



المعرفة
Knowledge



OUR OWN HIGH SCHOOL - DUBAI BRANCH

INDIAN CURRICULUM

GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



GOOD

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SCHOOL INFORMATION



GENERAL INFORMATION

	Location	Al Warqaa
	Opening year of school	2005
	Website	www.gemsoo-alwarqa.com
	Telephone	97142800077
	Principal	Anjuli Murthy
	Principal - date appointed	4/1/2021
	Language of instruction	English
	Inspection dates	25 to 29 September 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	4659
	Number of Emirati students	0
	Number of students of determination	318
	Largest nationality group of students	Indian



TEACHERS

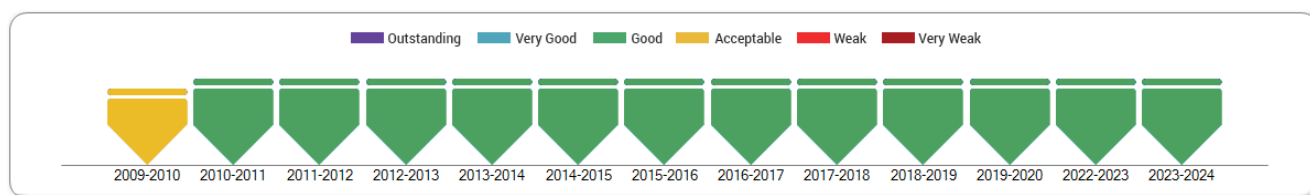
	Number of teachers	216
	Largest nationality group of teachers	Indian
	Number of teaching assistants	15
	Number of guidance counsellors	5



CURRICULUM

	curriculum	Indian
	External Curriculum Examinations	CBSE
	Accreditation	CBSE

School Journey for OUR OWN HIGH SCHOOL - DUBAI BRANCH



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students in Primary, Middle and Secondary achieve well in English, mathematics and science. In the Kindergarten (KG) children's progress is acceptable in mathematics and science and good in English. In Islamic Education students achieve well across all phases. In Arabic, students' achievement is good except in Secondary where it is acceptable. The progress of students of determination is acceptable.
- Students' exemplary behaviour reflects the school's strong ethos and positive culture. Students are actively engaged and display a sincere desire for self-improvement. They are highly respectful of Islamic values and exhibit a mature perspective on the diverse nature of contemporary UAE society. Students participate in a wide range of voluntary projects, and all have taken a pledge to improve the environment.

Provision For learners

- Most teachers demonstrate strong subject knowledge. Teaching is well-planned and sequenced across the primary, middle and secondary phases, with effectively planned activities to support and challenge students at different levels. Questioning is used effectively to check and deepen learning in most lessons. While assessment processes provide reliable and comprehensive measures of individual student's knowledge and academic progress, this is less evident in KG.
- The curriculum is aligned with the UAE national priorities. It is effective in developing students' knowledge, skills and understanding. The school conducts curriculum reviews regularly and systematically. Teachers adapt the curriculum well to the needs of gifted and talented students, but less so for students of determination. The curriculum promotes enterprise, innovation, and social contributions. Arabic and Islamic curricula strongly connect with the culture of the Emirates.
- The school has rigorous procedures for the safeguarding of students and child protection. Staff work vigilantly to provide a safe, hygienic and secure environment for students and the school community. The promotion of safe and healthy living is successful. Efficient procedures enable the accurate identification and understanding of students of determination, but planning is not always effectively transferred into lessons.

Leadership and management

- Senior leadership has been strengthened by recent appointments. Leadership capacity in KG and inclusion is less strong. The school implements comprehensive self-evaluation procedures, but improvement plans often lack measurable targets. Parental engagement is a key strength. Governors ensure accountability for the school's performance and have a direct impact on students' outcomes. The school's day-to-day management is efficient. Weaknesses in resources in some lessons inhibit teaching and learning activities.

HIGHLIGHTS OF THE SCHOOL:

- The strong progress in most subjects and phases as a result of effective teaching, learning and use of assessment
- The outstanding personal and social development
- The excellent provision for health, safety, care and wellbeing
- Effective senior leadership, supported by excellent parental partnerships

KEY RECOMMENDATIONS:

- Raise children's achievement in KG by:
 - ensuring consistently high-quality teaching and learning
 - making effective use of assessment information to plan and teach lessons that meet the needs of all children.
- Ensure students achieve well in Arabic, particularly in Secondary, through high-quality teaching and learning activities that fully engage all students.
- Ensure all middle leaders provide the necessary support for underachieving students, including those with additional learning needs.



OVERALL SCHOOL PERFORMANCE

Good

01 Students' Achievement

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

	KG	Primary	Middle	Secondary
Learning skills	Acceptable ↓	Very good ↑	Very good	Very good

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	Acceptable ↓	Very good ↑	Very good	Very good
Assessment	Good ↓	Very good	Very good	Very good

04 Curriculum

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

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	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
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Not Applicable.

	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Not applicable

- With an average score of 565, the school fell short of its set reading literacy target by 20 points. In international benchmark assessments, students sustained an outstanding judgement in English over two years and improved from very good to outstanding in mathematics and science.

C. Leadership: International and Emirati Achievement	Acceptable
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- Most leaders are developing an understanding of how subject skills and content align to the proficiency levels in international benchmark tests. The school implements plans related to international assessments and reading literacy. However, these plans are not always sufficiently well-focused to support improvement. The monitoring of the impact of curriculum modifications on students' progress is an emerging feature.

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

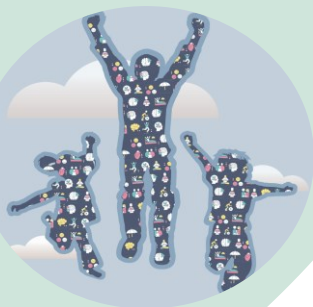
- The school's most recent reading literacy assessment reveals that a majority of students' reading literacy scores are at or above, age-related expectations. The use of assessment data and reports from benchmark reading tests to guide teaching practices is in an early stage of development. There is an emerging English reading culture across the school in a majority of curriculum areas.

Overall school standards in the National Agenda Parameter are: Good

For Development:

- Improve the quality of action plans by including clear references to the reports from international benchmark tests and English reading assessments.
- Improve the level of students' reading literacy skills by developing and nurturing the reading culture in the school.

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

- Wellbeing is a main school priority and central to its culture and ethos. It is visible in almost every activity and lesson. The school community considers itself to be one large family and consistently celebrates this fact. Parents are very engaged and influence the school's direction, particularly in relation to the welfare of their children. The school leadership is responsive to students' needs and engages parents and students in shaping its direction.
- An experienced senior leader leads a team that is responsible for ensuring the wellbeing policy and the action plan are implemented. This is overseen by the wellbeing governor. The gathering of the opinions and suggestions of staff and students is mainly informal. Staff are grateful that the school monitors and supports their wellbeing and there is an awareness of the relationship between staff and student wellbeing.
- Students are fully committed to, and actively involved in, promoting and maintaining their own wellbeing and that of their fellow students. Students value the welcoming environment and the family atmosphere that pervades the school. This results in mutual respect between staff and students. The spotlessly clean and well-maintained premises provide a pleasant and hygienic working environment. This supports students' and staff wellbeing. Teachers ensure that students feel comfortable and welcome in lessons.

For Development:

- Collect additional data through periodic surveys of students, teachers and parents to verify the wellbeing of all.
- Measure the effectiveness of activities and interventions designed to improve and maintain wellbeing across the school.

UAE social studies and Moral Education

- The school plans the UAE social studies and moral education curricula as an integrated subject for students in Grades 1 to 11, using the ministry Moral, Social and Cultural Studies Framework. Students are taught moral, social and cultural studies through the medium of English, in weekly 45-minute lessons.
- Teachers use a variety of well-planned activities, which stimulate students' interest, supported by online and textual resources. Learning is very engaging for students who often lead discussions exploring ideas that draw on a range of areas of learning. Students engage in research projects and in activity weeks and contribute to assemblies. Students' achievement is assessed well through a range of methods.

Arabic in Early Years

- Arabic is offered to KG2 children through two weekly sessions, each lasting 30 minutes. Additionally, KG1 Children engage in a daily 15-minute cultural session, where they are introduced to basic Arabic greetings. Arabic is taught in KG2 and led by two Arabic speakers who collaborate closely with the teacher of Arabic in Grades 1 to 3. Children are introduced to phonics, Arabic letters, and age-appropriate vocabulary through songs and activities. They also become familiar with numbers and basic phrases. They practice tracing Arabic letters. Arabic classrooms are well-equipped and feature a range of Arabic resources. The curriculum is modified and refined by the Arabic department. Formal assessments are not conducted.



Main Inspection Report

1. STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Internal assessment data indicate exceptional student achievement across all phases. In their classroom performance and notebooks, students consistently exhibit understanding of Islamic law and principles that is securely above curriculum standards. Students' progress exceeds expectations in all phases.
- In the most effective lessons, students demonstrate their knowledge and connect it to everyday situations. They discuss relevant scenarios, referring to the Holy Qur'an, Hadith and Seerah, to justify their understanding and arguments. This is a particular feature in the middle and secondary phases.
- Students in Primary demonstrate a secure knowledge of the Pillars of Islam and Iman, reflecting the positive impact of an enriching curriculum. Memorisation and recitation of the Holy Qur'an is successful, especially for higher achievers. However, the application of Tajweed rules is not consistent.

For Development:

- Provide more opportunities for lower attaining students to enhance their memorising skills.
- Ensure consistency in the application of Tajweed rules.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal assessment data show higher levels of proficiency than classroom performance and work samples. The progress of primary and middle phase students exceeds expectations, and attainment is above the curriculum standards across all language skills. Secondary students' attainment is in line with expectations.
- The majority of students apply advanced grammatical skills. Their notebooks indicate extensive writing with accurate spelling. The emphasis on vocabulary expansion and application, is enhancing students' writing and speaking skills. While this impact is seen in the middle phase it is less evident in Grade 9.
- Students have firmly established listening and reading comprehension skills. In the most effective lessons, students make accelerated progress and use their existing knowledge to enhance their language proficiency through both written and spoken forms of communication.

For Development:

- Ensure that students' starting points and years of studying Arabic are considered carefully in lesson planning.
- Use lesson time more effectively to enhance independent writing.

ENGLISH

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

- Most students in Middle and Secondary speak and write confidently, analysing texts and imparting information very clearly. From low starting points, the majority of children in KG achieve above curriculum standards. Students' formal speaking and reading skills are particularly well-developed across the upper primary, middle and secondary phases.
- In the upper primary, middle and secondary grades, the large majority of students think critically, and initiate and discuss ideas in detail. Lower attaining students show less confidence when speaking informally in lessons.
- Gaps in knowledge for a few lower attainers in KG and in lower grade classes in Primary, slow progress in reading and writing. Students write using expansive vocabulary especially in the middle and secondary phases, although the length and styles of writing, and punctuation are less strong.

For Development:

- Provide more opportunities for students to write at length using different styles and a variety of punctuation as they move throughout the school.
- Support lower attaining students to discuss ideas in lessons, punctuate accurately and improve their reading comprehension skills.

MATHEMATICS

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

- Most students in the primary, middle and secondary phases attain above the expected levels on international benchmark tests. The large majority of students make better than expected progress in lessons. The progress of children in KG is less strong.
- Children in KG are successfully developing a sense of number. Students in Primary can apply calculational skills in everyday contexts. Finding areas of 2-dimensional shapes is the strength of students in the middle phase. Upper secondary students are confident in solving tasks on conditional probability.
- The application of numeracy skills in the lower primary grades has improved. An emphasis on problem-solving is a strong feature in all grades. Critical thinking skills are underdeveloped across the school.

For Development:

- Raise attainment on external curriculum-related assessments.
- Extend the best practices in developing students' critical thinking skills.

SCIENCE

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

- In KG, children make the expected levels of progress in the acquisition of scientific knowledge and skills. In other phases, students have a well-developed understanding of scientific concepts and can explain their thinking clearly. They evaluate, analyse and justify their interpretations skilfully and confidently.
- In the secondary phase, students make effective use of digital learning resources to develop and apply their research skills. In other phases, this is less well-embedded.
- Training for teachers in the use of questioning has had a positive impact on the development of lower primary students' critical thinking skills. This in turn is having a positive effect on their attainment and progress.

For Development:

- Use appropriate strategies to improve the progress of children in KG.
- Increase the use of digital resources in the primary and middle phases to develop students' research skills.

LEARNING SKILLS

	KG	Primary	Middle	Secondary
Learning skills	Acceptable ↓	Very good ↑	Very good	Very good

- Students are keen to learn with the large majority able to communicate their ideas very clearly. They are able to use technology confidently to access learning and to find out information. Children in KG demonstrate less focus and independence in learning than in other phases.
- Meaningful connections across learning areas are regularly evident especially in Islamic Education and moral, social and cultural studies and through 'The Mahara' project. Independent research and innovation are especially evident in the middle and secondary phases. Links with businesses are in the early stages of development.
- A focus on the development of the learner profile across the school has led to improvements in students' ability to work independently and to articulate their ideas. Critical thinking is demonstrated well, particularly in science and English.

For Development:

- Expand students' innovation and enterprise skills.
- Provide more opportunities for children in KG to develop independence in learning.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' exemplary behaviour reflects the school's strong fostering of a positive culture. Their conduct underscores their commitment to the school's values. In their daily routines, students help one another and show empathy for individual needs.
- Students enthusiastically endorse the dedication of the school staff, translating this enthusiasm into active participation in diverse and enriching activities. They demonstrate an excellent understanding of healthy living and adhere to the school's guidance in making sensible food choices.
- Students engage actively in learning, displaying a sincere desire for self-improvement and future success. They are proud to belong to the school. Their punctuality in arriving at lessons and activities exemplifies their dedication. However, not all students attend as regularly as they should.

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

- Students in all phases highly appreciate Islamic values and the heritage and history of the UAE. They celebrate Islamic and national events respectfully, recognising the visionary leadership of the UAE that transformed the nation from a desert landscape to an advanced modern society.
- Most students recognise the influence of Islamic values on their daily lives in the UAE. This understanding is seen in the various displays throughout the school. These highlight students' pride in their own cultures, awareness of other cultures, and their commitment to diversity and tolerance.
- Students embrace art, literature and social activities that explore human achievements. They find inspiration in global role models. In discussions, students exhibit a mature perspective on the cultural and social aspects of the UAE.

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

- Students participate in a wide range of voluntary projects. As they move up through the school, they initiate and lead more projects. Social contributions, often related to environmental awareness and sustainability, have a positive impact on the school and wider community.

For Development:

- Improve students' attendance, particularly in KG.

3. TEACHING AND ASSESSMENT

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

- Most teachers demonstrate strong subject knowledge. Teaching is well-planned and sequenced across the primary, middle and secondary phases. Learning activities are generally effectively arranged to support and challenge students working at different levels.
- Teachers' questioning assesses and deepens students' learning effectively. In a few lower primary grade and KG lessons, and in Grade 9 Arabic, the range of teaching strategies does not take full account of the stage of language acquisition or starting points of lower attaining students.
- Learning activities usually engage and motivate students very well. In most lessons, teachers promote students' independence and critical thinking effectively, although this is less evident in mathematics.

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

- Internal assessment processes are coherent, consistent and linked well to the curriculum standards. In the primary, middle and secondary phases, they provide reliable and comprehensive measures of individual student's knowledge and academic progress. These processes are less evident in KG.
- The school conducts external assessments linked to curriculum expectations and participates in a range of tests to benchmark student's performance against international standards. Analyses of available assessment information enables the school to effectively monitor students' progress both as individuals and as groups.
- Since the last inspection teachers of Arabic have improved the quality of feedback given to students. While the use of assessment information to guide teaching is a strong feature of the most effective lessons, this is not a regular feature across all subjects.

For Development:

- Ensure that teaching strategies take account of the stages of language acquisition, and starting points, of students, especially in KG and lower Primary.
- Share the best practices in the promotion of critical thinking across subjects and phases.
- Ensure the effective use of assessment information in all lessons.

4. CURRICULUM

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

- The curriculum is broad and aligned to the school's vision and priorities of the UAE. It is effective in developing students' knowledge, skills and understanding. Cross-curricular links are meaningfully planned to support the transfer of learning between subjects.
- The school successfully implements sustainable development goals across all phases. Subject choices for older students ensure they have a wide range of opportunities to follow their interests and aspirations. This includes courses such as, design thinking and financial literacy. Some additional options are available for students of determination.
- The school conducts curriculum reviews regularly and systematically. In KG, a review of science and mathematics learning outcomes has taken place to improve children's learning experiences. A new reading programme in English and Arabic is enhancing students' reading and comprehension skills.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good	Good	Very good

- The school is most successful in modifying the curriculum to meet the needs of gifted and talented students when compared to other groups, particularly students of determination. A wide range of curricular and extra-curricular activities enhance students' academic and personal development.
- Almost all students engage in enterprise, innovation and social contribution activities, in both curricular and extra-curricular areas.
- The Arabic and Islamic Education curricula have strong links to Emirati culture, the UAE society and other subjects. This enables students to have coherent learning experiences. The moral social and cultural studies curriculum is supporting students' appreciation of Islamic values, local culture, diversity and global awareness.

For Development:

- Review strategies to support and improve learning outcomes for students of determination.

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 for the safeguarding of students, including child protection. Thorough training ensures staff are fully informed and students know where to seek support. A large medical team, divided between two well-equipped clinics, takes care of students' health and wellbeing.
- Staff work vigilantly to provide a safe, hygienic, and secure environment for students and the school community as a whole. Security and safety checks are frequent and thorough. When on school transport and throughout the school day, the supervision of students is exceptionally well-managed and highly effective.
- The persistent promotion of safe and healthy living is successful. It permeates the curriculum, and its impact is seen in the food choices that students make and their high rates of participation in physical activity.

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

- The exemplary behaviour of students and their positive relationships with their teachers is the result of mutual respect and the family atmosphere that the school fosters. Good rates of attendance are the outcome of a robust management system.
- Efficient procedures enable the accurate identification and understanding of students of determination, but the planning is not always effective in enabling the required support and modifications to the curriculum which are needed. A cross-curricular approach, and challenging learning experiences are provided for the academically gifted and talented students.
- The wellbeing and personal development of all students is closely monitored and supported through a whole school programme. Secondary school students receive useful information and advice on life choices and careers and are guided successfully through the university application process.

For Development:

- Improve the outcomes for students of determination by supporting teachers in modifying the curriculum and providing personalised support in all lessons.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Good

- The school has a strong inclusive culture and an open admissions policy which admits students regardless of their level of need. However, the inclusive education improvement plan does not specify, measurable, time-bound targets, and insufficient staffing is affecting students' outcomes.
- The school has well-established procedures for identifying students' needs and abilities on admission, drawing on external assessments for further confirmation. The targets set in student's individual education plans (IEPs) are mostly academic. They rarely include broader aspects of personal development such as communication and social skills.
- Parents are positive about the school and are satisfied with the progress their children make. Some would like more contact with other parents and would welcome the introduction of alternative programmes for those who are unable to follow the usual curriculum pathways.
- Teachers' welcome students of determination to their lessons and contribute to the subject goals in student's IEPs. However, not all teachers have the skills required to provide effective support or to successfully modify learning activities to meet these students' needs.
- Students' progress is measured through the achievement of termly IEP goals in every subject and, in aspects of literacy. External cognitive and achievement tests are used to help identify starting points and to plan interventions. Students make good progress when measured against these starting points.

For Development:

- Improve the provision for students of determination by providing teachers with high quality professional training and suitably trained learning support assistants.
- Improve the inclusive education improvement plan to include specific and measurable targets.

6. LEADERSHIP AND MANAGEMENT

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

- Senior leaders, led by the principal and vice-principal, provide clear educational guidance with appropriate emphasis on both academic excellence and wellbeing. The school's vision is aligned with the UAE national priorities and inclusive learning. The recent appointment of academic supervisors and assistant heads of departments strengthens the distribution of leadership and augments succession planning. Leadership in KG, Arabic and inclusion is less strong than in other areas.
- The school employs a systematic self-evaluation process, utilising internal and external data at multiple levels. This yields a comprehensive understanding of strengths and areas needing improvement. Effective monitoring assesses teaching and learning, and their impact on students' achievement. While improvement plans align with self-evaluation, the plans do not always include measurable targets. Some progress has been seen in addressing the recommendations of the previous inspection report, particularly in Primary.
- Through a variety of activities, parents are effectively engaged in the work of the school. Parents appreciate the support their children receive. Regular communication, through a variety of social media and weekly newsletters, ensures that parents are well informed of their children's academic progress and personal and social development. The school actively extends its partnerships locally, nationally, and internationally.
- Governance benefits from the wide range of expertise and backgrounds of its members. The experienced Chair oversees the work of the school, actively monitoring students' achievement, welfare and wellbeing. The recruitment of additional inclusion staff and the organisation of external reviews of the quality of the provision reflects governors' commitment to improvement. However, the weaknesses in provision remain in the KG and for students of determination.
- The school's day-to-day management operates well through effective procedures and routines. The school is successful in attracting well-qualified teachers and who benefit from internal and external professional training. The premises ensure accessibility for all, and learning spaces and resources are optimally utilised to support students' academic and personal growth. However, in a minority of classrooms space inhibits the range of teaching and learning activities.

For Development:

- Improve the effectiveness of leadership in KG, Arabic and inclusion.
- Ensure that the targets set in the school improvement plans are measurable and enable effective monitoring and accountability.
- Ensure that all classrooms offer suitable learning spaces so that there is no restriction on teaching and learning activities.



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