



المعرفة
Knowledge



GEMS OUR OWN ENGLISH HIGH SCHOOL

INDIAN CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

**INCLUSIVE
EDUCATION**



VERY GOOD

WELLBEING



VERY GOOD

**NATIONAL AGENDA
PARAMETER**



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 Koickal
	Principal - date appointed	1/4/2014
	Language of instruction	English
	Inspection dates	25 to 29 September 2023



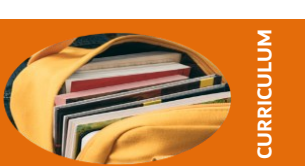
STUDENTS

	Gender of students	Boys and girls
	Age range	3-19
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	10413
	Number of Emirati students	0
	Number of students of determination	1320
	Largest nationality group of students	Indian



TEACHERS

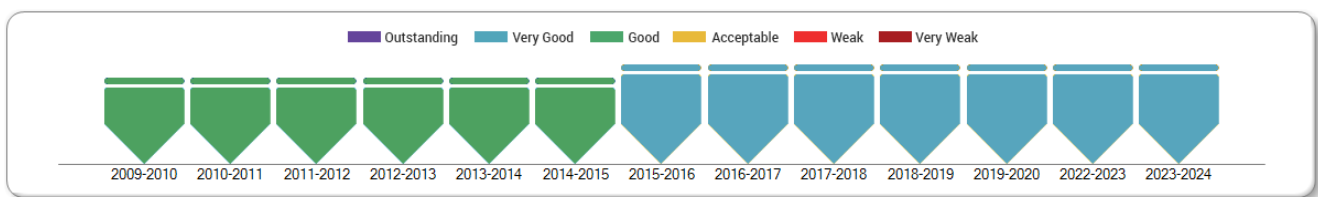
	Number of teachers	465
	Largest nationality group of teachers	Indian
	Number of teaching assistants	61
	Number of guidance counsellors	3



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

School Journey for GEMS OUR OWN ENGLISH HIGH SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- There continues to be strong and excellent student achievement across most core subjects particularly in Middle and Secondary. In Primary and Middle, significant improvements have been made over the last year in students' achievement in Arabic. Older students continue to demonstrate high-level learning skills, independence, critical thinking, and problem-solving. Children in the Kindergarten (KG) are rapidly developing their skills in English and mathematics.
- Students display keenness in their learning and high levels of confidence and maturity for their age. They accept and act upon comments and advice from their teachers and other students. Student leadership is outstanding. Students take advantage of opportunities to be innovative and participate in a range of activities which develop these skills.

Provision For learners

- Teachers in KG and Primary consistently apply their subject knowledge and plan purposeful lessons. Teaching improves even further in Middle, and by the secondary phase, the quality of teaching ensures a very high level of engagement of students. School leaders use available assessment data to identify trends in achievement and gaps in students' learning. In almost all lessons, teachers use assessment information well to challenge the different groups of learners.
- The curriculum has a very clear rationale based on shared values that strengthen students' knowledge, skills and learning experiences. A wide range of curricular and extra-curricular options for instance, tourism, beauty and wellness, provide students with extensive academic and vocational choices. Purposeful planned and integrated cross-curricular links, particularly in Primary, enhance and enrich students' learning experiences.
- The school has rigorous procedures and policies in place to ensure students' safety and security. Students' wellbeing and personal development is supported fully by staff who know their students well. Closely monitored, and fully implemented systems, enable students to access counselling and wellbeing services in a highly effective manner. The school provides personalised advice and guidance to older students on higher education and career pathways.

Leadership and management

- The principal and senior leadership team have established a purposeful learning community that provides a caring environment valuing inclusivity and wellbeing. Leaders model best educational practices and are successful in initiating and supporting positive student outcomes. School leaders have been successful in improving outcomes in the core subjects, particularly in mathematics.

HIGHLIGHTS OF THE SCHOOL:

- Senior Leaders’ vision to achieve high performance in an inclusive learning community where diversity is valued and the wellbeing of all students, staff is actively promoted
- Very strong student achievement across core subjects particularly in Middle and Secondary
- Students’ excellent personal development, attitudes to learning and willingness to take on roles of leadership
- The well-informed Local Advisory Board and its commitment to school improvement with the engagement of parents as partners in their children’s learning
- The very effective management of the school and learning environment which is highly conducive to providing a safe and secure environment for students and staff

KEY RECOMMENDATIONS:

- Identify and share best practices in teaching and learning across the school, especially in KG and Primary.
- Improve students’ Arabic, language skills across the school.
- Ensure that the school’s improvement plans are monitored regularly for their impact on student outcomes.
- Improve the implementation of individual education plans of students of determination and those with gifts and talents.











OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Very good ↑
	Progress	Not applicable	Good	Good	Very good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Acceptable
 English	Attainment	Very good	Very good	Outstanding	Outstanding
	Progress	Very good	Very good	Outstanding	Outstanding
 Mathematics	Attainment	Very good	Very good	Good	Outstanding ↑
	Progress	Very good	Very good	Very good ↑	Outstanding ↑
 Science	Attainment	Good	Very good ↑	Very good	Outstanding
	Progress	Good	Very good	Outstanding	Outstanding
		KG	Primary	Middle	Secondary
Learning skills		Good	Very good	Very good	Outstanding

02 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	Outstanding	Outstanding	Outstanding	Outstanding

03 Teaching and assessment

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

04 Curriculum

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

05 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

06 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

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school - a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable

- Students improved their PIRLS scores between 2016 and 2021 and exceeded the school's set target. On ASSET, students improved their scores in science and mathematics over the last two years. The scores are now outstanding in English, mathematics, and science.

C. Leadership: International and Emirati Achievement	Very good
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- The school has a National Agenda action plan that contains appropriate goals, resources, timelines, responsibilities, and monitoring procedures. The school is using CAT4's cognitive assessment data and ASSET results effectively to provide appropriate levels of challenge in all classrooms. Assessment data are also used effectively to identify students with gifts and talents and to provide them with even more challenging programmes.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Not applicable

- Group reading assessment data indicate that while students' reading literacy skills are below age-related expectations in Grade 1, they exceed them in Grade 8. In the other grade levels, students' reading literacy skills are in line with the age-related expectations. The school has embedded reading literacy into almost all aspects of the curriculum. The impact of the interventions is evident in the improvement in students' ASSET reading comprehension scores.

Overall, the school's standards in the National Agenda Parameter are very good.

For Development:

- Improve students' reading literacy skills in the lower primary phase.
- Ensure that assessment data is used more effectively in planning and delivering lessons that personalise learning.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a very good level

- Leaders demonstrate a strong commitment to wellbeing. This is reflected in policies, and practice and within the vision of valuing and respecting each member of the school community. Formal and informal surveys provide valuable information about all stakeholder's wellbeing. A wider range of innovative and relevant wellbeing data sources is yet to be identified.
- The wellbeing team is successful in ensuring that all stakeholders know and understand the school's approach. Students are given opportunities through curricular and extra-curricular programmes to drive wellbeing programmes. Parents report high levels of satisfaction with school partnerships, communication, wellbeing guidance and support. Personalised and individual strategies are implemented efficiently with all students who require additional support. Continuous professional training and regular mentoring sessions together with enhanced career opportunities for progression ensure high levels of satisfaction of most staff.
- Students are active participants in wellbeing initiatives which enrich their resilience, confidence and enhance their overall development. Students understand and regulate their own wellbeing, utilising creative strategies to enhance their development. They adhere to online safety protocols and demonstrate responsibility in their own behaviour. Students benefit from a nurturing classroom environment that promote a sense of belonging and foster strong connections. This climate empowers students to be effective learners and creates a positive atmosphere positivity.

For Development:

- Ensure that comprehensive data is collected, analysed and monitored, to support appropriate interventions for all.

UAE social studies and Moral Education

- The moral education curriculum has a clear rationale and is fully aligned to the requirements of the UAE’s learning outcomes. It is effective in developing a balance of knowledge, skills and understanding. The UAE social studies curriculum is well-planned and taught, incorporating the key concepts of citizenship, government, national Identity, and values and ethics using relevant resources to meet the expected standards.
- Lessons are well-planned and taught to ensure understanding. Lessons often include activities to develop critical thinking and challenge personal experiences. A wide range of assessments, including integrated projects and structured worksheets, are used to assess students’ knowledge, skills and understanding. The progress of students is reported to parents regularly.

Arabic in Early Years

- Arabic is not taught in KG phase in the school.





Main Inspection Report

STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The majority of students in all phases demonstrate levels of knowledge, understanding and skills that are above curriculum standards. They have a clear understanding of Islamic concepts, laws, and etiquette.
- Across all phases, students make relevant links between the Islamic concepts and their daily lives. Students in Secondary extend their learning through deep discussions and by debating contemporary topics. They use relevant Holy Qur’anic verses and Hadith to justify their arguments.
- The well-planned opportunities for inquiry, research, and discussions in lessons positively affect students’ outcomes in Secondary. While there is a noticeable improvement in the recitation of the Holy Quran, the area of memorisation remains less well-developed

For Development:

- Enhance the monitoring system for recitation and memorisation skills to yield more effective results in students' abilities to recite and memorise.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Most students, across the school, have well-developed Arabic script shaping. They are able to translate and their pronunciation is generally clear and accurate.
- The unguided production of simple, purposeful, and clear language, within a wider range of contexts, both orally and in writing, is beginning to improve for most students. This is relatively slower for older students who are less confident and skilled in their language competence.
- Secondary students, in particular, lack the capacity to self-evaluate their learning progress across the four skills of listening, reading, speaking and writing.

For Development:

- Provide students with a clearer and realistic set of learning targets in all lessons.
- Improve assessment criteria and success indicators so that student data reflects their true achievement levels.

ENGLISH

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

- Most students in Middle and Secondary, exhibit advanced literacy skills and excel in project writing and presentations. Their independent creative writing abilities are exemplary for instance, in character sketches, critiquing literary endings, and crafting role plays and comic strips.
- Throughout Middle and Secondary, students demonstrate strong proficiency in higher-order reading skills. Well-developed critical thinking, and research skills enables them to excel in inference and deduction of language.
- In Primary, the large majority of students demonstrate effective listening, and speaking skills, however their extended writing and independent reading skills are less well-developed. In KG, children are confident speakers and are able to understand texts and interpret and match letters and sounds.

For Development:

- Ensure the appropriate acquisition of all four language skills, particularly in KG and Primary.

MATHEMATICS

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

- Internal and external assessment data align well and indicate that students’ attainment is strong in all phases, especially in Secondary. Students’ progress in Middle and Secondary has improved.
- Students in Primary and Middle, have improved their skills in number operations through well-structured practice. Mathematical thinking, including their understanding of calculus is very well developed in Secondary. Skills in mental mathematics and active learning strategies are less well-developed in Primary.
- Students are developing critical thinking skills through the analysis of errors in Primary and Middle. More practical learning resources are now available in KG and Primary to aid mathematical investigations, but their use by students is not uniformly embedded.

For Development:

- Embed the consistent use of practical learning materials in KG and Primary to establish and reinforce mathematical concepts.
- Ensure that students are consistently more active participants in their own learning in the lower phases of the school.

SCIENCE

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

- Internal and external assessment data indicate very high attainment and progress levels in the upper three phases. Students across the school develop knowledge and understanding of new scientific concepts through practical activities and group discussions.
- Students’ test scores show higher attainment and progress levels than is evident in lessons and work samples. In lessons in Primary and KG, students’ progress is often hindered by teachers’ excessive intervention in the learning process.
- Teachers have introduced several initiatives to develop students’ critical thinking and research skills across the school. These include promoting project-based learning for students with gifts and talents, science journals, probability thinking, and the use of online research tools.

For Development:

- Ensure that students, especially in Primary, are provided with more opportunities to learn independently in lessons.
- Improve KG children’s scientific approach by providing them with more opportunities to carry out age-appropriate experiments with greater independence.

LEARNING SKILLS

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

- Students in KG and Primary work independently and collaboratively when given the opportunity to do so. Middle and Secondary students are developing their learning skills and becoming very effective independent learners.
- Across most core subjects, learning skills are very strong. Students’ engagement, collaboration, communication and critical thinking skills, reach a very high standard in Secondary. Across all phases, connections to wider-world situations are established, although innovation and enterprise are not fully embedded.
- In KG, children’s problem-solving and critical thinking skills have improved. Collaborative projects, such as, the student mentoring initiative, are increasing opportunities for them to take greater responsibility for their own learning and to apply critical thinking skills more consistently.

For Development:

- Expand opportunities for students to be more innovative and enterprising across all phases.



2. STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- High levels of student self-discipline are key features across all phases. Students are courteous to adults and respectful to each other both inside and outside classrooms. They greet visitors warmly and are excellent ambassadors for the school.
- Students show great keenness in their learning and display high levels of confidence and maturity for their ages. They accept comments and advice happily and act upon them. Students are immensely diligent, take responsibility for improving their learning and exhibit exemplary behaviour towards their studies.
- Relationships across all phases are strong and students are happy to work with others and to provide support where needed. They make appropriate choices, particularly regarding healthy eating.

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

- Students possess a profound appreciation of the significance of Islam, hold its values in high regard as an integral component of the UAE's culture. They demonstrate a comprehensive understanding of these values and, embrace their practical applications in their daily lives.
- Students exhibit a deep admiration for the authenticity, warmth, respect, and tolerance that characterise the values and life in the UAE. Their understanding of Emirati traditions, culture, and history is extensive and well-informed.
- Students not only participate in a diverse range of cultural events within the UAE, and other countries, hosted at the school, but do so with a deep sense of pride in their own cultures and traditions. Students display a well-rounded awareness of other cultures, reflecting their openness and knowledge of global diversity.

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

- Age-appropriate student leadership is excellent in all phases. Students feel that their voices and opinions are heard and appreciated by the school. They are strongly committed to volunteering and demonstrate pride in their school. Students take advantage of all opportunities to exercise social contribution and responsibility.
- Innovation opportunities are readily available for all students, and many take part in competitions nationally and Internationally. A range of after-school activities are available to support students' innovation skills and promote a sense of productivity. Students' work ethic is excellent, with many demonstrating an impressive zeal for enterprise and entrepreneurship.
- Across all phases, students display sensitivity to the needs of the environment and the eco- leaders manage effective environmental campaigns.

3. TEACHING AND ASSESSMENT

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

- Teachers in KG and Primary consistently apply their secure subject knowledge and plan purposeful lessons. Teaching improves further in Middle and Secondary, where teachers secure a high level of engagement of students in their learning.
- Planning is consistently strong across the school and the use of resources has improved. The learning environment is attractive, and teacher-student interactions are mostly very positive. However, the needs of groups, especially students of determination and, students with gifts and talents are not always fully met.
- Since the last inspection, the school has worked to enhance the quality of teaching through the innovative sharing of effective practice. The impact is seen in more varied teaching strategies. This development is being supported by continued training and support.

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

- The school uses very effective processes to collect and analyse internal and external assessment data. These are linked very well to curriculum standards and produce mostly valid measures of students' attainment and progress. In KG, assessment for learning is not fully embedded in classroom practice.
- School leaders use assessment data to identify trends in achievement and gaps in students' learning. In almost all lessons, teachers use available assessment information to challenge the different groups of learners. However, the quality of written feedback they provide is inconsistent across the school.
- The school is investigating extending external benchmarking to include Arabic. Section leaders are encouraging all subject leads to improve teachers' use of comparison of data when planning and delivering lessons.

For Development:

- Ensure that all groups of students including students of determination are fully supported in lessons.
- Provide written feedback to students which helps them to improve the quality of their work.
- Embed assessment-for-learning techniques in KG lessons so that the children's learning needs are met.

4. CURRICULUM

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

- The curriculum has a very clear rationale based on shared values that consistently strengthen students' knowledge, skills and understanding.
- A wide range of curricular and extra-curricular options provide students with extensive academic and vocational choices. Purposefully planned cross-curricular links, enhance the learning experiences of all groups of students. In KG effective cross-curricular links assist children to transfer learning across areas of learning.
- Systematic curriculum reviews, which take account of students' achievements and aspirations, ensure their all-round development. In KG, the curriculum is being developed to ensure very good provision through a fully integrated approach, which is research-oriented, with a blend of different teaching methodologies.

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

- The curriculum is effectively modified to meet the needs of all groups of students, particularly in the secondary phase. Programmes are planned to include sufficient challenge to meet students' needs, including students of determination and those with gifts and talents.
- The curriculum is engaging and diverse and promotes individualised learning at all levels. There is a focus on students' all-round development. It offers opportunities for enterprise, innovation, and creativity. Social, cultural, scientific and sporting activities allow students to extend their learning and interests.
- The curriculum is coherent and innovative in developing students' excellent understanding, and appreciation of the UAE's heritage, including Emirati traditions, culture and values. These are evident in students' work and displays.

For Development:

- Review and update the curriculum in KG so that it impacts even more positively on children's academic and personal progress.

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 procedures and policies in place to ensure students’ safety and security. Safeguarding arrangements are clearly defined, and well understood by students, staff, and parents. Cyber-safety and practical measures to prevent harm from use of the internet are given a high priority.
- Emergency and evacuation drills meet all legal and regulatory requirements. Risk analyses are thorough and potential problems recorded, and any dangers swiftly addressed. Staff receive frequent training on updates to policy and practice.
- The keys to this provision are the high expectations and effectiveness of communication between all those involved in keeping the school safe and secure. In turn, this ensures that students are safe at all times.

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

- Relationships between staff and students are exemplary, especially in Secondary. There is an ethos of mutual respect contributing to a positive school environment and caring culture. There are rigorous procedures to promote and monitor attendance and punctuality.
- The school is highly inclusive and welcomes students of all abilities. Comprehensive systems identify students of determination and those with gifts and talents using an extensive range of internal assessments. However, students’ individual educational plans (IEPs) are not always fully implemented in lessons.
- Student’s wellbeing and personal development is a priority for the school. Closely monitored systems enable students to access counselling and wellbeing services in a highly effective manner. The school provides personalised advice and guidance to older students on higher education and career pathways.

For Development:

- Ensure students’ IEPs are fully implemented in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- School leaders and the inclusion governor communicate a well-developed vision to provide high quality education for students with additional learning needs. Appropriate polices to support the implementation of this vision are carefully monitored. The inclusion team is suitably experienced and qualified to ensure consistent implementation.
- Internal and external assessments provide a strong basis for individual student planning. The implementation of these strategies is inconsistent in almost all grade levels. Extension and challenge for students with gifts and talents remains underdeveloped. Some pull-out sessions are effective in achieving meaningful progress for students.
- Effective partnership with parents is at the centre of the school’s well-developed provision. They are fully involved in the identification of needs and development of plans. Parents also receive regular progress updates on their child and guidance on how to support them at home.
- The implementation of the modified curriculum for all students of determination is variable. Strong support is given by the team of learning support assistants. In lessons, teaching and provision does not always align with the specific strategies outlined in students’ learning plans.
- The school effectively tracks and monitors progress, mostly, for those with IEPs. Progress for students of determination across the school is mostly very good although there is insufficient data available for students with gifts and talents.

For Development:

- Provide appropriate training to all teachers to ensure that they are equipped to implement the IEPs of all students of determination, including those and 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

- The principal and senior leaders have established a purposeful learning community that provides a caring environment that values inclusivity and wellbeing. Leaders are successful in ensuring that the most able leaders have ample opportunity to demonstrate their expertise and effectiveness. By modelling best practices most leaders are successful in supporting positive student outcomes through high expectations of themselves, teachers, and students.
- Self-evaluation protocols and improvement planning are approached systematically. Senior leaders understand their role in ensuring consistent approaches to the monitoring of student progress. The wider leadership group are committed to improvement and understand the importance of judging the effectiveness of teaching through its impact on students' learning. School leaders have been successful in delivering improvements in outcomes in the core subjects, particularly in mathematics. They have also improved the school's action planning and the monitoring of teaching.
- There are regular opportunities for parents to be actively involved in the life and work of the school. Parents speak highly of the school's communications with them and the ease with which they can contact school staff. Reporting on students' progress is regular and sufficiently detailed. Links with the local community and other schools are being re-established to enrich students' learning experiences. Parents are most supportive of the school and value the school's core values and its emphasis on inclusivity and the nurturing students' talents.
- The local advisory board (LAB) includes representation from almost all stakeholders including students, and a corporate officer, which contributes to the impact of policy and practice. The corporate chair of the LAB holds leaders to account through regular performance review meetings and by benchmarking outcomes against other schools. Governance has sustained investment in the school's improvement as evidenced by parental satisfaction, improved student retention rates and outcomes, and a flourishing community reputation.
- The day-to-day management of the school is very well organised and contributes positively to students' achievement. School leaders have been empowered to recruit experienced teachers who are supported by personalised professional development to support them further. There has been sustained investment in the site, facilities and high-quality learning resources ensuring an attractive environment conducive to teaching and learning. Spaces in the school are being further developed to provide students with opportunities for more active learning, particularly in Primary.

For Development:

- Ensure that all leaders have the capacity to evaluate the effectiveness of teaching and learning in their areas of responsibility and how to improve student outcomes.
- Form more partnerships, both nationally and internationally, to enrich students' learning experiences.
- Enhance the investment in specialist staffing to support the progress of all students.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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