

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

Inspection Report 2018-2019

**GEMS Our Own English
High School**

11 YEARS OF INSPECTIONS

Very good

Curriculum
CBSE



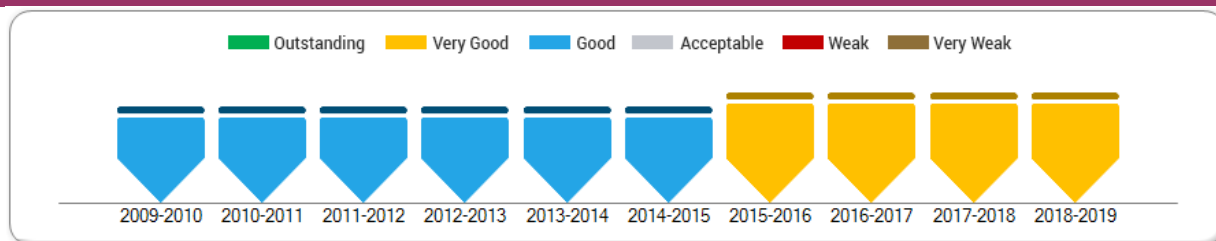
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School Information

General Information	Location	Al Warqa
	Opening year of School	1968
	Website	www.gemsoo-dubai.com
	Telephone	04-2361335
	Principal	Mr. Thomas Mathew Koickal
	Principal - Date appointed	4/1/2014
	Language of Instruction	English
	Inspection Dates:	08 to 11 October 2018
Students	Gender of students	Boys and girls
	Age range	4-18
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	10469
	Number of Emirati students	0
	Number of students of determination	80
	Largest nationality group of students	Indian
Teachers	Number of teachers	471
	Largest nationality group of teachers	Indian
	Number of teaching assistants	50
	Teacher-student ratio	1:22
	Number of guidance counsellors	2
	Teacher turnover	15
Curriculum	Educational Permit/ License	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



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' attainment and progress is at least good in all phases in most subjects. Recent improvements have raised students' attainment in mathematics to very good. In secondary grades, students make outstanding progress in English, mathematics and science. Attainment and progress are acceptable in all phases in Arabic as an additional language. All students have a genuine interest in learning. By the time they are in secondary, their skills of critical thinking and independent research are outstanding.
- Students' personal and social development continues to be a strength of the school. Mutual respect and care are evident in all areas. Students' attitudes to learning and their behaviour are outstanding. Their understanding of Islamic values and social responsibilities towards others and the environment are consistently excellent in most phases and very good in kindergarten (KG).

Provision for learners

- Teaching is mostly good in KG and Primary in most subjects. Teaching in Arabic as an additional language is weaker than that of other subjects in all phases. Very good teaching in the middle phase improves to outstanding in Secondary where teachers have an excellent knowledge of their subjects. Appropriate assessment provides teachers with a clear understanding of student capability, but use of assessment to personalise learning for all students is not consistent in KG and Primary.
- Curriculum design and adaptation are very good in most phases and outstanding in Secondary. It is effectively implemented to support progression in learning. An outstanding range of curriculum options provides students of all abilities with the opportunity to leave school with meaningful qualifications. Adaptation of the curriculum to ensure that students of all abilities make the best possible progress is not as effective in KG and Primary.
- The safety, protection and happiness of students is at the heart of the school's provision. Support and care for all students, including students of determination, have improved, and is now very good in all phases. In the secondary phase, students are provided with excellent support in making choices for their future.

Leadership and management

- Leaders are aspirational in the drive for improvement. They know what needs to be done based on very good systems of self-evaluation. The effectiveness of monitoring has improved but has not fully tackled inconsistencies in the quality of teaching. Governors have not challenged the school sufficiently regarding the rate of improvement in Arabic as an additional language. The engagement of parents is outstanding. The management of staffing and resources has improved to a very good standard.

What the School does Best:

- The open, enabling ethos of the school resulting in happy and confident staff and students
- The development of outstanding skills of critical thinking and independent research in the secondary phase
- Outstanding teaching and learning in the secondary phase, resulting in outstanding progress in English, mathematics and science
- The wide range of vocational subject options which meets the abilities and styles of learning for secondary students including those of determination
- Effective day-to-day management which ensures the safety of staff and students in this very large school







Key Recommendations:

- Leaders should rigorously check the consistent implementation of all actions for improvement to ensure that:
 - effective assessment is used to maintain an appropriate level of challenge for all students in each subject, especially in the KG and primary phases
 - the development of independence and critical thinking reaches the same outstanding level in KG and primary phases as that seen for older students
 - students are provided with regular opportunities to speak and write in classical Arabic, and receive high quality feedback from the teacher, with the aim of improving attainment and progress.

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	Very good ↑	Very good ↑	Very good	Very good
	Progress	Very good ↑	Good	Very good	Outstanding
 Science	Attainment	Good	Good	Very good	Outstanding
	Progress	Good	Good	Outstanding	Outstanding
Learning skills		Good	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	Very good	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	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	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 ↑	Good	Very 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	Very good ↑

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

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. 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

Schools Progression in International Assessments

is above expectations

- The international assessment data indicates that in the TIMSS examinations, Grade 4 students made significant improvements, exceeding their targets. This was less so in Grade 8. In the PISA tests, in Grade 10, the students narrowly missed their targets but the subsequent PISA based test for Schools shows a marked improvement. The performance of the students in the benchmark tests and the comparison of their performance against their potential, are both strong elements.

Impact of Leadership

meets expectations

- The leadership team has a clear vision of the expectations of the National Agenda. Their action plan indicates quite clearly, how, under the direction of the Data Supervisor, they intend to conduct thorough analyses of all the data strands in order to identify any weaknesses or anomalies amongst particular groups of students. These efforts are already beginning to have a positive impact on student outcomes as modifications to the curriculum are bringing about improvements.

Impact of Learning

meets expectations

- Students within the Middle and Secondary phases are given plenty of opportunities to think critically, where they can demonstrate those skills of analysis, inference and hypothesis. This approach places students very much at the center of the learning and encourages them to take responsibility for their own learning. Linking learning to the real world is a strength across all phases.

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

For Development:

- Highlight any significant differences between subjects, to pinpoint areas where the students can improve their performance in relation to their potential.
- Identify from the benchmark data those grades that may require additional support or intervention strategies.
- Increase all teachers' awareness of the need to personalise students' learning, in line with the information provided in the progress tracker.
- Disseminate all the findings of data analysis to all who need them.
- Monitor the impact of any adaptations and modifications that are made.
- Create more opportunities, in KG and Primary, for students to experiment using practical methods and to learn through trial and error.
- Ensure that in all lessons there is consistency in the development of critical thinking.

Reading Across the Curriculum

- Most students across all phases are achieving above expectations in reading. By the secondary phase, students are using reading skills to achieve outstanding progress in English, mathematics and science.
- While strategies are in place to improve reading in subjects taught in English, they are not as evident in Arabic and other languages taught.
- Students enjoy reading. However, the library decor and the numbers of old books are not conducive to the promotion of a love of reading equally in all phases.
- The school makes very good use of all available data, including CAT4, when evaluating where action is needed, and has introduced a range of initiatives.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For development:

- Include staff from Arabic and other language areas when formulating policies and action plans to promote reading across the school.

UAE Social Studies

- UAE social studies is skilfully integrated with the CBSE curriculum. Knowledge, understanding and skills are thoughtfully balanced to ensure continuity and progression.
- A student-centred approach supports learners in making connections between areas of learning. Students in the middle and secondary phases are encouraged to think for themselves using technologies to extend learning beyond the school.
- Creative journals and projects contribute to a large majority of students attaining above curriculum standards.
- The school implements assessment strategies very effectively to ensure that the needs of most learners are met and that they make better than expected progress.

Students' outcomes in UAE social studies meet expectations.

Innovation

- The majority of students can think critically and make meaningful connections with real-life problems. In mathematics, students researched how linear programming could be used for improvement in the location of tumours.
- The school provides opportunities, support and resources for students to develop their innovative thinking. The students' project for sustainability in renewable energy has gained international recognition.
- Most teachers successfully develop a learning environment where there is no fear of failure and students are encouraged to express their ideas.
- Regular opportunities are provided for students to develop and apply the skills of innovation. The afternoon school programme offers 18 activities which support the majority of subject areas.
- The school's commitment to providing a climate in which staff and students can explore innovative ideas is expressed in its mission statement. The innovation action plan identifies how this will be promoted through professional development and research opportunities.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' attainment and progress remain similar to the previous inspection. There is little variation between the phases. However, students in lower primary and lower middle phases make better progress. Achievement of students in the upper secondary phase is less strong.
- Most students in primary and middle phases are developing good knowledge and understanding of the Hadeeth, Islamic etiquette and Islamic values and principles. Students in Secondary demonstrate a well-developed knowledge of Islamic law. Their knowledge and understanding of Articles of Faith is less developed in most phases.
- As a result of the improved syllabus, most students across all phases are making a considerable gain in Qur'anic recitation and application of Tajweed. They apply knowledge gained in lessons and in their project work very well in real-life situations.

For development:

- Improve students' knowledge and understanding of Articles of Faith.

Arabic as an Additional Language

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

- Students' attainment and progress are stronger in Secondary than in other phases. However, they remain in line with curriculum standards overall due to weaknesses in students' ability to speak and write using classical Arabic. In other phases students' attainment is similar in all aspects of the subject.
- In most grades, students can write letters correctly and copy sentences, but do not have the skill to write freely. Most students can read at the expected curriculum level and explain the meaning of words, but lack the confidence and ability to converse at length.
- In the secondary phase, actions taken to improve attainment and progress are beginning to raise attainment in the skills of listening and reading. The same level of improvement is not evident in speaking and writing or in all four language skills in other phases due to lack of challenge in lessons.

For development:

- Provide regular opportunities for students to discuss and debate using classical Arabic with clear guidance from their teachers.
- Increase the level of challenge in activities for free writing.
- Increase expectations of what students can achieve especially in the primary and middle phases.

English

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

- Assessment data confirm that most middle and secondary students have exceptionally well-developed language skills. Assessment in lessons in KG and primary phases is not being used as effectively to inform activities. As a result, attainment in reading and writing is not as strong in these phases.
- Most students in all phases listen carefully and speak with confidence and clarity, discussing lesson objectives with understanding. Children in KG recognise simple words while primary students read aloud with good expression. Middle and secondary students are able to debate, infer and hypothesise. In both KG and Primary, writing skills are not as well developed as other language skills.
- The Reading Readiness programme has contributed successfully to standards in the middle phase. Sharing of best practice between phases is beginning to have a positive impact on the rate of student progress in the lower grades.

For development:

- Incorporate the Reading Readiness programme into the primary phase to reinforce extended reading skills.
- Use assessment information to plan effective writing tasks for students of different abilities, building on their prior knowledge and skills.

Mathematics

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

- The large majority of students in all phases has a very good understanding of conceptual operations and is performing above curriculum expectations. Students in the secondary phase make outstanding progress as they are highly motivated and excellent independent learners.
- Students are skilled in applying their learning to real life. Students working on place value, in KG, can apply their understanding of it to the handling of money when shopping. Students in Secondary use formulae and trigonometric measures to calculate measurements in buildings. An area of weakness in Grade 8, as identified by TIMSS, is in students' understanding of geometry.
- An improving feature throughout is the application of mathematical skills to real life situations. This develops students' understanding of the importance of mathematics in the real world.

For development:

- Broaden opportunities for the delivery of practical mathematics in the primary phase, in order to accelerate students' progress.
- Address the areas of weakness in Grade 8, as identified by TIMSS, particularly in students' understanding of geometry.

Science

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

- The majority of KG children has a well-developed understanding of the world. In Middle and Secondary, standards increase mainly due to the continuous development of students' skills in scientific thinking, effective communication of ideas and the relation of their work to real-life applications.
- Students' knowledge of scientific facts is strong in all phases. In KG and Primary, the skills of investigation and enquiry are less developed, as students are not given enough opportunities in lessons to discover things for themselves.
- In KG, the initiative of learning centres encourages children to develop their sense of curiosity. In Primary, students' skills in practical work are emerging, but their ability to use scientific methods is underdeveloped. In the middle phase, the addition of science design projects for real-life applications accelerates students' progress.

For development:

- In KG, plan frequent opportunities to develop children's skills in enquiry and investigation.
- Ensure that all students, especially in Primary, are skilled in using scientific methods, in particular fair tests.

Learning Skills

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

- The development of learning skills is especially strong in Secondary where students are able to think critically and work independently. In Primary, the inconsistency of teaching and the large class sizes reduce opportunities for problem solving and the use of technology.
- In all subject areas, students can maintain concentration. When given the opportunity to do so, they are capable of working productively on their own. Opportunities for enterprise and exploration are strengths in Secondary but are less developed in other phases.
- Improvements made to teaching in Secondary are having a positive impact on students' learning. Staff training and extra resources in KG have provided greater opportunities for children to learn through activity and to communicate, but this is not evident in all lessons.

For development:

- Provide greater opportunities for students in KG and Primary to collaborate, research and share ideas

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding ↑	Outstanding	Outstanding	Outstanding

- Students' personal development is a strength of the school. There is a strong positive ethos where students enjoy a welcoming, respectful, happy and safe environment
- Behaviour across the school is exemplary. If a rare bullying incident should occur it is resolved quickly. Students show genuine concern for others, particularly the more vulnerable, and they are also aware of the importance of looking after their own health and safety.
- Attendance is consistently high and there is little evidence of lateness to school or to classes.

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

- Throughout the school, students show consistent understanding of Islamic values and of their impact on life in the UAE. Older students are able to internalise their understanding of UAE cultural values, and act on the basis that Dubai is their second home.
- Students have benefited from the numerous opportunities provided by the school to learn about and improve their understanding of UAE culture and Islamic values. They understand well how specific arts are influential in contemporary life in the UAE.
- The very good provision for learning about UAE values and wider cultures has culminated in highly developed students' knowledge and understanding in this area.

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

- Students across all phases demonstrate an excellent work ethic. The development of social responsibility and innovation skills is very strong in KG, and excellent in other phases. Most students contribute to improving their immediate environment and the wider community.
- Students' innovative and creative ideas and entrepreneurial skills are exceptional, in particular, in middle and secondary phases. Students show pride in demonstrating their ideas and projects, such as the walking panel for renewable energy. The innovation and enterprise skills of children in KG are slowly developing.
- As a result of improved curriculum, children in KG have improved their leadership skills, social responsibility and environmental awareness. They participate in cleaning their school environment and in contributing to local charities.

For development:

- Improve children's' innovation and enterprise skills in the KG.

3. Teaching and assessment

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

- There is some very good teaching practice in KG and primary phases, but it is not consistent in all classes or subjects. Teaching is better in the upper phases mainly because of teachers' subject knowledge and their focus on extending students' high levels of independent learning, critical thinking and debating skills.
- In middle and secondary classes, activities have a clear focus on student outcomes. Teachers ask probing questions to develop students' analytical skills and ability to hypothesise. Some teachers, particularly in KG and Primary, ask closed questions and accept choral responses. This does not help students to develop their skills of reasoning.
- Teaching in Islamic education shows signs of improvement. Some good teaching of Arabic as an additional language is emerging, but teachers do not plan enough challenging and engaging activities in order to accelerate learning and raise standards.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Very good	Very good

- Across all phases, internal assessment processes are mainly coherent and consistent. Assessment processes are more effectively implemented in the middle and secondary phases where they are closely aligned to the demands of the CBSE examination syllabus.
- In the secondary phase, teachers know their students very well and constantly provide challenge by asking them to think critically. This is less so in KG and Primary, where the practice of ongoing assessment in lessons is limited by constraints within the classroom.
- The recent introduction by the data supervisor of programme trackers, and the analysis of benchmark data by senior leaders, are leading to curriculum modifications, which are beginning to have a positive impact on students' outcomes.

For development:

- Ensure that teachers, particularly in KG and Primary, provide regular opportunities for students to find things out for themselves and develop students' skills in communicating their ideas with explanations.
- Ensure that teachers of Arabic as an additional language create a challenging and stimulating learning environment, where students are regularly immersed in the Arabic language.
- Embed firmly the use of the progress tracker so that individual teachers use ongoing assessment in lessons to personalise learning for individual students.

4. Curriculum

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

- At all phases, the curriculum is successfully aligned to CBSE and National Agenda priorities. In Secondary, the implementation of the curriculum is particularly successful in creating a culture of innovation and independence which allows students to follow their interests and aspirations.
- The provision of a new range of options in Secondary meets the needs of students extremely well, including students of determination. Curriculum choice and links between subjects, although very good, are not as strong in other phases.
- Curriculum review is regular. Changes made as a result of the findings of reviews have contributed to student success in external examinations and to the raising of attainment in mathematics.

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

- The curriculum is adapted extremely well in the secondary school, based on the analysis of student performance in CAT4 tests, and in internal and external tests. This process is not as well implemented in other phases of the school or in all subjects.
- Multiple learning experiences that are planned in the curriculum enable students to acquire a better understanding of UAE culture and society. Opportunities for enterprise and creativity are outstanding in Secondary and, although developing, are not at the same outstanding level in other phases, especially in KG.
- Curriculum adaptations for students to learn in a variety of ways linked to their different learning styles and abilities are not considered well enough in Arabic as an additional language.
- The inclusion of Arabic as an additional language in KG is strengthening curriculum provision.

For development:

- Identify opportunities for variety and challenge in the curriculum for Arabic as an additional language to improve students' language skills.
- Increase cross-curricular links, particularly in the primary phase.

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 places great emphasis on the care, welfare and safeguarding of all students in all phases. Policies are comprehensive and very effective. The school has provided the necessary training to all staff to ensure that policies are fully understood and appropriately applied.
- The school facilities are maintained to a high standard with rigorous and regular safety checks. The transport operation is highly effective in catering for the large number of students. The school provides extensive training for all in countering bullying and cyberbullying.
- The school has reviewed and amended its hot weather policy, and has upgraded safety and security equipment to prevent any potential unauthorised access to the school. The school has improved catering provision to ensure that a variety of high quality, healthy food is available.

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

- A very caring, respectful ethos is evident across all phases. Curriculum modifications for students of determination are not always appropriate in all lessons in the primary phase. The well-being and personal development of all students are given high priority throughout the school.
- The management of behaviour is consistent, and results in all students being respectful and courteous. Attendance and punctuality are managed very effectively by staff. The work on identification of students with gifts and talents is progressing with wider opportunities becoming available, especially for students in the middle phase.
- The school has improved the prompt identification of children of determination as they enter KG, with good support and intervention work quickly applied. The use of CAT4 data to personalise learning, and the support and guidance for students is a developing feature, but not yet consistent in all classes.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The leader of provision for students of determination is knowledgeable and committed, and guides the department with enthusiasm. She is the school's inclusion champion. The team, with the inclusion governor, support her work and aim that students of determination maximise their progress.
- Students of determination are identified early in their school life, in KG1, with close liaison between teachers and parents. Removing the barriers to learning is the key aim and the starting point for considering support.
- In discussion, parents are positive about the work of the department for their children. Parents understand their children's learning needs through effective communication. A few would like to be even more involved and to be able to help more productively at home.
- The individual education plans (IEPs) are detailed and provide a good basis for support and modification. The school has involved students of determination in the creation and understanding of plans. The learning support assistants are becoming increasingly effective in working with students.
- The large majority makes good progress. There are good examples of increasing independence in working, especially from the middle and secondary phase students of determination. There is a minority who do not have the specific modifications they need, and therefore their progress is not as good.

For development:

- Consider even more involvement of parents in supporting their children's work in school and at home.
- Evaluate the modifications and support for students of determination, particularly in primary classes, so that progress improves.

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 ↑

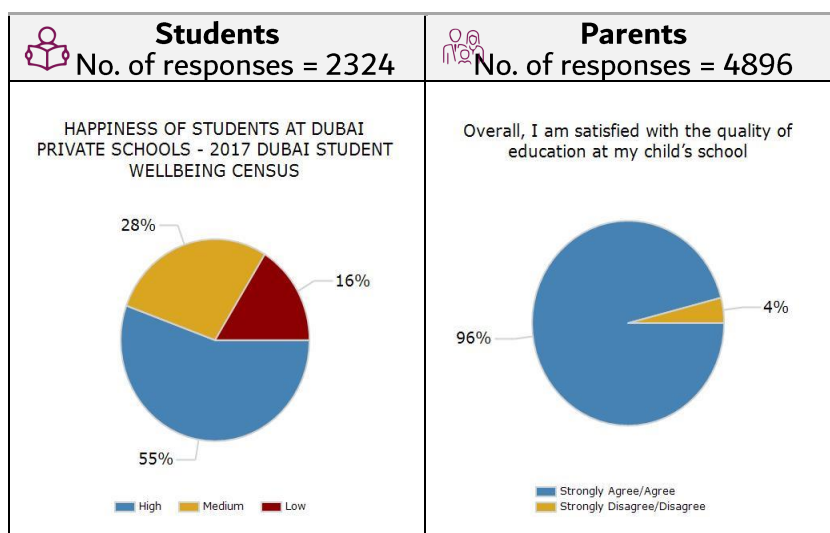
- The leadership team, expertly guided by the principal, expresses clearly an ambitious vision for school improvement and UAE priorities. Supervisors and heads of department in the secondary and middle phases use their deep understanding of high-quality teaching and curriculum progression to drive forward innovative improvements. Leaders in other phases do not yet have the same level of knowledge or understanding, therefore the quality of teaching is not improving at the same rate.
- Improvements to self-evaluation processes have provided the school with the wherewithal needed to arrive at accurate self-evaluation and to identify key priorities for further development. Systematic monitoring linked to targeted staff training is increasing the positive effect of teaching on student outcomes. This has not yet had an equal impact in all subjects due to inconsistencies in application.
- The school leadership and parents succeeded in realising the 'Our Own' community for this school. Leaders are comprehensively engaging all stakeholders, reaching out to friends of the school, and seeking out possible community resources to support students' learning. Parent partnerships remain as steady and strong as in past years. Communication and reporting systems facilitate useful access for parents to information about their children's learning, positioning them as key learning partners in the school.
- Through wide representation of all stakeholders and information-gathering strategies, the governing board gains an in-depth knowledge of the school. Members have worked closely with school leaders to improve systems of self-evaluation. The inclusion governor is closely involved in bringing about better provision for students of determination. The governing board acknowledges that the challenge it provides has brought about limited improvement in Arabic as an additional language in the secondary phase.
- The efficiency of the operation in a school of this scale is distinctive. Systems are now in place to ensure better staff induction, mentoring and professional development. The resources and quality of premises support learning in most areas of the school. Staff and students have ready access to all parts of the campus. The environment and resources in libraries and reading areas remain unappealing.



For development:

- Improve the effectiveness of monitoring processes by increasing the knowledge and understanding of leaders in the KG and primary phases of what constitutes high quality teaching.
- Increase the level of challenge provided by the governing board with regard to the rate of improvement in Arabic as an additional language.
- Enhance the environment in the library areas and improve book stock throughout the school.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> Analysis of the well-being survey shows that female students have similar or higher levels of well-being compared with other girls in Dubai, except for Grade 9 students where the percentages are slightly lower. The highest levels of well-being are expressed in respect of safety at school, friendship with fellow students, and respect for others. The least positive responses are those related to students' engagement in learning, and to worries and anxiety about school work.
 <p>Parents</p>	<ul style="list-style-type: none"> Most parents who responded to the survey are positive about the school, their children's relationships, learning at home and school, and their children's well-being. Parents are less positive about their children having a close relationship or getting along with teachers, and with their children having lots of fun. Most parents believe that well-being and academic success are equally important.

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