

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

OUTSTANDING

دبي  
المعرفة Knowledge

## INSPECTION REPORT

2017-2018

Jumeirah English  
Speaking School

Celebrating  
10 years of  
inspections

JUMEIRAH ENGLISH SPEAKING SCHOOL

UK CURRICULUM

## Contents

School information .....	3
The DSIB inspection process .....	4
Summary of inspection findings 2017-2018.....	5
National Priorities .....	9
Main inspection report .....	12
1. Students' achievements .....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment .....	17
4. Curriculum .....	18
5. The protection, care, guidance and support of students.....	19
Inclusion of students with SEND (Students of determination).....	21
6. Leadership and management .....	22
The views of parents, teachers and senior students.....	23



## School information

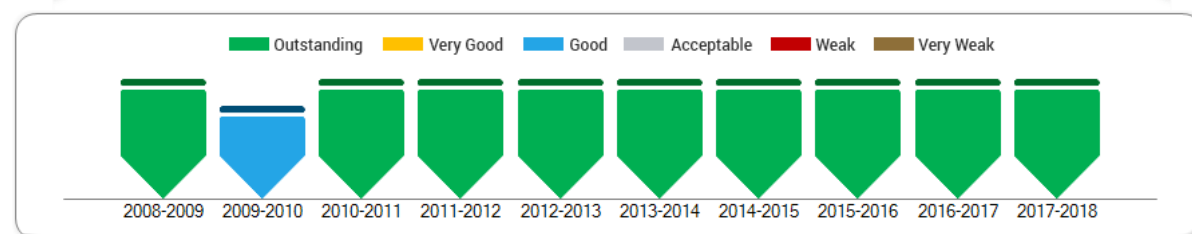
General information	
Location	Al Safa
Type of school	Private
Opening year of school	1975
Website	www.jess.sch.ae
Telephone	04 3945515
Address	Jumeirah Safa, PO BOX 24942
Principal	Asa Firth
Principal - Date appointed	1 January 2016
Language of instruction	English
Inspection dates	13 to 15 November 2017

Teachers / Support staff	
Number of teachers	50
Largest nationality group of teachers	British
Number of teaching assistants	33
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	6%

Students	
Gender of students	Boys and girls
Age range	3-11
Grades or year groups	FS1-Year 6
Number of students on roll	697
Number of children in pre-kindergarten	88
Number of Emirati students	4
Number of students with SEND	18
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK / -
External tests and examinations	CAT4 and GL tests
Accreditation	BSO
National Agenda benchmark tests	GL tests

## School Journey for Jumeirah English Speaking School



## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

**Jumeirah English Speaking School** was inspected by DSIB from 13 to 15 November 2017. The overall quality of education provided by the school is **outstanding**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The leadership provided by the headteacher, capably supported by senior leaders, middle leaders and governors, is highly inspirational and appreciated by students, staff and parents. Strengths and weaknesses of the school are well known. Relationships are excellent. Governors monitor the school and hold leaders to account for the impact of their actions. Partnerships with parents are outstanding. Recommendations from the previous inspection report have been addressed. All statutory and regulatory requirements are met.

### Students' achievement

Attainment and progress in English, mathematics and science remain outstanding in the Foundation Stage and the primary school. Both attainment and progress in Arabic and Islamic education are good and better than reported at the previous inspection. Students' innovation, enterprise, enquiry, research, problem-solving and critical thinking skills are developed very effectively so that students' learning skills are outstanding overall.

### Students' personal and social development, and their innovation skills

Students' personal development, Islamic understanding, social responsibility and innovation skills continue to be outstanding. Students' attitudes towards school are excellent as confirmed by their excellent attendance. Their understanding of Emirati heritage and culture is strong and awareness of Islamic values and world cultures is exemplary. Students have a deep appreciation of environmental issues.

### Teaching and assessment

The quality of teaching is outstanding overall because lessons are well planned, resources well considered and relationships are strong. Thorough assessment systems ensure that students are known well, so that teaching is personalised and weaknesses are quickly addressed. Questioning is excellent. Problem-solving and critical thinking are strong features.

### Curriculum

The school follows the revised English National Curriculum with due regard given to Arabic and Islamic education. Arabic offered in the Foundation Stage is having a positive impact. The curriculum is enhanced through activities to develop students' enterprise, innovation, creativity and social skills. Modifications to the curriculum for students with SEND are excellent.

### The protection, care, guidance and support of students

The school provides a safe, secure and supportive environment. Responsibilities for child welfare are taken seriously. Procedures and practices for child protection are outstanding. Support for students with SEND and those who are gifted and talented are excellent. All students have access to staff who offer effective support for their academic progress, health and wellbeing.

### What the school does best

- The attainment and progress in English, mathematics and science are outstanding.
- Students' learning, personal development, Islamic understanding, social responsibility and innovation skills continue to be outstanding features.
- Teaching, assessment, curriculum design and adaption, health and safety, and care and support are exceptional across the school.
- The focused vision and inspirational leadership of the school are excellent.
- The influence of the governing board, partnerships with parents and the school's management, staffing, facilities and resources are outstanding across the school.







### Key recommendations

- Improve the quality of teaching for effective learning in Islamic education by
  - sharing the very good and outstanding practice that already exists
  - increasing opportunities for students to use evidence from the Holy Qur'an and Hadith to support their Islamic knowledge
  - providing students with more research options to enhance their understanding of the subject.
- Improve the quality of teaching for effective learning in Arabic by:
  - sharing the very good and outstanding practice that already exists
  - ensuring that work is better planned to challenge all students especially the more and less able students
  - increasing students' use and retention of vocabulary in Arabic writing as well as providing students with verbal and written feedback on their work and how to improve.

## 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
		Foundation Stage	Primary
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	Outstanding
Management, staffing, facilities and resources	Outstanding



## 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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Students' attainment in English, mathematics and science in the National Agenda Parameter tests are above expectations.
- The school's leadership is totally committed to the National Agenda. The quality of the data analysis and the action plan which derives from it are of the highest order.
- Data is analysed extremely thoroughly and utilised systematically by class teachers, specialist teachers and school leaders.
- The school's curriculum is regularly and systematically reviewed. This results in a curriculum which is adapted extremely well following analyses of N.A.P. and CAT4 data.
- Students' engagement with, and development of, high-level thinking skills are enhanced by skilful adaptations to teaching strategies which are informed by the data.
- External assessment results have a positive and profound effect on the development of research skills. Nevertheless, these skills could be developed further, especially in terms of using multiple sources to form a view on an issue.

**Overall, the school's provision for achieving National Agenda targets is above expectations.**

### Moral Education

- Moral education is embedded into the ethos of the school for all students. It is integrated into the school's curriculum framework and is a clear focus for assemblies.
- Teachers ensure that aspects of moral education are incorporated into lessons offering strong connections to current affairs and to students' personal experiences.
- Students actively participate in sharing their prior knowledge and understanding of moral issues. They apply this understanding to personal, local and global contexts.
- School leaders and staff are collaborating to construct an assessment and reporting system which effectively takes account of how students feel, think and act.

**The school's implementation of the UAE moral education programme is well developed.**

### Social Studies

- The learning objectives for UAE social studies are carefully incorporated into the school's curriculum for 'Global Citizenship'. Skills, concepts and knowledge are well balanced within this.
- Teachers plan purposeful lessons and provide imaginative resources to engage and challenge students. There is a strong focus on developing higher order thinking skills.
- Students interact and collaborate well while exploring the concepts of UAE social studies. They find things out for themselves using technologies in innovative ways.
- UAE social studies learning outcomes are currently assessed as part of 'Global Citizenship' programme.

**The school's implementation of the UAE social studies programme is well developed.**


### Innovation in Education

- Students work independently and collaborate with each other. They work well on research projects and use advanced technology to support their learning.
- Innovation and enterprise are common features in the school. Students explore Dubai buildings' design and sustainability, and are involved in a project based on the Dubai canal.
- Most teachers use innovative approaches to learning with considerable emphasis on planning to use and apply advanced learning technologies in creative ways.
- The curriculum has been adapted to promote research and enquiry. 'Global Citizenship' lessons encourage students to explore ideas about creativity, innovation and sustainability.
- Leaders at all levels actively encourage, support and promote innovation across the school. The school encourages and supports staff to engage actively with the innovation agenda.

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

## Main inspection report

### 1. Students' achievements



		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Good
	Progress	Not applicable	Good

- Good attainment and progress have been maintained in the primary school. Progress is better in the upper primary school where students' understanding, and application of Islamic teachings and acts of worship are well-developed.
- Students have a good knowledge of the basic concepts and principles of Islam, which have helped them to be well prepared for new knowledge and to apply it appropriately in lessons and outside the classroom.
- Students can recite the verses from the Holy Qur'an correctly. Their recitation skills have improved considerably since the introduction of Al Royati programme. However, opportunities to research the subject to enhance their understanding are underdeveloped.

#### For development

- Increase opportunities for students to use evidence from the Holy Qur'an and Hadith to support their Islamic knowledge.
- Provide students with more research options to enhance their understanding of the subject.




Arabic as a first language 	Foundation Stage		Primary
	Attainment	Not applicable	Good 
	Progress	Not applicable	Good

- Attainment is good, as the majority of the small number of Arabic students studying Arabic as a first language are working at levels which are above curriculum standards. This is particularly evident in students' comprehension skills and their reading at the end of the phase.
- In lessons, students' comprehension and reading skills are a strength and they progress well through the phase. However, their speaking skills remain the least developed.
- Students' writing skills are developing steadily. In general, students are less confident in their independent writing although their writing improves with support.

#### For development


- Use questions that are more probing to improve students' use of vocabulary and confidence in using Arabic.

Arabic as an additional language 	Foundation Stage		Primary
	Attainment	Not applicable	Good
	Progress	Not applicable	Good


- Most students in the lower primary school make very good progress in lessons and over time. In the upper primary school, students' attainment drops slightly although it is steady in these years.
- Across the school, students' attempts to use new vocabulary creatively is a strength along with their well-developed listening skills. More able students are confident reading a familiar text, and demonstrate a good understanding of the content. Less able students are not secure in their reading or writing, and require considerable support in their learning.
- Most students make good progress in lessons due to the range of interesting and well contextualised activities that are appropriately challenging. However, tasks do not always meet the needs of the most and least able students consistently.

#### For development


- Ensure that activities are suitably designed to meet the needs of all students and provide appropriate challenge to the most able students.
- Increase students' vocabulary retention and use, especially by those in the upper primary school.

English 	Foundation Stage		Primary
	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Internal and external test data, classroom observations and work samples, show that most students have above age-related skills in reading, writing, speaking and listening. They demonstrate excellent grammar knowledge and spelling skills.
- The early introduction of phonics teaching in the Foundation Stage, underpins the development of excellent reading and writing skills in the primary school where students acquire outstanding skills in writing for different purposes.
- An integrated thematic curriculum creates many opportunities for students to develop their speaking and drama skills. Through presenting their projects to their peers, either live or as recorded videos, students improve and hone their skills in presentation and public speaking.

Mathematics 	Foundation Stage		Primary
	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Attainment in internal and external tests and in lessons is well above age-related levels for most students. This standard of achievement reflects excellent mathematical knowledge and understanding over time and across both phases.
- Competence with number, and data handling skills, are extremely well developed across the school. Students confidently use mathematical processes to perform accurate calculations and can interpret graphs well. Problem-solving is strongly embedded.
- Students' progress when measured from their starting points is very strong, with most students achieving high levels of attainment. In lessons, students routinely make relevant connections with previous topics and links with real-life situations.

 Science	Foundation Stage		Primary
	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

- Attainment in internal and external tests, in lessons and in books is well above age-related levels for most students, with excellent knowledge being demonstrated. This is a consistent feature seen over time, and across groups.
- Investigative skills are extremely well developed across the school, with enquiry, hypothesising, analysis and synthesising being strong features of students' experiences. Practical skills of measuring, recording and transforming data to aid analysis are similarly very effective.
- Students' progress when measured from their starting points is outstanding, with most students attaining high levels. In lessons, most students make rapid progress against learning objectives and develop excellent scientific skills.

#### For development

- Incorporate elements of the high order skill of synthesising information from multiple sources into investigative work.

	Foundation Stage	Primary
Learning Skills	Outstanding	Outstanding

- Students learning skills, in both phases, are outstanding, with excellent progression of their learning when moving from the Foundation Stage to the primary school.
- Students across the school are very motivated and eager participants in their learning. This is evident in their exemplary engagement in activities, application of learning to new contexts and their embracing of all opportunities to be creative, and innovative.
- Effective and creative planning ensures that learning skills are integral and embedded within lessons. Students collaborate successfully and communicate effectively. They use technology innovatively to develop their independent learning skills.

#### For development

- Consistently embed high level research activities across all areas of the school to ensure that students use these skills routinely as part of their independent learning.

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

	Foundation Stage	Primary
<b>Personal development</b>	<b>Outstanding</b>	<b>Outstanding</b>

- Students' personal development is a strong feature across both phases of the school. This is largely due to the very high expectations of learners set by the school. Behaviour is exemplary at all times.
- Relationships between students and with their teachers are exceptionally positive. Students take on leadership roles and responsibilities in the school eagerly and have a voice allowing them to be active participants in the life of the school.
- Students are committed to following a healthy and safe lifestyle. This is evident in their response to and participation in the wide range of sports activities offered by the school. High levels of attendance make a significant contribution to the progress students make.

	Foundation Stage	Primary
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	<b>Outstanding</b>	<b>Outstanding</b>

- Students in the primary school have an outstanding appreciation of how Islamic values influence contemporary UAE society. In the Foundation Stage, children are well aware of Muslim symbols and celebrations.
- Students in the primary school demonstrate an excellent appreciation of UAE culture through Heritage Heroes' activities and whole school events. During International Day and through cross-curricular activities, students experience the cultural diversity of the school community and explore various cultures from around the world.
- Students across the school have an excellent awareness of the importance of Arabic as the language of Islam and the language of the UAE. They are very keen to acquire a very deep knowledge and understanding of all aspects of both local and international cultures.



	Foundation Stage	Primary
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding

- Students, especially those in Key Stage 2, are proactive and responsible members of the school community. They participate actively in a good range of leadership opportunities and school community events.
- Students demonstrate an excellent spirit whilst fundraising to build a school in Nepal and donating for cancer awareness. They promote sustainability through the 'Living Rainforest' essay writing competition and other energy-saving and environmental initiatives.
- In the Foundation Stage, children display excellent work ethics and outstanding care for their classrooms. All students contribute innovatively to their learning environment and have a positive effect on the school.

#### For development

- Develop further opportunities for children to deepen their understanding of UAE heritage and different cultures in the Foundation Stage.

### 3. Teaching and assessment

	Foundation Stage	Primary
<b>Teaching for effective learning</b>	Outstanding	Outstanding

- The quality of teaching is consistently high throughout the school. Teachers facilitate learning very effectively. They expertly apply their knowledge to provide meaningful contexts that support students' learning. The very positive relationships within classes promotes engagement and encourages children and students to make rapid progress.
- The detailed and comprehensive planning of lessons is a real strength of the school. Planning is complemented by visually stimulating classroom environments. Teachers have very high expectations. They are adept at posing questions that encourage students to be reflective and think for themselves.
- Refinements to the assessment practice are enabling the school to meet the individual needs of students particularly well. Technology is innovatively used to promote learning.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Internal assessment is thorough and benchmarked extremely effectively against external data, providing reliable and valid information about students' performance and progress. This is used to excellent effect in lessons to move learning forward, offering appropriate challenge and support.</li> <li>Information from the CAT4 assessments is compared with external data and shows that the school enables students to make excellent progress. Additionally, these data are used in an exemplary way to inform planning and development across all curriculum areas.</li> <li>In the classroom, information is used to guide verbal and written feedback, with students fully involved in assessing their own performance, using software which allows them to capture and showcase their learning. Students respond well to the excellent 'next-step' comments from teachers through meaningful dialogue.</li> </ul>		

#### For development

- Ensure that the exceptional skills which underpin critical thinking and problem-solving are further developed by tracking them to judge progress and mastery in skill acquisition.
- Ensure that the reporting system is further developed to include feedback on moral education and UAE social studies.

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>The curriculum, across both phases, provides rich, rewarding learning experiences for all children and students. There are opportunities for students to make personalised choices as a result of the imaginative way in which curriculum planning is undertaken.</li> <li>The Arabic curriculum includes 'I can' statements and the continued development of mental mathematics skills supports all areas of the mathematics curriculum. Outdoor learning provides opportunities for additional and creative use of resources.</li> <li>A review of curriculum themes has resulted in topics that are more gender inclusive and has provided a greater depth of cross-curricular options.</li> </ul>		

	Foundation Stage	Primary
<b>Curriculum adaptation</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"> <li>The school plans adaptations to the curriculum very successfully. This supports all groups of students and provides sufficient challenge to meet their needs. It is particularly effective in providing enrichment and challenge for students with SEND as well as gifted and talented students.</li> <li>Across both phases, the flexible and diverse curriculum provides opportunities for children and students to achieve personally, physically, creatively and academically. The curriculum is student-centred, and students are motivated and keen to learn. The extensive range of extra-curricular activities encourage the development of talents and skills at all levels.</li> <li>Students have an excellent knowledge about the values which influence UAE society. The planned programmes to develop their understanding of the culture and heritage are thought provoking and linked to local events and places of interest. Foundation Stage children have a growing knowledge of the UAE culture and society.</li> <li>Foundation Stage children learn Arabic very well. Teachers skilfully adapt the curriculum and use a variety of games and resources to increase vocabulary skills so children have a good foundation for learning Arabic in Year 1.</li> </ul>		

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

	Foundation Stage	Primary
<b>Health and safety, including arrangements for child protection / safeguarding</b>	<b>Outstanding</b>	<b>Outstanding</b>
<ul style="list-style-type: none"> <li>Safeguarding information and associated procedures are very effectively communicated. Child protection training for all staff is extensive, highly relevant and regularly reviewed. Communication with parents and awareness raising about safeguarding issues, are systematically organised. A well-resourced clinic, staffed by experienced practitioners effectively supports students' well-being.</li> <li>The school provides an exceptional caring and supportive working environment for both students and staff. Buildings and equipment are maintained in excellent condition. The school is extremely secure. The premises and facilities provide an excellent learning environment. Technology and resources are imaginatively used to stimulate students' interest.</li> <li>The school is extremely mindful of its responsibilities for care and safety in relation to extra-curricular activities and trips. Related risk assessments are very comprehensive and detailed.</li> </ul>		

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Relationships between students and staff are exemplary. The school's approach to behaviour management ensures that students develop self-discipline and understand the impact of their behaviour on the school community. The successful tracking of attendance ensures that students access the maximum time for learning.</li> <li>Excellent assessment procedures result in all students being well supported. Those with SEND are swiftly identified and receive targeted support. Students with gifts and talents are successfully identified and monitored. As a result, they make at least very good progress across the school.</li> <li>The school is very inclusive. Teachers monitor students' well-being closely. Students receive highly effective personal and academic guidance. The quality of support for all students enables them to make their best personal and academic progress.</li> </ul>		



## Inclusion of students with SEND (Students of determination)

### Provision and outcomes for students with SEND

Outstanding

- The highly qualified 'Inclusion Champion', the 'Inclusion Governor' and the school action team are totally committed to inclusion and improving all students' progress. The school invests heavily in providing high quality resources and ongoing professional development for staff. This results in very effective intervention for students across the school.
- Specialist staff use a range of assessment tools precisely to identify students. As a result, the students have access to very effective interventions which are well aligned to their needs. Staff continually monitor students and are responsive to their changing profiles.
- The school communicates well with parents using a variety of media. Parents are valuable participants in making a significant contribution to the school's provision for students with SEND. School leaders and class teachers welcome and encourage parents' feedback and support.
- Students receive highly skilled personalised support which is planned to meet their specific needs. Assistive technology is used frequently in literacy activities and to support students' full access to the rich learning experiences offered by the school.
- The school uses a comprehensive highly effective tracking, monitoring and evaluation system. The inclusion team uses this consistently and has an in depth understanding of the performance of students with SEND. Students are positive about learning and they make rapid progress over time.

## 6. Leadership and management

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




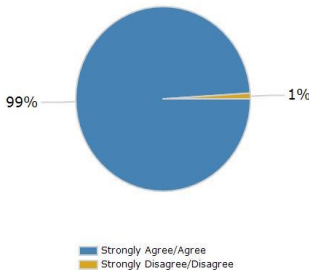
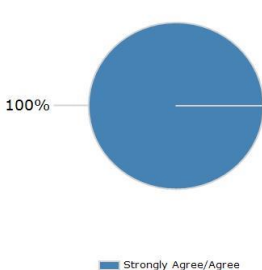
- Highly inspirational leaders have a strongly focussed and strategic vision. They are extremely committed to the UAE national and Emirate priorities. They set very high standards for themselves and for others. Relationships across the school are excellent. Almost all parents express confidence in the leadership of the school. Leaders continually seek to improve.
- The grades offered in the school's self-evaluation were accurate and well considered. Areas for improvement are identified and tackled with rigour and determination. Extensive school self-evaluation and quality assurance processes are deeply embedded across the school. The school development plan is very well considered but there are too many priorities. Appraisal, professional reflection and professional learning communities support staff in ongoing improvement.
- Parents at the school are active partners in their children's learning in many ways. They enjoy participating in meetings and the training events held at the school which offer them opportunities to improve their knowledge about their children's education and school life. Communication systems between school and parents include effective social media options as well as personal meetings.
- The governing board offers a wealth of expertise and includes representation from a range of stakeholders including regular contact and feedback from parents. To date, any concerns raised by parents are responded to in a timely and supportive manner. The governing body monitors the school and holds leaders to account. Areas for improvement identified in the previous inspection report have been addressed. Statutory and regulatory requirements are met.
- The school is very efficiently managed. Established routines and procedures are highly effective in promoting a well-ordered, supportive community. All staff members are suitably qualified and benefit from an innovative, focused, professional development programme. The recently refurbished premises are of the highest quality and have enhanced extensive specialist facilities. The school is well equipped with relevant materials, practical equipment and innovative digital technology.




### For development

- Review staffing in the Arabic department to ensure that teachers have sufficient time to plan lessons, share good ideas and develop their professional expertise.

## The views of parents, teachers and senior students

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

 <b>Students</b> No. of responses = 0	 <b>Parents</b> No. of responses = 134	 <b>Teachers</b> No. of responses = 48
Not Applicable	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <p>99% 1%</p> <p>Strongly Agree/Agree Strongly Disagree/Disagree</p>	<p>Overall, I am satisfied with the quality of education at my school</p>  <p>100%</p> <p>Strongly Agree/Agree</p>

 <b>Students</b>	<ul style="list-style-type: none"> <li>Not applicable</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents were satisfied with the quality of education provided by the school. Parents said that their children felt safe in the school. Parents agreed that the school was well led. Written responses were mostly positive although a small number highlighted concerns over bullying and the school's procedures for dealing with bullying. Inspection findings confirmed the positive aspects identified and found that bullying was extremely rare.</li> </ul>
 <b>Teachers</b>	<ul style="list-style-type: none"> <li>The teacher survey was extremely positive and almost all teachers said that they were satisfied with the quality of education at the school and were happy to work at the school. The teacher survey also concluded that the school was well led, that leaders listened to parents and that the school dealt well with bullying.</li> </ul>

### 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](mailto:inspection@khda.gov.ae)