

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

**Inspection Report
2018-2019**

**Jumeirah English
Speaking School**

11 YEARS OF INSPECTIONS

Outstanding



























Curriculum
UK



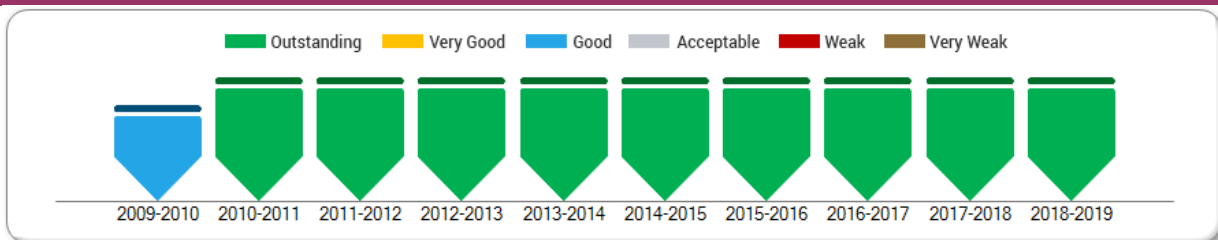
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School Information

General Information	 Location	Al Safa
	 Opening year of School	1975
	 Website	www.jess.sch.ae
	 Telephone	04 394 5515
	 Principal	Asa Firth
	 Principal - Date appointed	1/1/2016
	 Language of Instruction	English
	 Inspection Dates:	19 to 21 November 2018
Students	 Gender of students	Boys and girls
	 Age range	3-11
	 Grades or year groups	FS1-Year 6
	 Number of students on roll	703
	 Number of Emirati students	5
	 Number of students of determination	21
	 Largest nationality group of students	UK
Teachers	 Number of teachers	53
	 Largest nationality group of teachers	British
	 Number of teaching assistants	37
	 Teacher-student ratio	1:13
	 Number of guidance counsellors	1
	 Teacher turnover	21%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	CAT4, GL
	 Accreditation	BSO, COBIS
	 National Agenda Benchmark Tests	GL

School Journey for Jumeirah English Speaking School



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students achieve outstanding results in English, mathematics and science in the Foundation Stage (FS) and primary school. In both phases they apply exceptionally well-developed learning skills across the curriculum. Their attainment and progress are good in Arabic and Islamic education. Students develop high levels of skill in physical education, music and art.
- Throughout the school students have an excellent work ethic and exemplary attitudes to learning. They are highly resourceful, innovative and creative. They are committed to following healthy lifestyles. Students have a good understanding of Islamic values and their influence on life in the UAE. Most appreciate Emirati culture and heritage. A significant number of students have well-developed leadership skills.

Provision for learners

- Teachers have high expectations of students and what they can achieve. They plan effective and thought-provoking lessons, using assessment data exceptionally well, in addition to taking into account how children learn. Very effective questioning strategies are used to develop students' critical thinking and problem-solving skills. In most lessons, teachers' skilful questioning and feedback challenge students to take the next steps in their learning with confidence.
- The curriculum engages students, promotes lifelong learning skills and provides challenge, creativity, and enjoyment to their learning. Cross-curricular links are highly developed and relevant to real-life experiences. Moral education is well-planned and included in the Global Citizenship Programme. Most teachers successfully modify the curriculum to meet the social, emotional and academic needs of students of different abilities. Students benefit from the enrichment of the extra-curricular programme.
- The policies and provision for health and safety, including child protection and safeguarding, are very successful. The medical staff monitors student well-being effectively and promotes healthy lifestyles. The school successfully manages students' attendance and punctuality. Teachers accurately and swiftly identify students of determination and those with gifts and talents. They provide excellent support and interventions which enable students to achieve their potential.

Leadership and management

- The outstanding leadership fosters innovation and the capacity for continuous improvement. Leaders' evaluation of the school's performance is accurate in almost all respects. Parents are fully involved in their children's education and are fully supportive of the school. Governors challenge and support most areas of the school effectively. The school runs smoothly on a day-to-day basis and is suitably staffed in almost all areas.

What the School does Best:

- Students' achievement in English, mathematics and science
- Students' highly developed learning, personal and social skills, which they apply skilfully in lessons and throughout the school
- The quality and effectiveness of teaching across the school, which engages and motivates students academically and develops their creativity, artistic, musical and sporting talents
- The progress made by students of determination as a result of the skilled intervention of the specialist and support staff provided for them in lessons
- The outstanding leadership of the principal, senior and most middle leaders, which promotes a strong professional culture of continuous improvement and innovation in the school.







Key Recommendations:

- Improve students' attainment and progress in Arabic and Islamic education by:
 - improving the quality of teaching in both subjects by drawing on the best practice in the school, including the effective use of assessment information to adjust plans to meet students' differing needs
 - adapting the curriculum more effectively to help students of Arabic as a first language, especially in Islamic education, to understand Islamic concepts
 - ensuring that lesson observations, especially in Islamic education, evaluate students' attainment and progress more accurately.
- Governors should ensure:
 - that the school is held to account more effectively for the quality of staffing, teaching and leadership in Arabic and Islamic education
 - that the school develops further its inclusion policy in line with the 'Dubai Inclusive Education Policy Framework'.

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Learning skills		Outstanding	Outstanding

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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

6. Leadership and management

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

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 (N.A.P.) for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations.

- The outcomes of the students' performance in the TIMMS and PIRLS international assessments, all indicate strong progression over time. The scores for mathematics, science and reading show that the students are performing at the High International Benchmark level. Progression in the GL benchmark assessments, over time, is outstanding. In all three subjects, English, mathematics and science, the outcomes this year were again outstanding and, therefore, above expectations.

Impact of Leadership

is above expectations.

- Leaders are driven by the National Agenda. Outcomes of all assessments are analysed in great detail to inform future planning. As a consequence, one such adaptation is the totally new approach to teaching, where the development of questioning skills to improve students' ability to reason, is the key priority.

Impact of Learning

is above expectations.

- The development of higher order and critical thinking skills are an intrinsic part of most lessons. Learning objectives are very often skill focused rather than knowledge driven, with personalised challenges meeting the needs of all students. The use of technology is a strong feature of most lessons, although students do not use it sufficiently for research purposes.

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

For Development:

- Identify areas for development to ensure that the very high NA targets set for 2019 are met.
- Monitor the outcomes of the skills-based approach to teaching and learning to ensure it is bringing about the desired results.
- Refine the use of technology to ensure that students have more opportunities to apply it to their individual research.

Reading Across the Curriculum

- Students are confident, motivated readers. In the Foundation Stage (FS) children use class readers and 'big books'; older students engage in guided reading.
- Sounding out, segmenting, blending and reading whole sentences are common strategies in the FS. Extracting factual and descriptive terms from a text are regular features in upper primary classes.
- A love of reading is fostered in the library. Teachers have trained students to use the Library Management System, which allows them to search for books, write reviews and find out what other students are reading.
- Subject coordinators monitor the reading policy effectively through data analysis, students' voices and lesson observations, with the oversight of senior leadership.

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

UAE Social Studies

- The UAE social studies curriculum is very well planned. It links with other subjects through the Global Citizenship programme and is skilfully enhanced with imaginative and inspiring resources.
- Students use well developed collaboration, research and problem-solving skills to explore the concepts of UAE social studies and make meaningful connections to other subjects.
- The large majority of students attain levels that are above the curriculum expectations in their development of skills, knowledge and understanding.
- Students' progress in lessons and over time is very good, with the large majority making better than expected progress. They have insightful understanding of their own progress and development of skills.

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

Innovation

- Students are creative, reflective, independent and innovative in their learning in a range of subjects across the school. They use advanced digital technology to good effect.
- Students have significant leadership responsibilities and develop impressive leadership skills. Through a range of school or wider community projects, they develop entrepreneurial and innovation skills.
- Teachers provide many opportunities for students to develop their critical thinking and problem-solving skills, which in turn encourages the effective development of creativity and innovation.
- Adaptations to the curriculum are highly innovative and creative, and stimulate students' involvement in a wide-range of curricular areas, including technology, science, music, arts and sports.
- Senior leaders have a thorough understanding of the benefits of innovation. They create the necessary conditions for it to flourish in the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- The non-native Arabic Muslim students are making better progress than the Arab Muslim students, especially in the upper year groups. Students who have studied Islamic education in the school in earlier years make relatively better progress and achieve higher standards than those who are new to the subject.
- Students have good knowledge of the Pillars of Islam, Seerah and the majority of Islamic principles. Their memorisation skills are improving well in comparison with their recitation skills. Students display limited understanding of the links between the elements of Islam, resulting in inconsistency in their attainment and progress.
- Memorisation skills in the lower primary classes have improved as a result of students attending the Holy Qur'an club.

For Development:

- Develop students' ability to make links between different Islamic concepts and elements.
- Improve students' recitation skills and understanding of the meanings of verses in the Holy Qur'an.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Overall, the majority of students make better than expected progress and attain levels that are above curriculum levels. However, there is still inconsistency between the different language skills across year groups and for different groups of students.
- Students have strong listening skills. Reading fluency is mainly limited to reading familiar texts. Reading comprehension is still developing. Speaking with confidence, using Modern Standard Arabic, and writing remain the least developed skills.
- The school has initiated a programme to enhance the reading skills for a small group of native Arabic speakers. Although this is a positive feature, its implementation is at an early stage of development and has yet to improve students' reading fluency and comprehension skills.

For Development:

- Improve students' competence in Arabic by modifying the curriculum to address the gaps in the development of language skills, especially speaking.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Students in the lower year groups make more rapid progress from their starting points than those in the upper primary phase. More able students generally achieve well. However, achievement is inconsistent across all language skills and sub-skills.
- The majority of students can read familiar texts well. Their skills in responding and writing are only adequate. Reading comprehension and speaking skills are less well-developed due to limited opportunities for practice, especially in Years 4, 5 and 6.
- Although teachers are developing the use of technology in lessons to improve linguistic skills and student engagement, the impact on achievement is not evident.

For Development:

- Improve students' writing and speaking skills by providing more relevant opportunities to practise them.
- Provide appropriate support for lower achieving students, and those with less experience of studying Arabic, by making suitable adjustments to the curriculum to meet their needs.

English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Children in the FS are working well above the levels expected for their ages and use phonics to blend and segment words. Older students successfully interpret and analyse unseen and challenging texts. Consistent progress in reading is underpinned by an enriched curriculum, regular use of the library and an effective guided reading programme.
- FS children have well developed writing skills, and most can form letters correctly and use capitals appropriately. In Years 5 and 6, students draft and write narratives, describe settings, characters and atmosphere. The writing skills among boys in lower primary years are less well-developed than those of girls.
- Younger children are confident at speaking as they use extended vocabulary during imaginative role play. Upper primary students display significant linguistic competence when reciting poetry, delivering monologues or during debates.

For Development:

- Improve the writing skills of boys in the lower primary phase.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- There are no significant differences in achievement between each phase of the school. Most children and students make better than expected progress and attain above curriculum expectations.
- Across the school students have a strong grasp of number and can apply this very well to mathematical operations related to the real world. The use of strategies for reasoning when solving word problems is not as well developed.
- Overall, opportunities for independent learning and the sharp focus on critical thinking are helping students to reason, analyse and evaluate, thereby improving their ability to apply mathematical operations.

For Development:

- Ensure that the learning strategies for improving reasoning skills and solving word problems improve students' outcomes.

Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Almost all students' attainment is in line with or above the curriculum standards and most students exceed expectations in external benchmark tests. At all levels, the students demonstrate knowledge, skills and understanding that are above age-related levels, due in part to their well-developed reasoning skills.
- Students show no significant gaps in their understanding of the scientific concepts they study. They can analyse and evaluate scientific data and use their reasoning skills to make predictions about possible outcomes.
- Opportunities for students to develop their understanding of science and its importance in the world are enhanced through STEM activities, connections with other subjects and participation in activities.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Students' learning skills in both phases of the school are exceptionally high. Independent and investigative learning develops rapidly in the FS. In the primary phase, students skilfully select activities to match their learning needs, taking increasing responsibility for their own learning.
- Students engage enthusiastically when collaborating in highly innovative activities. They use augmented reality technology, create animations and explore virtual reality. Critical thinking and problem-solving skills are of an exceptionally high standard. Students explain ideas clearly. They negotiate and compromise with skill.

- Students make meaningful connections between different areas of learning and apply their knowledge to real-life examples to deepen their understanding. Students are reflective about their own and others' work, are able to revisit ideas, refine and raise the quality of their work to impressive levels.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Children in the FS and primary phase are mature, confident and respectful. They show exemplary attitudes toward their learning and persevere with determination. They work effectively together with considerable understanding, empathy, and appreciation of their peers.
- Students welcome visitors enthusiastically. They show respect for their teachers and to each other. This polite and courteous behaviour is evident throughout the school day. Leadership skills are instilled at a very early age through different initiatives across the year groups. Students pride themselves in their achievements at school.
- Students' awareness and commitment to following healthy lifestyles are excellent. They supplement their knowledge by engaging actively in different sports activities offered by the school. The high levels of attendance contribute significantly to the progress of all students in the school.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Across the school, students have a very deep understanding of the influence of Islamic values on life in the UAE.
- Students demonstrate a strong appreciation of Emirati culture and heritage. Children in the FS also have a rich, age-related knowledge of Emirati culture. However, students' understanding of Emirati heritage is not consistently evident in all year groups.
- Students express clear understanding of their own culture and traditions and do so with pride. Year 6 students have an excellent and detailed knowledge of world-wide as well as their own cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students have an exceptionally wide range of leadership opportunities. The unique and imaginative 'Pupil Exec Board', ensures that all student leaders and their teams are proactive and responsible members of the school and wider community. This impressive group frequently initiates and leads activities.
- From FS upwards, students demonstrate an excellent work ethic. They are highly resourceful, innovative and creative. They take part in entrepreneurial activities from 'Healthy Selfies' to 'Crafters Markets,' raising funds for projects such as building a school in Nepal.

- Conservation and sustainability feature strongly across the school. The ‘Green Team’ is linked up with a company turning plastic bottles into clothing. Avid collection of bottles by all students demonstrate their depth of understanding of issues and their determination to make a difference.

For Development:

- Refine the depth of students’ understanding of Emirati heritage and traditions and how these influence the lives of Emiratis over time.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Throughout the school, teachers develop students' learning skills by using engaging collaborative activities. They use very effective questioning strategies to develop critical thinking and problem-solving skills. In most subjects, teachers have high expectations of their students and what they can achieve.
- Teachers have secure subject knowledge and understanding of how young children and students learn. They plan very effective and thought-provoking lessons that enable almost all students to reach their potentials. Teacher-student relationships positively enhance the learning partnership.
- In most lessons, teachers enable students to be responsible for aspects of their own learning. Their questioning skills and effective use of feedback help students to take the next steps in their learning. These very strong practices are not as well-developed in Arabic and Islamic education lessons.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- In the FS, assessment is closely aligned to the Early Years Foundation Stage curriculum. Primary assessment processes are highly sophisticated and used very effectively. All assessment information is triangulated to give accurate measures of students’ academic development.
- A strength of assessment throughout the school is teachers’ use of data to inform planning. All teachers know their students very well. They analyse data very effectively to modify the curriculum and adapt teaching strategies. These very strong practices are less evident in Arabic and Islamic education.
- Teachers are continuing to develop the use of assessment within the classroom. They use data to set the most appropriate challenge for individual students ensuring that they progress rapidly from their individual starting points.

For Development:

- Develop teaching and assessment practices in Arabic and Islamic education to mirror the best seen in other subjects.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The National Curriculum in England is delivered through a blend of discrete subject learning, cross curricular and interdisciplinary opportunities. The curriculum is compliant, has a clear rationale to engage students and promotes lifelong learning skills, tailored to students' individual needs.
- The scope and progression of the curriculum is done by adding challenge, creativity, and enjoyment to students' learning. Leaders ensure continuity through regular review meetings and close monitoring of teachers' planning in all subject areas.
- Cross-curricular links are highly-developed and relevant to students' real-life experiences. A topic-based approach enables comprehensive links across subjects and is strongest in English and mathematics. The science, technology, engineering and mathematics (STEM) projects within each year group promote innovative learning experiences for students in a challenging and interesting manner.
- Moral education is well-planned and delivered through an integrated curriculum and as part of the school's Global Citizenship Programme. Students receive at least 60 minutes each week through specific topics, assemblies and whole school events.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Teachers successfully modify the curriculum to meet the social, emotional and academic needs of students of different abilities. However, modifications to support learners in Arabic and Islamic education are less secure. Students participate in extra-curricular activities which include physical education, music, language, computing, artistic and creative clubs.
- Developing students' ability to use their initiative, including environmental awareness, is an integral part of the curriculum. Children in the FS benefit from facilities which promote child-initiated learning. The use of tablet computers and the Eco-garden offer opportunities for students to demonstrate enterprise and innovation skills.
- Adaptations to embed Emirati culture are aligned to the moral education and social studies curricula. Assemblies are held on prominent UAE figures, for example, Year 6 students performing the leadership speeches of Sheikh Zayed.
- Arabic as an additional language is delivered in FS 2 for 40 minutes each week.

For Development:

- Plan the modifications to the curriculum more effectively in Arabic and Islamic education so that students can achieve better outcomes in their learning.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- The provision for health and safety, including child protection and safeguarding, is very effective across the school. The maintenance of the swimming pool is to a very high standard and qualified lifeguards are on duty throughout the day.
- All health and safety policies are regularly reviewed. Safety and risk assessment checks are carried out frequently, and staff members deal with concerns quickly and efficiently. There are effective safety procedures in place for the beginning and end of the school day. Vigilant staff members monitor and direct the traffic upon students' arrival and when leaving the school.
- The medical services are effective, and nurses consult with parents as necessary. They are active in monitoring students' well-being and supporting healthy lifestyles. The school is a safe, secure and pleasant environment for both students and the staff.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Relationships between the staff and students are exemplary. A restorative practice model of behaviour management helps students to reflect on the impact of their actions, then repair and restore relationships that have been damaged. This is highly effective.
- The school is highly successful in managing students' attendance and punctuality. Monitoring of students' well-being and personal development is exceptionally thorough. The school counsellor provides excellent guidance and there is a strong emphasis on mindfulness.
- The school's comprehensive systems accurately and swiftly identify students of determination and those with gifts and talents. Excellent support and interventions enable almost all students to achieve their best personal and academic progress.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- Governors, the principal and other leaders promote an inclusive ethos in the school. The inclusion team is highly skilled, qualified and provides excellent support. The wording of the current admissions policy does not reflect fully the inclusivity of the school.
- Arrangements to identify students of determination and those with gifts and talents are comprehensive and rigorous. These procedures ensure accurate identification of students' needs. Individual education plans for students of determination identify key barriers to learning. Targets are precise and inform effective learning strategies.
- Partnerships with parents are outstanding. Parents and students are fully involved in all stages of the process, including planning interventions and reviewing progress. Parents welcome regular updates on their children's progress and the frequent opportunities they have to discuss any concerns.
- The needs of all students are primarily met through differentiated teaching within the classrooms. Teachers support students of determination very well. They focus on their needs and use resources and technology creatively. Consequently, students make sustained progress and develop the confidence to extend their independent learning.
- Students of determination consistently make better than expected progress, with the majority moving close to age-related expectations in most subject areas. Excellent personal support results in students' being very well-prepared for the next stages of their education.

For Development:

- Consider re-wording the admissions policy to reflect the school's inclusive practice.

6. Leadership and management

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

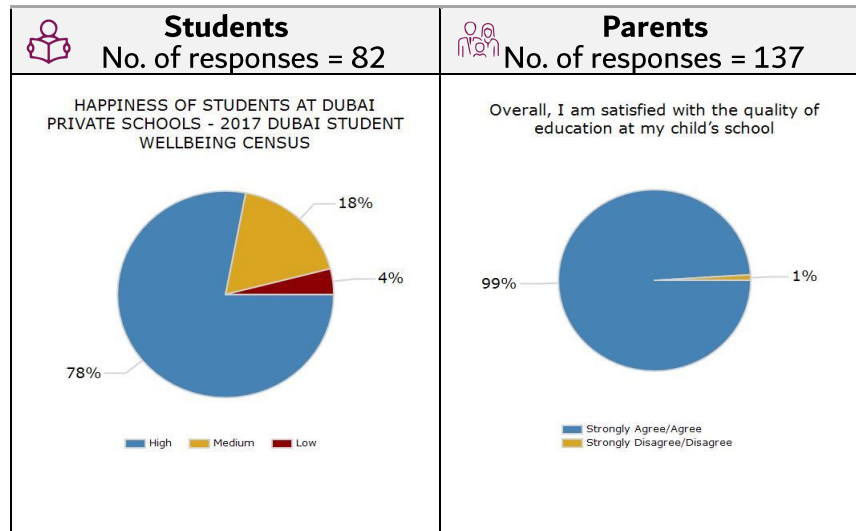
- The principal and other senior leaders inspire the whole school community to provide an outstanding quality of education. The senior leadership team communicates an ambitious vision of a world class, rounded education which embraces the UAE’s National Priorities. Leadership is distributed strategically and empowers middle leaders and teachers to release their creativity and talents. As a consequence, the school has the capacity to continuously innovate and improve for the benefit of all the students.
- The school has a systematic and rigorous approach to self-evaluation which provides leaders and teachers with accurate information on its performance in all areas except in Islamic education. Data is used exceptionally well to support and direct school development. Improvement plans are ambitious, coherent and promote creativity, innovation and students’ achievements. The school responded well to last year’s inspection recommendations, but students’ outcomes in Islamic education are less than anticipated.
- Parents are fully involved in the school and their children’s education. The school communicates exceptionally well with parents through a number of digital channels as well as regular meetings with class teachers and leaders. The reports on students’ progress and achievement are detailed and provide opportunities for students to comment on their learning. The school has very strong links with partner schools and a growing global presence in the use of digital technology to enhance learning.
- The governing board includes parents and takes account of their views. The board is effective in holding the school to account for most aspects of its performance. It is less effective in holding the Islamic education and Arabic departments to account. A Governor for inclusive education has been appointed, but the school has not taken sufficient steps to adopt fully the ‘Dubai Inclusive Education Policy Framework.’ The board provides sufficient resources to update the school’s needs and facilities.
- All aspects of the day-to-day management of the school are effective and efficient. Well-qualified staff members are deployed in almost all areas of the school. An extensive programme of professional development is in place to enhance teaching skills. The learning environment is well-resourced, spacious and stimulating. The recently refurbished technology facilities are providing outstanding opportunities to extend student learning with advanced digital technologies.



For Development:

- Improve the precision in monitoring the progress and standards of attainment in Islamic education and Arabic.

The Views of Parents and Students

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



 Students	<ul style="list-style-type: none"> Almost all Year 6 students took part in their survey. Most report that they are happy, optimistic and satisfied with life. They express positive views about belonging to the school and their academic ability. This is in accordance with the inspection findings. Compared with the Dubai averages, students in the school participate more in music, art, sport and other organised activities.
 Parents	<ul style="list-style-type: none"> Approximately one quarter of parents responded to their survey. Almost all are very happy with the quality of education. All think their children are safe in school. Almost all think teachers have helped their children develop skills to learn effectively. Most parents think that their children have a close relationship with a teacher at the school. All of these views are confirmed by the inspection.

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