



المعرفة
Knowledge



GEMS OUR OWN INDIAN SCHOOL

INDIAN CURRICULUM

VERY GOOD





























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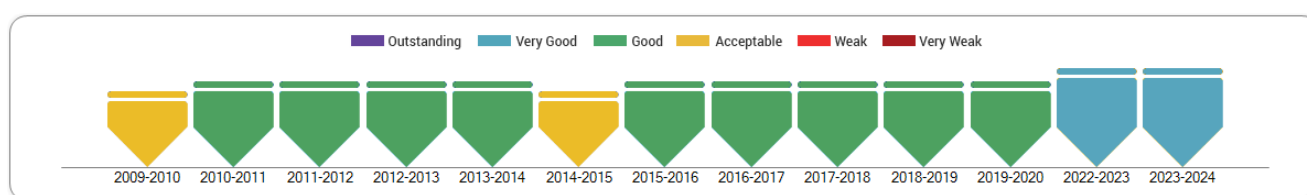
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Quoz
	 Opening year of school	1991
	 Website	www.gemsoo-alquoz.com
	 Telephone	97143391188
	 Principal	Lalitha Suresh
	 Principal - date appointed	4/1/2012
	 Language of instruction	English
	 Inspection dates	09 to 13 October 2023
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	3666
	 Number of Emirati students	0
	 Number of students of determination	349
	 Largest nationality group of students	Indian
 TEACHERS	 Number of teachers	171
	 Largest nationality group of teachers	Indians
	 Number of teaching assistants	19
	 Number of guidance counsellors	1
 CURRICULUM	 curriculum	Indian
	 External Curriculum Examinations	CBSE Grade 10 and 12
	 Accreditation	CBSE

School Journey for GEMS OUR OWN INDIAN 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

- Progress in Islamic Education has strengthened in Middle to now match that in Secondary. In Arabic, attainment in Primary is now above the expected level, while progress in Middle and Secondary has improved. In English, outstanding progress in Middle now matches that in Secondary. In mathematics, attainment in Middle has improved to very good to match all other phases. Excellent progress is made in mathematics in the Kindergarten (KG) and Secondary. Learning skills are at least very good across the school.
- Students of all phases exhibit excellent personal and social development. Across the school, children and students have a very strong knowledge and appreciation of the UAE culture and heritage, and the importance of Islamic values. Students are very active, and innovative in their contributions to the school community and increasing their contribution to local and international communities.

Provision For learners

- Most teachers have a very secure understanding of how students learn. Relationships are harmonious and teachers' positive interactions with students ensure that they are motivated to learn. Almost all teachers plan activities to meet the learning needs of students of different abilities. This is now stronger in Primary. In the best lessons, students are encouraged to explore their learning in greater depth by teachers who ask open-ended questions and encourage the development of critical thinking skills.
- The curriculum is excellent in all phases, with an improvement in KG. It is broad and balanced and the wide range of choices, particularly in the upper phases, is a strength. In KG a stronger focus on literacy and language development, and on active hands-on independent learning, have improved children's achievement levels.
- All procedures for health, safety and safeguarding are excellent. Students are well cared for and encouraged to be self-reliant and make appropriate choices. In KG and Secondary, students are provided with an excellent level of support. Across all phases, students of determination and those who are gifted and talented receive meaningful help to support their learning.

Leadership and management

- The principal offers very strong leadership and is fully supported by other leaders and governors. They have been very effective in addressing key areas for improvement since the previous inspection. There is a strong focus on raising achievement across the school, as well as wellbeing, inclusion and reading. Leaders exhibit a firm knowledge of the school and are fully aware of its strengths and areas for further improvement. They are successful in evaluating the school and have responding positively to inspection recommendations. Improvements to the facilities and resources are supporting learning.

Highlights of the school:

- The very strong leadership and governance and the vision of nurturing active learners in an inclusive environment
- The excellent personal and social development of students and their understanding of Islam and awareness of Emirati and world cultures
- The high standard of protection, care, guidance and support of students across the school
- The many improvements in students' achievement across all phases of the school
- The very strong start that children in KG receive through a rich, inspiring curriculum

Key recommendations:

- Ensure that teaching in Arabic is student-cantered, and appropriately modified to meet the needs of all students and their years of learning the language.
- Improve the use of assessment information to influence teaching, the curriculum, and students' progress in Primary and Middle.
- Ensure that primary teachers plan and engage students in learning activities that meet their individual learning needs and, in a timely manner.












OVERALL SCHOOL PERFORMANCE

Very good


01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Very 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	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
 English	Attainment	Very good	Very good	Very good	Outstanding
	Progress	Very good	Very good	Outstanding ↑	Outstanding
 Mathematics	Attainment	Very good	Very good	Very good ↑	Very good
	Progress	Outstanding ↑	Very good	Very good	Outstanding ↑
 Science	Attainment	Very good	Outstanding	Very good	Outstanding
	Progress	Very good	Outstanding	Very good	Outstanding
		KG	Primary	Middle	Secondary
Learning skills		Outstanding ↑	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	Very good	Very good 	Very good	Very good
Assessment	Very good	Very good	Very good	Very good

04 Curriculum

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

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	Outstanding 	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	Very good
Governance	Very good
Management, staffing, facilities and resources	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

Not Applicable.

B. International and Benchmark Achievement

Whole school

Emirati cohort

Outstanding

Not applicable

- The school's results in the Progress in International Reading Literacy Study (PIRLS) improved markedly in 2021 when compared with the results obtained in 2016. The school comfortably exceeded its target and scored above the OECD global average, which reinforces this highly commendable performance.

C. Leadership: International and Emirati Achievement

Very good

- Internal and subject specific benchmark reports are thoroughly analysed to produce individualised student data for use by class teachers. The data are not always used by teachers as explicit drivers of lesson and curriculum planning. Monitoring does not focus strongly enough on how well data informs lesson and curriculum design and impacts on learning outcomes.

D. Teaching and Learning: Improving reading literacy

Whole school

Emirati cohort

Very good

Not applicable

- A strong culture of reading has been developed over a number of years. Assessments show strong reading skills for a large majority of students. Reading different genres and types of texts provides a rich experience for students and promotes very strong progress. Interventions are skilful for targeted students and help most students to meet expectations for reading at each grade level.

Overall school standards in the National Agenda Parameter are: very good

For Development:

- Quality assure, more robustly, the use of data by teachers to ensure that the learning needs of all students are fully met.



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.

- Wellbeing is the guiding principle for the school's ethos and culture and leaders ensure this is clear in all aspects of school life. A very effective wellbeing team is highly successful in supporting and providing for the wellbeing needs of students, staff, and parents. External and internal surveys and analyses of records are used well to identify improvement areas, but identified priorities are not specific enough or sufficiently linked to the KHDA inspection framework.
- Parents are pleased with levels of communication. They inform the school of any wellbeing concerns and receive timely feedback about actions taken. Students say there are many ways for them to alert others to worries or issues, such as, self-referrals or talking to student wellbeing ambassadors. Staff feel appreciated and cared for and this results in high morale and strong retention of staff. They are committed to improving the wellbeing of the whole school community.
- There is a wealth of highly effective wellbeing initiatives and innovative activities, such as, a student group which promotes wellbeing and encourages students to understand and share their feelings. Students manage their behaviour and conduct to a very high level and provide wellbeing support for one another. Students feel safe and thrive in the very positive classroom climates and culture of wellbeing that permeate the school.

For Development:

- Establish clear priorities in the wellbeing improvement plan and link them to next steps identified in the wellbeing framework.

UAE social studies and Moral Education

- The school teaches the moral social and cultural (MSC) curriculum, using the 2022 textbooks. All students from Grades 1 to 9 have two separate 40 minute lessons, in which social and cultural studies are combined and moral education delivered separately. From Grades 5 to 9 moral education lessons are linked to weekly assembly topics. The MSC topics are mapped to the CBSE curriculum throughout Middle and Secondary.
- In addition to taught lessons, students experience wide exposure to UAE social and moral values through assemblies, which are linked to the MSC curriculum planner. Curriculum enhancements include the celebration of cultural events such as, National Day and Flag Day and visits to places of interest in the UAE. Students have many opportunities to lead learning in their lessons. Teachers record their progress through formative and summative tests and presentations.

Arabic in Early Years

- Children in KG2 learn Arabic for 40 minutes a week. The modified curriculum aims to develop basic communication skills, mainly in listening and speaking. The emphasis is on the recognition of letters and sounds, Arabic numerals, and storytelling. Teaching is at an appropriate level and uses suitable resources. Children show enjoyment when they sing in Arabic. Assessment is used as a tool for understanding and supporting children's progress. The teacher keeps records to monitor children's progress.





Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The majority of students across all phases display a robust understanding of Islamic principles, morals, and values, consistently surpassing curriculum standards. In Primary, their progress exceeds expectations, while in Middle and Secondary, progress is well above expectations for the large majority.
- Students exhibit rapid growth in their knowledge of Seerah. In Primary, they confidently grasp the Pillars of Islam and Iman. In Middle and Secondary, students excel when they engage in debates on Islamic topics, demonstrating a deep understanding of the underlying rationale of Islamic rules.
- Most students, in all phases, have significantly improved their memorising and reciting skills. They surpass curriculum expectations. Students' notebook entries reflect advanced research and life application skill. These are particularly evident when they discuss contemporary topics.

For Development:

- Ensure more use is made of guidelines when assessing students' work.
- Provide students with more opportunities to debate Islamic topics, referring to the Holy Qur'an, Hadith and Seerah.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The school's internal data and the grouping system do not mirror students' current attainment levels. Effective teaching fosters progress in language acquisition for the majority of students in Middle and Secondary. This has accelerated the progress of students in Primary and raised attainment above the expected levels.
- Listening and reading comprehension are proficient across all phases. Students engage with texts beyond the curriculum standards, employing new words in sentences. Occasionally, English translations, are used, especially during group work. Students' progress is enhanced when provided with clear guidelines for support.
- Students' notebooks reveal extended independent writing, accompanied by improved vocabulary, grammar and dictation. Activities, such as, discussions and presentations, enhance speaking skills, especially when students draw on their previous learning.

For Development:

- Ensure assessments are accurately linked to the curriculum and designed based on students' years of studying Arabic B.
- Use rubrics consistently in Arabic B lessons, worksheets, and homework.

ENGLISH

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

- Students achieve excellent results in external benchmark tests. Their progress in Middle and Secondary is outstanding because reading and writing skills improve rapidly over time. The high verbal reasoning abilities of older students are confirmed by national and international test results.
- Most students demonstrate a very good understanding of demanding texts. They analyse and comment critically on structure, tone, and character. Primary students communicate their learning well, although their written work is occasionally inaccurate. In KG, children make strong progress in learning and the development of writing skills.
- A large majority of students are confident, articulate speakers who present well-informed opinions on increasingly more complex literary texts. By Grade 8, their understanding of Shakespearean characters, such as, Macbeth, is very good and their skills of interpretation are very strong.

For Development:

- Improve Primary students understanding of how to correct and improve their writing, through regular reviews of their work in response to teachers detailed feedback.

MATHEMATICS

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

- A large majority of students attain levels that are above curriculum standards across all phases. However, attainment in external benchmarking assessments in Middle and Secondary, and progress in Primary and Middle is still variable.
- Students' skill in number operations, space shapes, measurement, and geometry are well-developed across the school. Mental calculation and problem-solving skills are developing well, but students' skills of computation use of fractions and decimals and, their mathematical thinking are less developed in Primary and Middle.
- Opportunities for critical thinking and investigative skills are evident in lesson planning, but implementation is inconsistent across phases. The development of investigative and research skills are strong in Secondary.

For Development:

- Improve the computation skills of students in Primary and Middle.
- Ensure smooth transitions across phases especially between KG and Primary.

SCIENCE

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

- Exceptional results in external and internal examinations and very strong understanding of the natural and physical world confirm students' high attainment and progress. This is particularly so in Primary and Secondary. There are also improving trends in KG and Middle.
- The central ideas of science such as, energy, chemical science and the environment, are understood strongly. When combined with an inquiry-led approach, students can ask questions about natural phenomena and find out how science affects our lives.
- The applications of science and the use of critical thinking to evaluate their importance to our future has been a focus for improvement. This has promoted deeper understanding of science and how scientists work, particularly in Primary and Middle.

For Development:

- Provide additional time for students to discuss applications of science to their daily lives to enable them to strengthen their understanding of scientific processes and principles.
- Create additional opportunities for students, particularly in Middle, to extend and deepen their learning.

LEARNING SKILLS				
	KG	Primary	Middle	Secondary
Learning skills	Outstanding ↑	Very good ↑	Very good	Outstanding ↑

- Throughout the school, students are attentive, courteous, motivated and engrossed in learning. In group work, most students collaborate purposefully, and they communicate their knowledge enthusiastically. They make connections across subjects, particularly when teachers encourage them to think critically.
- Most students are keen to learn. They demonstrate abilities to think for themselves and take responsibility for their own learning. Occasionally, they are less engaged when opportunities to learn independently are limited. Secondary students are particularly confident when debating issues.
- In KG, children are always eager to learn, they start the day with very high levels enthusiasm. They work very happily alongside one another and interact very well especially in independent learning activities.

For Development:

- Ensure students are engaged in all lessons through frequent opportunities to demonstrate their independent learning capabilities.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students consistently exhibit exemplary behaviour and positive attitudes characterised by politeness, maturity, and responsibility. They engage actively as valued stakeholders within the school community, fostering a strong sense of ownership and collaboration.
- Students are committed to leading a healthy lifestyle and improved wellbeing. They exhibit remarkable tolerance and empathy towards the needs of others, fostering a culture of mutual respect. This extends to their willingness to support younger students.
- Students' commitment to self-discipline significantly enhances their confidence and personal growth. They welcome critical feedback graciously and respond to it politely. Their punctuality and, engagement in school lessons and activities, underscore their dedication to continuously striving for self-improvement.

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

- Students demonstrate an excellent appreciation of Islamic values and heritage of the UAE. They sing the national anthem in Arabic confidently and actively participate in school assemblies, engaging respectfully with Holy Qur'an recitations. Their involvement in national and Islamic celebrations and competitions underscores their respect for cultural traditions.
- Students exhibit a keen understanding of the UAE's history and the vision of its leaders. They recognise the significance of tolerance, sustainability, and happiness as pivotal to the country's success. Their ability to articulate the positive impact of cultural diversity highlights their deep grasp of these principles.
- Students enjoy exploring various cultures through music, art, and literature. Their integrated projects, eloquent statements, and original artworks on display in the school, reflect their rich cultural backgrounds and a mature comprehension of humanity and civilization.

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

- From KG onwards, students show exemplary levels of community awareness and leadership. The composition of school council committees ensures many students of all ages are involved in initiatives such as, wellbeing, Fabulous Fridays and community charity drives.
- Students' excellent work ethic and innovative skills are evident through project-based learning and many initiatives led by them. For example, they have been involved in designing a quick response code for a school map, creating the innovative 'Plant a Pencil', and many successfully take part in inter-school competitions.
- In KG, children show a very mature understanding of the need to protect the oceans and of recycling. Students are justifiably proud of the school's Green Flag status as well as the fruitful hydroponic and vertical gardens. They have an excellent understanding of global issues related to sustainability.

For Development:

- Consolidate students understanding of the interdependent nature of global communities.

03 TEACHING AND ASSESSMENT

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

- Teachers have very secure subject knowledge. Almost all plan activities to meet the learning needs of students of different abilities, including students of determination.
- Most teachers create positive lesson environments in which students are motivated to learn and relationships flourish. In Secondary, teachers encourage students to explore their learning in greater depth by asking open-ended questions that promote critical thinking.
- In mathematics and science, teachers use stimulating resources to deliver practical, hands-on tasks that fully engage students. In KG, teachers plan a stimulating range of focused, child-centred learning activities. Occasionally, students in Primary work at the same task and at the same pace throughout the lesson.


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

- The systems and processes used to assess students' performance generate accurate and reliable information about their progress. This is true for all phases. The information is thoroughly analysed by leaders to help them make decisions about students' learning and adaptations to teaching.
- External and internal assessments confirm the growing success of the assessment procedures. These have a strong impact on students' learning across the school, including KG. The impact on securing excellent outcomes is strongest in Secondary.
- A minority of teachers do not use assessment information effectively enough to ensure that all students are provided with appropriately challenging learning activities. This is evident in the variable quality of feedback students receive from teachers in their workbooks.

For Development:

- Ensure students are actively engaged in learning activities that are matched to their abilities earlier in lessons, particularly in the primary phase.
- Ensure that teachers' marking of students' work gives clear guidance on how it can be improved.

04 CURRICULUM

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

- The curriculum has a clear rationale and is aligned to the shared values of the UAE and the national priorities. The programmes and activities promote challenge, coherence, and personalization especially the rich and inspiring curriculum in KG.
- The school provides a wide range of curricular and extra-curricular choices to nurture students' interests and aspirations. Cross-curricular links are carefully planned and implemented purposefully. However, the learner centric practices in KG are not always carried over into Primary.
- Curriculum review is regular and rigorous to ensure excellent provision for the academic and personal development of students. These modifications prepare students well for internal and external benchmark testing aligning to the national priorities and school's vision.

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

- Teachers modify and adapt the curriculum to meet the needs of most groups of learners, including those who are gifted and talented. Older students and students of determination benefit from a range of alternative curriculum options. The implementation of planned adaptations is inconsistent in Arabic.
- The curriculum is imaginative and offers a wide range of opportunities for enterprise, creativity and social contributions. The curriculum promotes environmental awareness and understanding of sustainability issues.
- Coherent learning experiences are embedded throughout most aspects of the curriculum to develop students' understanding of UAE culture and society. This understanding is further developed through school assemblies, charity drives and community development and charitable activities.

For Development:

- Ensure that planned curriculum adaptations are fully implemented in Arabic lessons.

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

- Safeguarding and child protection are extremely high priorities in the school. Staff training is comprehensive, and policies are robust. There is a wide range of ways for concerns to be raised, including through the student-led 'Team Care' initiative. These ensure students feel very safe and secure.
- Arrangements for safe transport to and from school are very well supervised and managed. Thorough checks and rigorous risk assessments ensure the premises are kept hygienic and well-maintained. Any issues are dealt with quickly. Medical staff provide regulatory health checks and excellent care.
- Healthy lifestyles are effectively promoted throughout the school. Parents and students are given very helpful advice on food choices. Outside agencies, as well as medical staff, give numerous talks on topics such as, breast cancer awareness and the dangers associated with drugs.

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

- Students and staff have highly positive relationships and interactions which are based on mutual respect and trust. A very positive and caring school ethos helps to promote excellent behaviour and attendance.
- Inclusion is a key principle for leaders, staff, and students. Efficient and comprehensive systems ensure the early and accurate identification of students of determination. Support for students of determination is mostly effective but there are some inconsistencies, especially in Primary and Middle.
- Well qualified staff and a wide-ranging pastoral care system ensure excellent guidance and support for all students. The strong emphasis placed on personal development means senior students, in particular, are very well prepared for their future careers.

For Development:

- Ensure the school's support for all groups of students is comprehensive and consistently applied in all lessons, particularly in Primary and Middle.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- School leader's welcome students of determination and ensure all stakeholders support the school's inclusive vision. The inclusion governor provides effective oversight, monitoring the school's provision directly to gain first-hand knowledge with which to challenge and support school leaders.
- A wide range of needs is identified by well-developed, entry assessment procedures. Training helps staff recognise and support students' social and emotional needs. Support for students of determination is highly effective in KG and Secondary but not fully consistent in the other phases.
- Parents are delighted with the excellent care and support which their children receive. They say they receive regular and informative information about their children's progress and remark on the very positive improvements which they see in their confidence and personal development.
- The school provides a very supportive environment for students of determination in almost all classes, phases, and subjects. Effective lesson planning and delivery ensure that these students are usually challenged at the right level and engaged in meaningful learning activities in most lessons.
- Comprehensive systems exist to track students' personal and academic progress, and to identify gaps in their learning or development. However, the feedback provided by teachers is not always specific enough for students of determination to fully understand how to improve.

For Development:

- Ensure that teachers verbal, and written feedback is sufficiently specific for each student to know exactly what they are doing well and what they must do to improve.
- Improve the consistency of support for all students of determination, especially in Primary and Middle.

06 LEADERSHIP AND MANAGEMENT

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

- The aspirational and visionary principal is a role model for other leaders, teachers, and students, in this inclusive, child-friendly community school. She is empathetic and caring of all, and ensures that the wellbeing, and educational needs of all students are paramount. The principal encourages the development of personal responsibility in students and staff. Delegated leadership is effective. Leaders demonstrate a secure understanding of the best practices in teaching, learning, assessment, and curriculum, but not enough emphasis is placed on student-centred learning.
- The school's assessment data are systematically and rigorous analysed, to support the self-evaluation process. The information provides leaders with an accurate picture of the school's effectiveness. Leaders have a range of systems to monitor the impact of teaching on students' learning. However, the monitoring of teaching does not always highlight its impact on students' learning. The results of monitoring are used to provide feedback to teachers and inform training. School improvement plans are well-structured and ambitious, but success criteria are not always sufficiently aligned to the KHDA inspection framework.
- Parents are extremely supportive of the school and of the opportunities it provides for their children. Communication between the school and parents is effective. The school reports regularly to parents on the academic and personal progress of their children. Parents support the school's gardening projects and purchase fresh produce. They regularly participate in school events. The partnerships with sister schools, and the sharing of best practice, are successful in supporting improvement.
- The governing board and local advisory board (LAB) members are effective representatives of all stakeholders. Governors have a range of methods to obtain an in-depth knowledge of the school. They use this knowledge to support and challenge leaders. They have supported recent facility and resourcing upgrades. Members of the LAB are extremely active and bring a wealth of experience in education, health and business. They contribute significantly to the school and engage regularly with stakeholders. They are involved in school self-evaluation, and in student wellbeing programmes.
- The day-to-day management of the school is very effective. Appropriately qualified staff are well-deployed. The school benefits from recently upgraded facilities and furniture. Display space is used well throughout the school to support the curriculum and to celebrate students' achievements. Resources are of high quality especially in the STEAM and science laboratories. Recent enhancements include a generous number of reading resources to support the school's very strong reading programme. Some classrooms lack space for independent investigation, discussion and debate.

For Development:

- Ensure that the monitoring of teaching includes a focus on the impact of teaching strategies on students' progress in lessons.



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