

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

Inspection Report 2018-2019

Our Own High School

11 YEARS OF INSPECTIONS

Good

Curriculum
CBSE



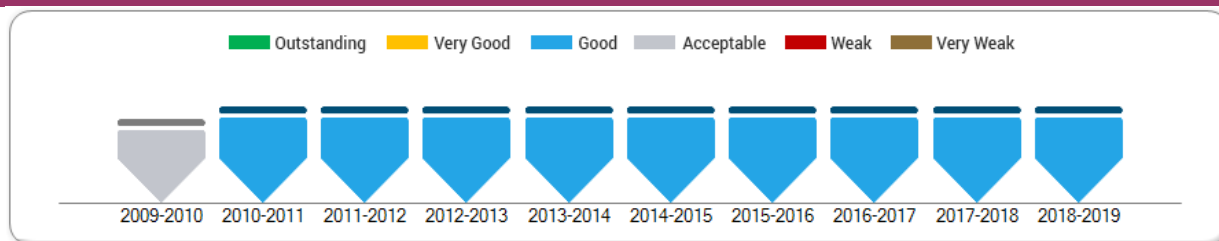
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School Information

General Information	Location	Al Warqaa
	Opening year of School	1968
	Website	www.gemsoo-alwarqa.com
	Telephone	04-2800077
	Principal	Sanjeev Kumar Jolly
	Principal - Date appointed	4/2/2012
	Language of Instruction	English
	Inspection Dates:	15 to 18 October 2018
Students	Gender of students	Boys
	Age range	6-17
	Grades or year groups	Grade 1-Grade 12
	Number of students on roll	4764
	Number of Emirati students	0
	Number of students of determination	152
	Largest nationality group of students	Indian
Teachers	Number of teachers	221
	Largest nationality group of teachers	Indian
	Number of teaching assistants	0
	Teacher-student ratio	1:22
	Number of guidance counsellors	4
	Teacher turnover	12%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	CBSE
	Accreditation	n/a
	National Agenda Benchmark Tests	CAT4, ASSET

School Journey for Our Own High School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Very good attainment and progress in most key subjects continue to characterise student outcomes in the primary and secondary phases. Attainment and progress remain consistently very good in science. Across the primary and middle phases, students' learning skills are not consistently developed by purposeful, challenging learning experiences that extend critical thinking.
- Students' outstanding personal responsibility consistently influences their behaviour in school. Student-led initiatives drive charitable activities, which are highly responsive to local need and to international emergencies. Award-winning robotics innovation is matched by consistently high levels of sporting performance. Respect for their own and UAE culture drives students' desire to improve themselves and their environment.

Provision for learners

- The overall quality of teaching and assessment is good. However, it remains inconsistent across all phases and within subjects. The very best teaching makes skilful use of up-to-the-minute information about students' progress and provides tasks and activities that are very well matched to students' next steps in learning. This is more consistent in the secondary phase.
- The school's very good curriculum design suitably emphasises cross-curricular links across different areas of students' learning. Curricular modifications in the primary phase meet the needs of almost all groups of students well, while in the middle phase they support students' smoother transition to Secondary. A wider range of courses and activities extends student choice in Secondary.
- Comprehensive arrangements for students' health, safety and security remain at an outstanding level. Staff receive appropriate training to meet new expectations. Support for students remains consistently very good across the phases. Some aspects of the premises remain unsuited to those users who have impaired mobility.

Leadership and management

- School leaders have maintained previous levels of very good student outcomes in the primary and secondary phases. Improved aspects of the curriculum in the middle phase are complemented by better provision for music, art and physical education (PE). The new performance management system increasingly supports teachers' and middle leaders' professional development and leadership capacity.

What the School does Best:

- Students' outstanding sense of personal responsibility and their work ethic that underpins their behaviour and appreciation of their own culture and that of the UAE
- The very active student engagement in good causes for the benefit of others
- The very good achievements that are sustained in most key subjects in the primary and secondary phases
- The very comprehensive attention to students' health, safety and security.

Key Recommendations:

- School leaders should:
 - improve students' progress and attainment in key subjects, particularly in the middle phase
 - develop students' key learning skills, from the start of the primary phase, to support successful learning in each subject
 - link this focus on improving learning skills to the consistent and informed use of assessment to plan learning experiences which better meet the needs of groups and individuals.
- In evaluating the work of the school, ensure that leaders and teachers at all levels:
 - give appropriate focus to students' learning skills, experiences and outcomes in lessons, as well as to performance data
 - plan well so that learning, teaching and assessment are of a high quality and contribute to high student outcomes.
- Increase retention rates for students of determination by providing a stimulating pathway to alternative accreditation in the secondary phase whilst;
 - Addressing the barriers to inclusion represented by the lack of suitable access and facilities and
 - Helping the school overcome the constraints on effective interactive learning and teaching in particular areas of the school.

Overall School Performance

Good

1. Students' Achievement

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

5. The protection, care, guidance and support of students

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Very good	Very good	Very good

6. Leadership and management

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

School's Progression in International Assessments

is above expectations.

- International assessment data shows improvement in the students' overall scores in TIMSS and PISA 2015. In TIMSS, the progress of science in Grade 4 remains the strongest, followed by science in Grade 8. Although, in 2015 the school has not met its set target for PISA in science and reading, the school has improved its scores in all three subjects between the two assessment cycles. In mathematics, the school has exceeded its 2015 target. When comparing NAP outcomes against CAT4 measured potential a significant proportion of students attain in excess of what is expected.

Impact of Leadership

meets expectations.

- The leadership team is committed to the vision and goals of the National Agenda (N.A.). Their N.A. action plan identifies the steps needed for the school to reach its targets. It contains a series of broad 'success indicators' but does not describes the processes for monitoring progress or the process for measuring outcomes. The school uses the data to align the curriculum with the requirements of the TIMSS, PISA and ASSET tests. It does not make consistently effective use of assessment information to influence teaching.

Impact of Learning

meets expectations.

- The school actively promotes the students' problem-solving skills, particularly in mathematics. It does not provide sufficient opportunities for students to develop critical, creative and enquiry skills. More students in the secondary phase are able to formulate questions which can be investigated than in the other two phases. They can devise general plans, organise the collection of information, undertake some basic analysis and communicate their finds clearly. Learning technologies are used effectively as integral parts of learning activities but rarely for students to engage in independent research activities.

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

For Development:

- Ensure that the revised National Agenda action plan contains processes for monitoring progress and for measuring outcomes.
- Make consistently effective use of assessment information to influence teaching.
- Provide students in the primary and middle phases with more opportunities to develop critical, creative, investigative and independent enquiry skills, including the purposeful use of learning technologies.

Reading Across the Curriculum

- Assessment data on reading throughout the school show high levels of achievement in reading.
- Emerging strategies to support initial decoding, vocabulary recognition and comprehension do not always systematically support progress in reading.
- Students have regular timetabled sessions in the well-stocked libraries. Librarians make an important contribution to library activities.
- Whole-school awareness of, and commitment to, the development of reading across the curriculum is given purposeful, effective expression across the phases.

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

For Development:

- Develop strategies which are specific to successful reading in individual subjects in order to develop students' ability to read effectively across the curriculum.

UAE Social Studies

- The school makes suitable adaptations to the UAE social studies curriculum. Different resources, such as reference material and electronic tablets, are used to promote better learning.
- Students work collaboratively and independently during lessons. Real-life examples in project work and extended activities secure their understanding of UAE social studies.
- In lessons and in recent work, a majority of students attains levels that are above curriculum standards.
- Assessments indicate that a majority of students makes better than expected progress in relation to individual starting points in lessons and recent work.

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

Innovation

- Innovative learning increasingly features in lessons and co-curricular activities across subject areas in every phase. Students find information online and present novel ideas using learning technology.
- Students innovatively stimulate debate and increase environmental awareness through their 'Thoughts Aloud' project and medicinal garden, and across all phases find novel ways to raise funds for charity.
- Where teachers have carefully planned innovative opportunities, students enthusiastically rise to the challenge and learn more independently. Student initiative is less developed in the primary and middle phases than in the secondary phase.
- Secondary student innovation leaders regularly initiate ambitious and innovative projects, such as industrial robotics. They model innovative leadership well for younger students.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Student outcomes reflect strong understanding of Islamic concepts and how they relate to their real lives across the school. Students in the secondary phase are developing deep understanding of Islamic laws and related contemporary issues.
- Across the phases, students have well-developed recitation skills and understanding of the laws of worship and faith. They can relate Islamic concepts to the appropriate Hadeeth and Surahs.
- Improvements in the curriculum and the focus on higher-order thinking skills are gradually making an impact on students' outcomes across the phases.

For Development:

- Develop the use of varied and robust assessment and planning strategies to produce personalised learning experiences for all students in the primary and middle phases so that they can apply these experiences to Islamic laws.

Arabic as an Additional Language

	Primary	Middle	Secondary
Attainment	Good	Acceptable	Acceptable
Progress	Good	Acceptable	Acceptable

- In the primary phase, progress is well developed and allows the majority of students to exceed expected outcomes, particularly in reading comprehension and writing.
- Most students in the middle phase are extending the four language skills at a steady pace. They are writing better quality paragraphs using familiar vocabulary and following models set by the teacher. Their listening and speaking skills are developing acceptably.
- Increased opportunities for speaking, recent literature adaptations and connections to real-life situations, particularly in the middle and secondary phases, promote improvements in student outcomes in some grades.

For Development:

- Improve students' outcomes by developing more focused lesson planning and delivery to engage students and develop the four language skills, especially in the middle and secondary phases.

English

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

- Internal and external test results show that across all phases, a large majority of students attain above expected curriculum standards. Attainment trends are consistently positive in the primary and secondary phases, and, from a lower starting point, are improving in the middle phase.
- Students listen carefully and speak confidently. They present their thoughts and justify their reasoning eloquently. Extended writing skills are improving in the secondary phase but remain underdeveloped in the middle phase. Students often list features of writing genres rather than produce high quality examples.
- The school's current emphasis on reading is improving students' reading fluency, inference and comprehension skills. Students are not sufficiently motivated to read books for pleasure to help them extend their skills.

For Development:

- Develop students' extended writing skills by increasing opportunities to write creatively and for a purpose.
- Raise the profile of reading for pleasure across the school and improve students' reading skills by recommending books which will promote reading habits.

Mathematics

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

- The large majority of students continues to attain above curriculum standards in the primary phase, with the majority doing so in the other two phases. The large majority of primary and secondary students makes better than expected progress. The majority do so in the middle phase.
- Students' scores in international benchmarking tests are consistently high, particularly in the primary phase. The knowledge and understanding reflected in the test scores are more positive than those that are evident in lessons and in students' work over time.
- Most students in all grades can solve mathematical problems successfully. They can read the problem, extract the important data and complete the relevant calculations. The introduction of error analysis exercises is contributing to the development of their critical thinking skills.

For Development:

- Accelerate the development of critical thinking skills by extending the range of opportunities within each topic for students to consider, question and analyse the new ideas and concepts presented to them.

Science

	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good
Progress	Very good	Very good	Very good

- The large majority of students in all phases attains well above grade related curriculum expectations in external and internal examinations, but these high levels are not consistently evident in the majority of lessons. Examination performance has remained consistently high over the past three years.
- Recently introduced science, technology, engineering, art and mathematics (STEAM) activities contribute well to students' confidence in problem solving and critical thinking skills. The quality of these lessons and their specific focus on scientific aspects are too variable.
- Students develop their scientific thinking and enquiry skills through regular investigation and hands-on experiences, often linked to real-life applications. Teachers' analysis of students' external data identifies areas for improvement, and suitable curriculum modification supports students' progress well.

For Development:

- Use success criteria to help students understand and measure their performance during all classes so that they are supported and challenged appropriately.

Learning Skills

	Primary	Middle	Secondary
Learning skills	Good	Good	Very good

- Students in all phases are eager learners and wholeheartedly apply themselves to assigned tasks. In the primary and middle phases, students increasingly learn actively and independently. They interact and collaborate well with one another, but the quality of such learning is variable.
- Students accurately reflect on their learning and take personal responsibility for improving their own learning outcomes. Most students can identify and share meaningful links across subjects and can apply their learning to the real world.
- In all phases, students confidently use technology in many aspects of their learning, including online research. In the primary and middle phases, students' access to such information does not have a consistent impact on their critical thinking.

For Development:

- Challenge students to think at higher-order levels consistently through the learning process within each lesson and topic.

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

	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students are pleasant, highly motivated and eager to learn. They willingly and positively share their ideas with teachers and one another. They embrace enthusiastically the wide range of experiences offered to them in the school.
- Students are very aware of and committed to a healthy lifestyle. Their active participation in yoga, physical activities, games and sports promotes a healthy mind and body. They are very aware of the need to choose healthy food options.
- Positive relationships underpin students' care and respect for one another and support a strong sense of belonging. Students help and encourage one another to achieve their potential in a safe, happy environment.

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

- Students demonstrate excellent understanding of Islamic values and their role in building the UAE society. The school curriculum provides many opportunities to instil respect towards the UAE culture and Islamic values. Consequently, students respond in a very sensitive manner.
- Across the school, students show strong appreciation and knowledge of UAE culture. They take every opportunity to enrich their knowledge of Emirati culture and society. They regularly participate in a number of cultural activities to enhance their commitment and appreciation.
- Students understand the need for successful communication across cultures. They show acceptance of a diverse range of cultures in a variety of ways, including literature, music and art. They participate in Emirati and Indian celebrations which deepen their understanding of the two societies.

	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- The culture of giving is embedded in students' values and actions. They exhibit a consistently high work ethic and social responsibility as they progress towards the upper end of the school.
- Students show well-developed community outreach skills. They have managed collaboratively to make use of particular events to organise fund-raising activities that benefit the less fortunate in their community. Their sense of social responsibility is exemplary.
- Curriculum enrichment to support students' personal development results in highly-developed social responsibility and innovation skills.

For Development:

- Systematically empower students to influence decision-making throughout the school.

3. Teaching and assessment

	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Very good

- Teaching for effective learning is inconsistent within all phases and subjects. It is generally more effective in the secondary phase, where it challenges students and enables them to take more responsibility for their own learning. Lessons are now more student-centred, and collaborative activities effectively engage students.
- Where teaching is most effective, teachers review learning as the lesson unfolds. As a result, teachers are aware of the modifications needed to ensure that students understand the concepts. The least effective teaching moves learning on before students are ready to progress.
- Modelling of best practice, regular observation and close mentoring are gradually improving the quality of teaching. However, teaching remains inconsistent, particularly in meeting the needs of all groups and individuals through appropriate challenge and support.

	Primary	Middle	Secondary
Assessment	Good	Good	Good

- The school uses internal assessments regularly to monitor students' achievement in all subjects. External assessment data for each subject in each grade are analysed to identify the strengths and weaknesses of each different group of students.
- Teachers are beginning to use the wide range of attainment data available to them to design activities which are more appropriately matched to students' needs.
- Teachers rarely assess their success in securing students' learning of new ideas. As a result, information gained from observing students' responses to tasks is, for the most part, not used well to adapt and revisit their teaching.

For Development:

- Improve the consistency of teaching across the school by supporting teachers in their practice, particularly in their use of assessment of learning within lessons.
- Develop teachers' understanding of effective assessment which can be used to plan and adapt activities to ensure that students achieve the objectives.

4. Curriculum

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

- The curriculum is comprehensively planned and has a clear rationale. It has breadth and balance across all subjects and all phases. Vertical progression supports knowledge and understanding of concepts gradually and steadily.
- Subject weeks focused on interdisciplinary approach are enabling optimum learning of concepts. STEAM lessons are conducted every week to promote students' critical thinking and problem-solving skills.
- Current changes are incorporated into the curriculum through constant review and development. Middle phase students are now better prepared for the secondary phase. Courses are well designed and prepare students well for the next stage.
- The moral education curriculum is well designed and implemented and is based on the prescribed guidelines.

	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Very good

- Changes and modifications to the curriculum ensure that it is compliant and relevant to current needs. The school has worked extensively on incorporating changes based on external benchmarking tests and national priorities. However, the curriculum is not sufficiently adapted to meet the needs of all students.
- A wide range of enrichment and co-curricular activities promote and develop 21st century skills among students. Grade 12 students' live stock market trading and virtual investment exemplifies the school's progressive development of a contemporary, active curriculum.
- Students have a secure understanding of UAE culture and its traditions. Integration of the theme 'Year of Zayed' into different subjects, various environmental projects and charity drives, is preparing students to be socially conscious young people.

For Development:

- Ensure that curriculum modifications meet the needs of all learners, particularly students of determination.
- Involve students more actively in evaluating their access to a curriculum adapted for them, through regular feedback, to understand and respond to their needs better.
- Increase enterprise and innovation opportunities, particularly in the primary and middle phases.

5. The protection, care, guidance and support of students

	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding

- The school has very effective procedures in place to ensure the health, safety, security and safeguarding of students throughout all phases. Regular staff training ensures that these are given high priority. Students very consistently report that they feel safe.
- Improvements to furniture and seating plans make most classrooms more conducive to learning, but some constraints to teaching and learning remain. Evacuation chairs and personal emergency evacuation plans improve exit safety. Access remains restricted for those with limited mobility.
- Transport safety is rigorous, as are fire safety evacuation and lock-down drills. The school has taken action to improve safety practices. Excellent medical services focus on education for healthy living and on monitoring students' health.

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

- Systems for encouraging attendance and punctuality are efficient and generally effective. The relationship between staff and students is cordial. Students are very respectful to staff and to one another.
- Students of determination and those with exceptional gifts or talents are well identified using a range of data. Levels of support for those with barriers to learning are variable, depending on the availability of support assistants and the quality of differentiation in the classroom.
- Students receive good advice about their future educational pathways in the secondary phase. They are aware of wider opportunities for further and higher education throughout the world. The school does not arrange workplace internships, but some students usefully take this initiative themselves.

For Development:

- Ensure that the school continually adapts to meet the long-term physical and learning challenges of all groups of students.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The leaders' inclusive vision is not consistently transferred into action. For the relatively few students of determination, facilities and policies do not always support physical access and curricular adaptation. As a result, those with mobility issues are not consistently enabled or empowered.
- Staff use relevant information to identify barriers to learning accurately. Appropriate support strategies are not consistently applied or monitored for impact. Admission is sometimes conditional on parental support within and outside the school.
- Communication with parents is effective and supports them well. Clear information about their children's progress enables them to monitor their academic outcomes and well-being. Parents influence the school's responses to individual needs, but they are less involved in driving more strategic change and inclusive ambition in the school.
- Assistants support a very small number of students. This results in good progress for some, but inconsistencies in teaching too often constrain progress. Beyond the primary phase, current curriculum adaptation restricts the alternative accreditation that can better meet some students' needs.
- Outcomes for students of determination are generally good. Some teachers' ineffective classroom management and low expectations impair students' progress, especially in the primary phase. Particularly in the secondary phase, the best lessons support learning without diluting the concepts required for long-term progress.

For Development:

- Develop curriculum pathways which meet the accreditation needs of all groups of students and ensure that more students of determination are encouraged to gain admission and remain in the school throughout their educational career.

6. Leadership and management

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

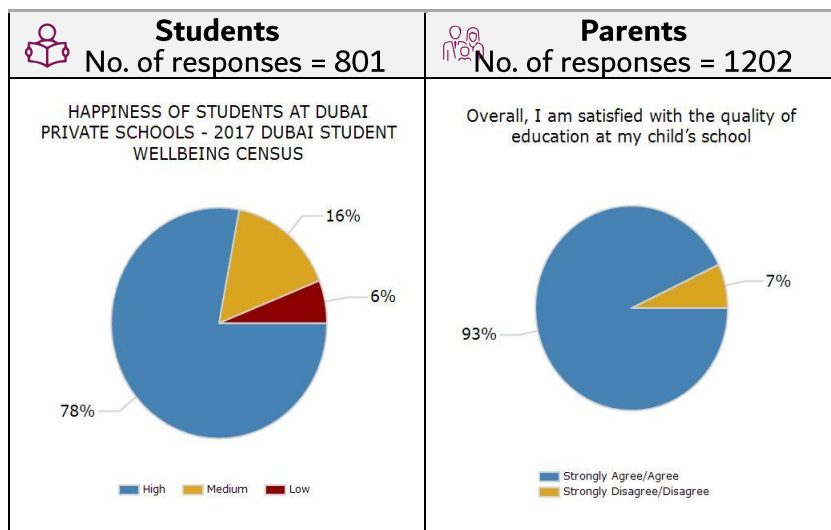
- The principal's inclusive leadership promotes a holistic vision for students' education to fulfil national priorities. Leaders have effected curricular improvements, particularly in the middle phase, and are developing students' innovation skills. Professional and collaborative relationships support middle leaders to develop their skills and effectiveness. Leaders at all levels have sustained students' achievement levels and have laid important foundations to develop teachers' skills.
- Improvement plans are informed by a range of relevant evidence which is systematically gathered. As a result, most key priorities are well recognised. Leaders' evaluation of the quality of provision and of students' outcomes, including learning skills, remain overly optimistic. Leaders do not accurately evaluate the effectiveness of teaching and assessment in all subjects and phases. In response to previous recommendations, facilities for art, music and PE have been improved, as have aspects of middle leadership in particular key subjects.
- The school successfully engages with parents and the community, and benefits from extensive local, national and international partnerships. Parents' views are sought regularly, and their suggestions contribute toward school improvements. Members of the parents' committee are involved in a range of school activities, including checking the quality of teaching and learning. Communication between home and school is highly valued by parents, who feel fully informed about their children's academic, social and personal development.
- The governing board's local advisory board includes appropriate school and community representation, along with those who have specialist knowledge of particular provision. Governors have supported leaders in addressing previous recommendations. The governing board is not fully resourcing important areas of provision to enable students of determination to access all areas of the building. The board's capacity to support and challenge school leadership on improvement is not consistently well-balanced.
- The day-to-day management of school activities is well organised. All policies and procedures related to human resources and building management are in place. Staff roles and responsibilities are well defined. Professional development is linked well to the school's targets and goals. All facilities are well maintained. In a few classrooms, students' active learning experiences are constrained by the restricted learning environment.

For Development:

- Develop middle leadership skills in key subjects and in inclusion and focus on improving students' learning skills and experiences in and outside the classroom.
- Ensure that teachers accurately evaluate the quality of students' outcomes in daily learning and that they plan, implement and adapt consistently high-quality practice in teaching and assessment to contribute to these outcomes.
- The governors should provide suitable resources to enable the school to maintain and extend its commitment to inclusive education, develop capacity to support this, and provide well-balanced assistance and challenge to school leaders who are responsible for inclusion.

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.



 Students	Almost all students who responded to the survey are positive about their work in school, their own capacity to learn effectively and their relationships with one another and with school staff. Students are more critical of the cost and accessibility of co-curricular activities. They are positive about their own active pursuit of health and well-being. Almost all feel safe and well looked after in school.
 Parents	Almost all parents who responded to the survey express satisfaction with the quality of school education and agree that the school responds well to their views. Most agree that their children are safe at school. Only a few parents feel involved in school life more than once or twice a year. A minority expresses concern about bullying. The inspection findings have not confirmed this concern.

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