practices across the school.

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	Good ↑

- A majority of students demonstrate levels of understanding in Islamic education that are above curriculum standards in lessons and their recent work. The school's internal assessments identify a higher level of attainment. Student achievement is at least good in all phases although performance is strongest in the primary phase.
- Particular strengths across the school are students' knowledge and application of Islamic values, and their knowledge of Seerah (life of the Prophet PBUH). Their understanding of Islamic laws and principles of Faith are stronger in the higher phases.
- Student progress in the secondary phase has improved this year. As a result, students are increasingly able to understand more sophisticated Islamic concepts and apply their knowledge about Islam in real life situations.

For development


- Improve students' recitation skills through the systematic practice of the Holy Qur'an, and by embedding the Holy Qur'an in all areas of learning.

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

- Students' attainment and progress are in line with curriculum expectations across primary, middle and secondary phases. Achievements have remained at an acceptable level over the previous three years. Students' engagement in short familiar conversations is stronger in the secondary phase than in the middle phase.
- Students' listening and understanding skills are stronger than speaking and writing. Reading in the primary phase is not strong. In the middle and secondary phases, reading is stronger, but students do not necessarily comprehend meaning as there is limited use of new vocabulary.
- Although there have been some improvements and changes made to the teaching of Arabic, there has been little impact on students' outcomes. Students do not have the opportunity to develop their understanding of Arabic texts. As a result, their achievement remains acceptable.

For development


- Raise teachers' expectations of what the students can do.
- Provide opportunities for students to extend their reading and speaking skills enabling them to understand the meaning of what is read and write for a purpose and audience.

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

- Students make continuous progress in listening, speaking, reading and writing. In the KG, children demonstrate good attainment, especially in listening and speaking. In the primary phase, attainment is very good in all aspects of English. In the middle and secondary phases, it is outstanding, due to the accelerated pace of students' learning.
- A strength of all students is their age-appropriate oral fluency and comprehension skills. Middle and secondary phase students produce highly accurate and imaginative writing in a range of different genres and understand diverse written texts containing unfamiliar language and complex ideas.
- Students' ability to cope with the more challenging linguistic aspects of international benchmark tests have improved considerably. This is because of modifications made to the curriculum and opportunities provided in lessons for extended writing and speaking.

For development


- Improve reading and literacy skills in the KG through a range of opportunities for active language development.

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

- Children's attainment and progress are good in the KG and the primary phases. Their achievement is strongest in the middle and secondary phases. Their attainment in external examinations in the secondary phase is at a significantly higher level.
- Children in the KG and those in Grades 1 and 2, have insufficient opportunities to engage in practical activities, in order to consolidate their understanding of mathematical concepts and to be more independent learners.
- The emphasis given to discussing and researching mathematics in real life situations provides meaningful context and brings relevance to students for their mathematical learning. For older students, the subsequent research provides an effective platform to reinforce their mathematical understanding through presentations.

For development

- Ensure greater consistency in the quality of learning outcomes and develop students' learning skills through more creative teaching strategies in the KG and primary phases.

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

- Students' attainment and progress are good in the KG and primary phases. Stronger achievement is evident in the middle and secondary phases. Secondary students achieve very high levels on physics and chemistry examinations. Students' PISA and TIMSS scores are significantly above international norms.
- In the primary phase, the use of worksheets limits students' freedom to design their own record keeping. Practical work enables students to follow a common set of instructions, without much involvement in the process.
- Improvements in science include providing older students with frequent opportunities to conduct meaningful research. Consequently, they use their scientific knowledge and understanding very effectively in written and verbal explanations, solve challenging problems and report their findings clearly using accurate scientific language.

For development

- Provide students in the primary phase with opportunities to plan and carry out scientific investigations independently.

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

- Almost all students, are enthusiastic to learn, willing to take responsibility of their learning especially when given the opportunity to work independently. In the lower phases, students appear less confident as they have limited opportunities to carry out, record and evaluate investigations.
- Older students are very keen to communicate their learning to teachers and their peers through well-thought-out presentations. They display very good skills in summarising and presenting their research and demonstrate strong literacy and communication skills.
- As a result of curriculum adaptations, more students are now able to make connections between their learning and its application beyond the school. Increased opportunities for students to use technology for research have resulted in their acquisition of a greater range of learning skills.

For development

- Provide all students, especially in the primary phase, with frequent opportunities for independent work while maximising the use of learning environment.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Outstanding	Outstanding	Outstanding

- Students have positive, responsible attitudes towards learning because there is a strong whole-school commitment to learning, and almost all students enjoy the challenges this brings. Students in all phases communicate confidently and respectfully, and behaviour is exemplary in the upper three phases. As a result, bullying is extremely rare.
- Students' exemplary behaviour strongly contributes to learning in most classes. Teachers and students enjoy supportive, courteous relationships that contribute well to developing positive attitudes. Attendance is good overall with students in all phases showing an eagerness to commence learning promptly and punctually.
- In most phases, the promotion and adoption of healthy lifestyles is embedded with most students displaying a real commitment to making the right choices. However, in the KG, this is a developing feature of children's behaviour.

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

- Students' understanding of Islamic values is very strong in the KG and is exemplary in the upper phases. The school curriculum provides many opportunities to inculcate respect towards the UAE culture and Islamic values. As a result, students respond in an excellent and sensitive manner.
- Students across the school show very strong appreciation and knowledge of the Emirati culture. They take every opportunity to enrich their knowledge of the Emirati culture and the contemporary UAE society.
- The school's concerted efforts to improve students' awareness of other world cultures have resulted in their excellent levels of understanding of cultural diversity. Older students exhibit a very deep understanding of global citizenship.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Outstanding	Outstanding	Outstanding

- The development of students' social responsibility skills is outstanding, except in the KG, where it is good. Students are proactive and lead by example across the school, offering community support to the disadvantaged in the school community and beyond.
- KG children, show a positive work ethic and care for their environment. In the other phases, students show a passion for leadership and taking responsibility such as in playing the role of eco-advocates.
- Students demonstrate pride in their school and are committed to improving its environment. The school is improving students' digital citizenship which has resulted in external awards. Increased opportunities for student leadership have resulted in strong outcomes for students, including increased confidence.

For development

- Provide opportunities for the KG children to develop the skills of social responsibility, innovation and independence.

3. Teaching and assessment

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

- The quality of teaching is good in the KG and the primary phases. It is very good in the remaining phases where teachers use their teaching skills to challenge, encourage and support students so that they make good or better progress.
- KG teachers use a range of strategies to complement children's learning styles. However, teaching focuses on the acquisition of knowledge rather than on developing skills. In the better lessons, teachers effectively challenge students. In some subjects, particularly in the primary phase, teachers do not enable students to be independent learners.
- Secondary and middle phase teachers expertly apply their knowledge to develop students' learning. Questioning effectively challenges students' thinking, encouraging them to reflect on learning. Group work is very effectively organised to ensure that students share their ideas constructively to deepen their understanding.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Very good	Very good

- Assessment processes are stronger in the upper phases where information is used effectively to inform students of the next steps required in learning. In the lower phases, feedback is less focused on learning and more focused on attainment levels, making it difficult for teachers to measure progress accurately and to support accurate differentiation.
- Across the school, there is particular strength in gathering assessment information and disseminating it to every teacher. There is less support for data analysis and interpretation to assist teachers in making appropriate adjustments to their teaching.
- Leaders seek continuous improvements to assessment processes. Data from international benchmark tests is incorporated diligently into planning. However, professional development and training lack the depth to enable teachers and parents to and address issues arising from data analysis, particularly of CAT4.

For development

- Monitor the effectiveness of teaching and its impact on students' progress.
- Ensure teachers understand data analysis and use it in modifying their teaching practices.

4. Curriculum

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

- Curriculum design is good in the KG and very good in the other phases. Mapping of the curriculum in most subjects is effective, supporting smooth transition between phases. In the upper phases, students have with a very wide choice of subjects, allowing them to pursue their interests and aspirations.
- Cross-curricular links among a wide range of subjects in almost all the lessons encourage inter-disciplinary learning. Links between the KG and the Grade 1 curriculum are not strong, and this has a negative impact on students' progress. Assessment data is not effectively used to modify the primary curriculum to enhance teaching and learning.
- The EYFS programme has been integrated into the KG curriculum after a curriculum review. However, as a result of inconsistent implementation, the changes have not had a sufficient impact on children's outcomes. The design of the Arabic curriculum does not identify opportunities for students to improve their language skills.

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

- The curriculum for students with special educational needs and disabilities (SEND) across phases has been enhanced. Teachers use appropriate individual educational plans (IEPs) and modify work and support to enhance students' progress. Modifications to the schemes of work are more effective in science than in English and mathematics.
- Modifications have been made to integrate the requirements of international benchmark assessments resulting in higher attainment for some students. Adaptations in the KG have been less effective as resources and the learning environment have not been fully matched to the curriculum requirements.
- Many learning opportunities are provided to develop students' entrepreneurship, innovation and understanding of the UAE culture and society. Enrichment activities include, for example, Arabic calligraphy. Activities to promote the culture of innovation in lessons are less evident.
- Arabic in KG1 is taught during circle time where children learn greetings and numbers. In KG2, one period is allocated per week to develop children's Arabic language skills.

For development

- Improve the curriculum implementation in the KG by providing appropriate resources and adapting the learning environment to meet the curriculum requirements.
- Use assessment data more effectively to inform modifications in the primary curriculum to support and accelerate the progress 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 rigorous safeguarding policies and procedures which are clearly defined and understood by staff, students and parents. All students are very well supervised in school, on the buses and during break times.
- Maintenance of the school environment is excellent. Whilst the premises and facilities are clean and kept in excellent condition, some classrooms, are too small for students, and teachers do not always make the necessary adjustments to the teaching to ensure students' full access to learning.
- The school has a wider range of policies than in the previous year. Risk assessment has been improved, and new cyber systems are implemented resulting in better monitoring of students and reporting of incidents.

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

- Students are very respectful, very courteous and welcoming in all parts of the school. The relationships they form with each other and with their teachers are exemplary. Students in the secondary phase receive very good academic counselling enabling to make informed choices about their next steps in careers or higher education.
- Attendance and punctuality are managed very effectively by staff. The procedures for identifying students with SEND are good. They begin early, with teacher and parent involvement. The work on identification of the gifted and talented students is progressing, especially with older students.
- Systems to support students with SEND are improving. Gifted and talented students have a range of opportunities available, and they are encouraged to participate. Transition points are planned, and very good guidance is offered to students and their parents.

For development

- Develop systems for academic counselling and support in the lower phases.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- The SEND leader is experienced, knowledgeable, very committed and serves as the school's inclusion champion. The governor for inclusion makes a significant contribution to SEND provision. Leaders have developed an inclusive education plan and inclusion team which represents all phases.
- Students with need are often identified early through information gathering from staff and parents. However, teachers do not always understand the range of barriers to students' learning, leading to delayed provision of support and modification procedures.
- Parents speak very positively about the work of the SEND department in promoting support for their children. Parents feel that they can raise issues about their children's learning, and some parents have observed support in classes.
- Individual educational plans (IEPs) are detailed but lack adjustment; they do not always show what students can do or the barriers to future learning. The range of support and how it is applied and assessed for each student is not clear.
- The large majority of students with SEND make good progress in lessons in line with their peers. Others make the progress expected of them given their barriers to learning. A minority are not supported as required, which affects their progress.

For development

- Involve students in creating and monitoring their IEPs, so they focus on removing barriers to learning.
- Provide training for all staff to ensure they support all students appropriately to enable them to accelerate their progress in lessons.

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	Good

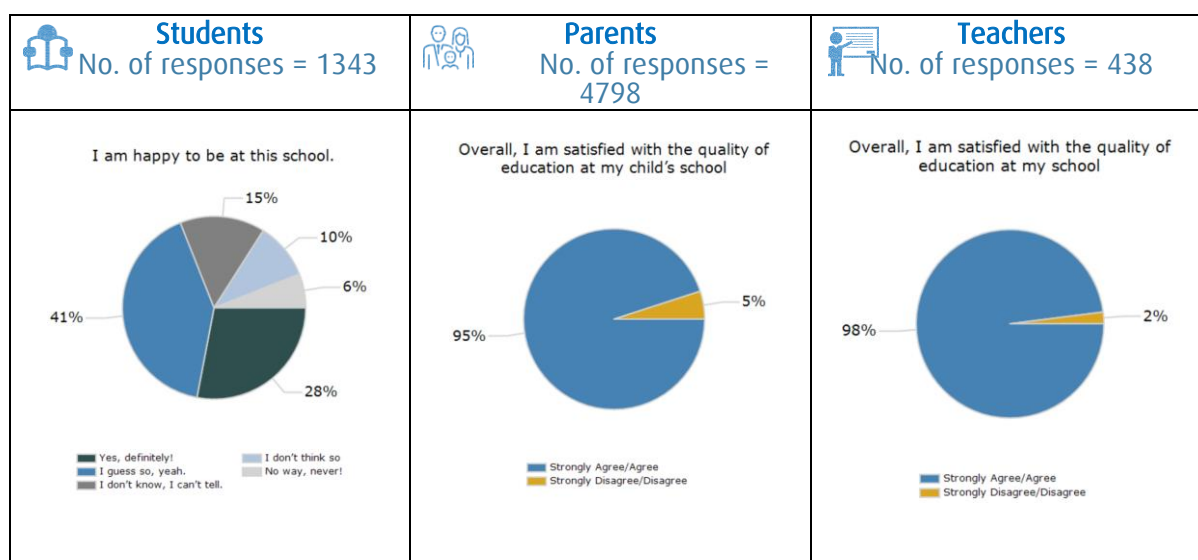
- Leaders at all levels work very diligently to implement a clear vision that is inclusive, promotes the National Agenda and focuses on the care and achievements of all groups of students. There is a strong awareness of what constitutes good teaching and learning. Monitoring is sometimes over reliant on following up teachers' actions rather than on measuring the progress made by different groups of students.
- Students, staff and leaders know their school well. All groups are keen to contribute to the evaluation of provision in order to secure continuous improvement. Developmental plans detail the actions required to implement recommendations from the previous report, but do not sufficiently take into account the issues emerging from monitoring.
- The parent body provides exceptional support for the school. Communication systems are highly effective and support a strong two-way dialogue between home and school. Parents demonstrate a clear commitment to embracing change that focuses on improving learning outcomes and on providing clear information about their children's progress.
- The Local Advisory Board (LAB) provides a strong sense of challenge and holds the leadership to account for all aspects of school provision. It is fully representative, and the student members provide a wise and pertinent insight on the effectiveness of learning. Communication between the board and GEMS leaders is not sufficiently systematic to support timely interventions to arising concerns.
- The day-to-day management of this exceptionally large school is highly impressive. Students, staff and leaders contribute to a very efficient and purposeful culture. Teachers are generally well qualified and deployed, although not all Arabic and Islamic education teachers have KHDA approval. The facilities support the delivery of a broad curriculum. However, the learning environment is not adapted creatively to promote learning in all spaces.




For development

- Focus all monitoring on the improvement of learning, on measuring the progress made by all groups of students, on evaluating the effectiveness of teaching and on supporting the creative use of the learning environment.

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"> Most senior students who responded to the survey are very positive. However, a significant number of them would welcome more creative teaching strategies which would enable them to take a deeper responsibility for their learning.
 Parents	<ul style="list-style-type: none"> Parents who responded to the survey, express considerable support and appreciation for the educational provision at the school. A small number express concerns about the quality of Arabic provision, the amount of homework their children get and the fact that their children carry too many textbooks to school.
 Teachers	<ul style="list-style-type: none"> Teachers who responded to the survey are overwhelmingly positive about all aspects of the school. However, they do report extra pressure on them around the time of the inspections.

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