

Inspection Report



JSS Private School

2014-2015



إكسبو 2020
دبي، الإمارات العربية المتحدة
DUBAI, UNITED ARAB EMIRATES

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School information



General information

Location	Al Wasl
Type of school	Private
Opening year of school	2011
Website	www.jsspsdubai.com
Telephone	04-3446419
Address	P.O.Box 126721, Al Safa, Dubai
Principal	Mrs. Chitra Sharma
Language of instruction	English
Inspection dates	13 th - 16 th October 2014



Students

Gender of students	Boys and Girls
Age range	3 - 16
Grades or year groups	KG1 - Grade11
Number of students on roll	1899
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	48
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	134
Largest nationality group of teachers	Indian
Number of teacher assistants	35
Teacher-student ratio	1:14
Number of guidance counsellors	2
Teacher turnover	25%



Curriculum

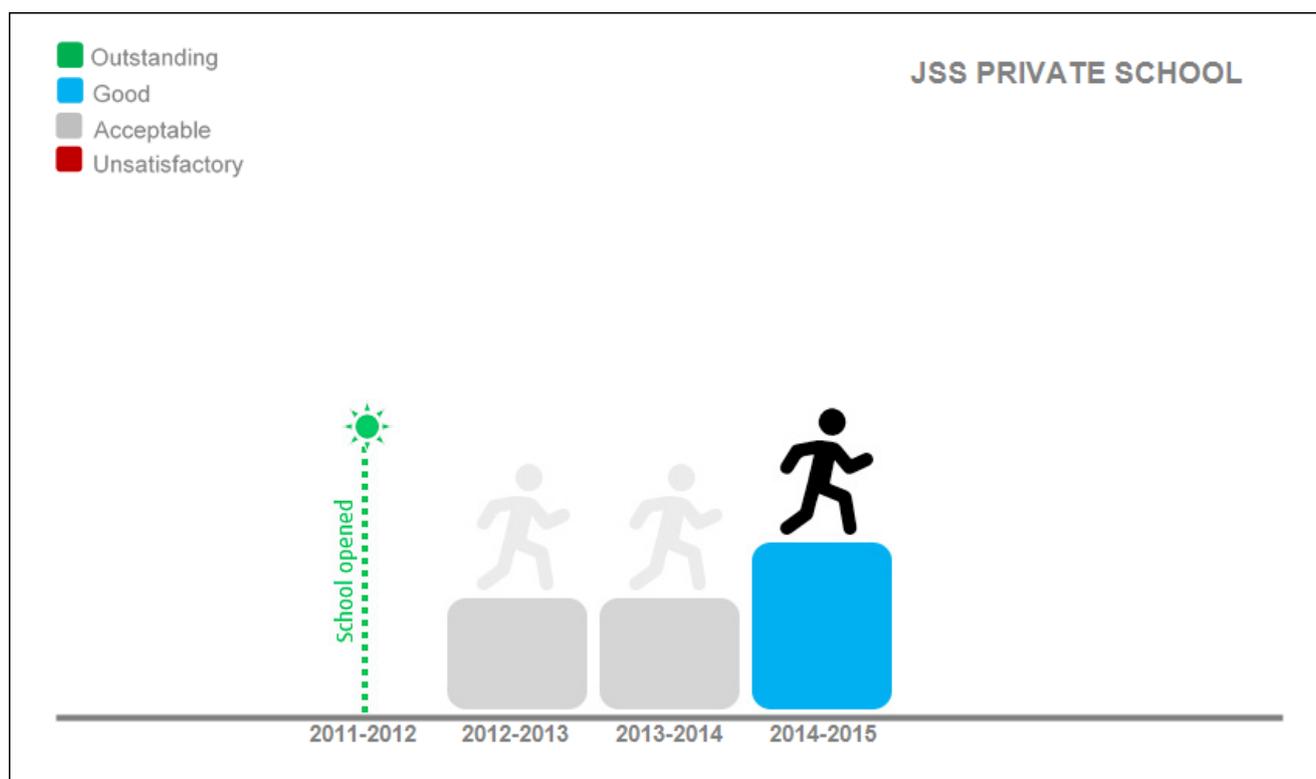
Educational Permit	Indian
Main Curriculum / Other	CBSE
Standardised tests / board exams	IBT/CBSE
Accreditation	CBSE



Dear Parents,

JSS PRIVATE SCHOOL was inspected by DSIB from 13th-16th October 2014, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Examination results and progress in English, mathematics and science were good across almost all the school.
- Students' attitudes and behaviour were good, as was their community and environmental responsibility and understanding of Islamic values.
- The Principal and other leaders were committed to improving the school.

Areas for improvement

- Improve students' performance in Islamic Education and Arabic as an additional language.
- Ensure leaders and teachers use students' assessment information better in self-evaluation and improvement planning.
- Ensure all teaching meet the needs of different groups of students, by providing well-matched, challenging activities and more opportunities for students to learn independently.
- Ensure the curriculum meets the needs of all groups of students, especially in the primary phase.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

**Dubai Schools Inspection Bureau
Knowledge and Human Development Authority**

A closer look at JSS PRIVATE SCHOOL



How well does the school perform overall?

JSS Private School provided a 'Good' quality of education for its students.

- Students' examination results and the progress they made were mainly good but weakest in Islamic Education and Arabic as an additional language. The use of International Benchmark Tests for the full cohort of students in grades 3 to 10 was a good practice of comparing student outcomes against international standards. The school's first results for Grade 10 in their 2014 CBSE examinations were high. Most students had positive attitudes, they worked together well, made connections with their earlier learning and applied their skills to real life examples. In the primary phase, however, independent learning was less developed.
- Students were very well behaved and were punctual to school and to lessons. They showed a good understanding of Islamic values, UAE heritage and were proud of their own culture. They raised money for charities and suggested community and environmental projects.
- Teaching was mainly good across the school but, in the primary phase, teachers were not always focused enough on learning. They gave students verbal feedback, but few written comments. Teachers used assessment information to show students had made progress, but the school did not use this data fully.
- The curriculum was well-planned but learning in the primary phase was sometimes uneven. Students were provided with a good choice of subjects but links with the community were not well-developed.
- The school was secure, safe, healthy and hygienic, but students did not always wear the correct safety equipment in science laboratories. Students received good care and support, and relationships at all levels were good. Healthy lifestyles were promoted well and attendance was monitored rigorously.
- The Principal's drive for improvement was shared by the Governing Council and other leaders. However, the impact was limited because the school did not use its assessment information to guide improvement. Parents and their views were valued and their involvement contributed well to students' development.



How well does the school provide for students with special educational needs?

- The school was inclusive and provision for students with special educational needs was good.
- Students made good progress in their personal and social education which gave them confidence.
- Students' individual needs were identified well. Parents were regularly consulted, well-informed and were strong partners in supporting student progress.
- Leaders of special educational needs were knowledgeable and keen to make further improvements to curriculum and learning support resources.

1. How good are the students' attainment, progress and learning Skills?

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 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	Acceptable	Acceptable	Acceptable
	Progress	Not Applicable	Acceptable	Acceptable	Acceptable
 English	Attainment	Good ↑	Good ↑	Good	Good
	Progress	Good ↑	Good ↑	Good	Good
 Mathematics	Attainment	Good ↑	Good	Good	Good
	Progress	Good ↑	Good	Good	Good
 Science	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good ↑	Good	Good
		KG	Primary	Middle	Secondary
Learning skills		Good ↑	Acceptable	Good ↑	Good

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Good	Good	Good	Good
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good	Good
Assessment	Good	Acceptable	Acceptable	Good

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Good	Acceptable	Good	Good
Curriculum design to meet the individual needs of students	Good	Acceptable	Good	Good

5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good
Quality of support	Good	Good	Good	Good

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Acceptable
Parents and the community	Good
Governance	Good
Management, staffing, facilities and resources	Good



School **Inspection** Report

Overall school judgement

Good

Key strengths

- Students' attainment and progress in English and mathematics across the school were good.
- Students' attainment and progress in science in primary, middle and secondary phases were good.
- Students' attitudes and behavior were good.

Changes since the last inspection

- The school met the last inspection's curriculum recommendation well, but improvements in the other areas identified were limited.
- Kindergarten provision and outcomes had improved in almost all areas.
- There were improvements in overall leadership, students' attainment, progress, and aspects of personal development in the primary phase, and in learning, teaching and curriculum in the middle phase.

Recommendations

- Raise students' attainment and progress in Islamic Education and in Arabic as an additional language.
- Improve self-evaluation across the school by ensuring the analysis of assessment data is accurate, robust, and used to target specific improvements.
- Consistently plan to meet the needs of different groups of students by:
 - better matching activities and challenge to their learning needs
 - promoting more independent learning
 - effectively modifying the curriculum to better meet their needs in the primary phase.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning Skills?

KG

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good 	Good 
Mathematics	Good 	Good 
Science	Acceptable	Acceptable

- Almost all children were learning English as an additional language. Most were confident in speaking to each other and presenting to the class, showing good awareness of addressing an audience. They progressed well with their vocabulary and articulation.
- Most children understood age-appropriate number concepts and could draw very simple graphs based on observations. They made good progress in developing a sense of number, recalling number facts and how to measure.
- In science, children were able to draw simple diagrams to represent processes such as the life cycle of an insect, but lacked confidence to think independently when investigating and experimenting. They were not learning actively enough to make better progress.

Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good 	Good 
Mathematics	Good	Good
Science	Good	Good 

- Most students memorised short Surahs correctly and had adequate knowledge of the main Seerah events, the story of Prophet Ibrahim, and the call to prayer. They made acceptable progress in understanding the roles of Muazzin and Imam, and the importance of the five pillars of Islam.
- In Arabic as an additional language, most students demonstrated adequate understanding of new words, basic grammar and simple questions, but showed limited writing skills.
- In English, most students' used language well in a number of contexts. They could read well and grasp the central idea of a story or poem, but their creative and extended writing skills were insufficiently developed.

- Most students had secure basic calculation and problem-solving skills and were able to use mathematics confidently. The progress students made in handling data was more limited than in the other areas.
- Students demonstrated good knowledge and understanding of the main concepts in science in their discussions, experiments, and examinations. Working with hands-on activities enabled them to make good progress.

Middle		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Most students had appropriate knowledge of the first Revelation of the Qur'an. They could recite the surah from memory but understanding its meanings was less-developed. They made enough progress to understand the difference between Makki and Madani Surahs and to know the steps of Qur'an Revelation.
- In Arabic as an additional language, most students demonstrated acceptable speaking skills but had difficulty in understanding oral and written instructions and only a minority could read and understand new texts.
- In English, most students could read, analyse and interpret literary texts well, but their predictive, skimming, scanning and their creative writing skills, were less well developed.
- In mathematics, most students understood and used calculations and basic algebra well. They could also interpret and apply geometric properties of a triangle to solve problems but progress in investigative skills was limited.
- In science, the majority of students exceeded curriculum and international expectations in developing understanding of scientific concepts and processes, such as experimentally differentiating between metals and non-metals.

Secondary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Most students were able to understand the different types of Zakat and were aware of the peaceful nature of the Conquest of Makka. However, their Qur'an recitation and memorization skills were not well-developed.
- In Arabic as an additional subject, most students could read basic text and had acceptable speaking skills. However, their understanding of text and their ability to structure sentences was less-developed.
- In English, students were articulate and communicated confidently using complex and sophisticated grammatical structures. Their good progress in reading enabled them to read for a variety of purposes and cope with new structures and vocabulary.
- In mathematics, most students could use and manipulate difficult formulae, use difficult principles to make good progress in areas such as mathematical induction, complex numbers, permutations and combinations, and proof, but they could not always apply their understanding consistently.
- In science, students showed good levels and development of knowledge and understanding of scientific concepts such as antigen-antibody complexes and Kepler's laws.

	KG	Primary	Middle	Secondary
Learning skills	Good 	Acceptable	Good 	Good 

- Across the school, students enjoyed their learning and were engaged and enthusiastic in lessons and activities. In many primary lessons, students were less independent. They were less able to explain what they needed to do to improve.
- Students in all phases collaborated and worked purposefully with others. They responded well to challenge and pace in learning and worked together to find solutions and strategies in problem solving.
- Most students made connections with prior learning. Kindergarten children were able to use skills they had learned in different activities.
- Students researched and used technology well to extend their understanding and learning. Secondary students, in particular, thought critically and showed leadership skills when adopting a teaching role to make presentations to the class.

2. How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Personal responsibility	Good 	Good	Good	Good
<ul style="list-style-type: none"> • Almost all students demonstrated good self-discipline, were keen to improve their work, and when it was given, accepted feedback positively. • Students behaved well, were polite, very courteous and willingly accepted responsibility. • Relationships between students and staff were good, with students demonstrating care for each other. • Most students had good awareness of a healthy lifestyle and participated eagerly in the range of physical activities provided. • Attendance was good and students were punctual arriving at school and moving between lessons. 				

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Acceptable	Good 	Good 	Good
<ul style="list-style-type: none"> • Students demonstrated a good understanding of Islamic values. They showed great respect for the Holy Qur'an in assemblies and were continuously engaged in charity drives. • Almost all students were well aware of the Emirati heritage and expressed their love of the UAE. • Students were proud of their own cultural traditions. They showed a good understanding of the diversity in Dubai and were well aware of world cultures. 				

	KG	Primary	Middle	Secondary
Community and environmental responsibility	Good 	Good 	Good	Good
<ul style="list-style-type: none"> • The Student Council was very active in building the leadership capacity of students. Across the school, students participated in donation drives for humanitarian causes. • Students in all phases showed a positive work ethic. In the secondary phase, students initiated a movie-making project that won international recognition. • Across the school, students were involved in recycling. In the secondary phase, students developed a model to re-use plastic. 				

3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good	Good
<ul style="list-style-type: none"> • Almost all teachers had secure subject knowledge across the phases. • Overall, although lesson planning was good, not all teachers planned activities to meet the needs of all students. • Most teachers involved students in hands-on activities. In the primary phase, however, there was too much focus on the activities themselves rather than on the intended learning. Teaching was good in Kindergarten, but in a few lessons, slow pace resulted in some over-led activities by the teacher. • Teachers provided students with appropriately challenging work in most lessons and had high expectations of them. • Students were often encouraged to think critically and reflect on their work. Independent learning, however, was not consistently promoted across the school. 				

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Good
<ul style="list-style-type: none"> • Internal assessment practices, aligned well with the curriculum, provided a clear picture of students' academic progress, especially in Kindergarten and the secondary phase. • Participation in international assessments involved full student cohorts. This enabled good opportunities to benchmark students' performances. • The school used assessment data to plan for improvement in teaching and the curriculum. While some improvement was observed, its full impact was still emerging. • The quality of the written feedback students received varied across the school. The oral feedback teachers gave was frequent and positive, but did not always help students understand their strengths and weaknesses or identify their next steps in learning. 				

4. How well does the curriculum meet the educational needs of all students?

	KG	Primary	Middle	Secondary
Curriculum quality	Good	Acceptable	Good	Good
<ul style="list-style-type: none"> • The school followed the CBSE curriculum. It also included elements drawn from international best practice in order to be aligned with the UAE national agenda. • There were smooth transitions between grades and phases through effective planning and actions from curriculum reviews, but learning in the primary was uneven, with fewer opportunities for independent learning. Students were well prepared for the next phase in their education. • A good variety of enrichment activities was offered to students across a range of subjects and interests. For example, a well organised 'Food and Nutrition Week', with high levels of student participation, involved the whole school in interesting and relevant activities that also motivated students to learn. 				

- Cross-curricular links were well planned across the school but not always fully implemented. They were strongest in Kindergarten, providing meaningful connections for children. These were used as a base for a range of meaningful work.
- The recent in-depth review of the curriculum tackled most previous issues well. The school also thoroughly mapped the relevant missing skills and related activities that are tested through major international assessments.

	KG	Primary	Middle	Secondary
Curriculum design to meet the individual needs of students	Good 	Acceptable	Good 	Good

- A good range of modifications to the curriculum were implemented. Kindergarten children's learning styles were provided for well, and other students also often learned in their preferred ways and at their own pace. Fewer adjustments were made to the primary curriculum.
- Curriculum choices and integration of a wide range of co-curricular programmes were provided across the school. Kindergarten children often exercised choice in lessons, while Grade 11 students could choose subjects to prepare them well for further studies or the world of work.
- A wide range of extra-curricular programmes across the phases enabled students to use and develop skills, talents and creativity. In addition to honing their leadership and social skills, environmental activities were provided, but community links and sport with other schools were not as well developed.

5. How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and safety	Good	Good	Good	Good

- Staff and students were aware of child protection arrangements. Students were also protected from the potential dangers of the use of the internet and social media. Parents' role in implementing their responsibilities at home was effectively promoted.
- The supervision of students was good. Accidents were rare and frequent checks, including to school buses, took place to maintain a safe and healthy environment. However, older students sometimes did not wear protective goggles when using hazardous chemicals.
- Regular fire drills took place and emergency route signage was prominent. Clinic staff stored medicines appropriately, kept medical and accidents records accurately, and communicated appropriate issues efficiently.
- The premises and facilities provided a clean, well-maintained, suitable and safe learning environment. They enabled ease of access to the curriculum, including for those students with special educational needs.
- Good health programmes were taught, including competitions on weight loss and projects such as the very successful 'Food and Nutrition Week'.

	KG	Primary	Middle	Secondary
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> Relationships between students and staff were good. As a result, students enjoyed lessons, worked hard and had very positive attitudes to learning. The school had effective systems for identifying students with special educational needs. These were consistently applied across the school. Students with special educational needs received good quality support overall, particularly from the experienced and knowledgeable staff in the Learning Centre. Students reported that they were confident to ask for help and advice. The school had a range of support systems in place including peer mentoring and qualified adult counselling. Older students received good guidance and support when deciding their career options. There were rigorous and effective systems to monitor and promote good attendance and punctuality. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> The provision for special needs was well managed and the school's inclusive policy was clearly evident in practice. Leaders of the department were knowledgeable and had developed effective identification and support systems with clear targets for students. Students made good progress in their personal and social education and were very positive about school and the support they received. In the majority of classes, a range of modified activities, appropriate to specific individual needs, effectively supported students' learning and progress. Good use was made of a range of external agencies to identify and support individual students. Parents were closely consulted, well informed and were strong partners in supporting their children's development. Progress for the majority of students with special educational needs was good and enabled them to make similar progress to their peers, relative to their individual starting points. They acquired the necessary knowledge, skills and understanding to prepare them appropriately for the next stage of their education. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good 
<ul style="list-style-type: none"> The Principal, supported by dedicated senior leaders, set a clear vision and direction with a strong focus on improvement. There was a good distribution of responsibilities and the Principal, working closely with governors, ensured accountability for leaders' performance. Across the school, relationships were good and roles clear. Performance management, with an effective approach shared by the Principal and the Governing Council, ensured accountability of all staff. Leaders showed good capacity to improve in several key areas of the school and across all levels. Strategies were in place to support and promote good leadership capacity, but weaknesses in a few areas diluted this capacity. Leaders made significant improvements across several important areas, particularly in Kindergarten. Attainment had also been raised very significantly over the past three years in English, mathematics and science across the school, but in Arabic and Islamic Education, less improvement was made. 	

	Overall
Self-evaluation and improvement planning	Acceptable
<ul style="list-style-type: none"> Systematic self-evaluation processes that identified most priorities clearly, were used regularly to audit the school's performance, now using more rigorous criteria. This involved a wide range of staff and other stakeholders, especially the Governing Council. Senior leaders and governors used a comprehensive approach that included the use of external consultants, to monitor teaching and other areas of the school's performance. This also identified teachers' training needs. However, evaluation did not sufficiently link actions to student outcomes such as progress. The school had a range of action plans to address weaknesses in its performance, identified through self-evaluation. However, they often lacked the rigour needed to bring about intended improvement. For example, departmental plans varied in quality and made little or no use of success criteria. The progress made in addressing the recommendations from the previous report varied but was good in Kindergarten and, to a lesser extent, in several key aspects of curriculum. Although insufficient progress occurred in the use of data in the primary phase, other wide-ranging and significant improvements had also been achieved. 	

	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parents were involved across the school in support of their children's education. The Parent Forum provided an effective 'voice' for parents and suggestions for improvement had been taken forward. The school communicated with parents in a wide variety of ways. The website offered parents confidential access to information about their child. Parents received helpful reports on their children's progress twice a year, linked to discussions with teachers. Reports were informative and included next steps in learning, although this was not always consistent. Links and partnerships with the wider community were varied and effective. Positive cultural links had also been made with other schools to share traditions and customs. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> The Governing Council included comprehensive representation from the community. It regularly sought a wide range of stakeholders' views and responded positively to them. It was directly and effectively involved with important aspects of the school's performance. Governors held leaders to account, but targets set were not always specific enough. Governors provided enough resources to enable the school to improve and achieve its vision. They had a direct impact on major aspects of the school's performance, including, for example, through actively providing their expertise in the field of special educational needs. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> The day-to-day running of the school was smooth and almost all aspects of its procedures and routines were managed effectively and efficiently. Most teachers were suitably qualified and deployed, and there was a good range of opportunities for professional development. Strategies for retaining effective teachers were planned, but the turn-over rate was moderately high. Most of the premises were hygienic and well-maintained, with some facilities of good quality, such as main library, sport facilities, the Learning Centre and spacious auditorium. Learning resources were sufficient overall, with good access to learning technologies. This often enabled teachers to provide activities that were well matched to the needs of students. In Kindergarten, facilities and resources provided a stimulating environment where children learned well. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	345	28%
	Last year	309	36%
 Teachers	59		42%
 Students	84		68%

- Of those who responded to the survey, almost all parents thought that the school was well led, provided good personal and social development for their children and kept them safe.
- Almost all were satisfied with the information they received about their children's progress.
- Almost all felt their children were making good progress in English and most felt this in mathematics and science.
- A minority believed their children were making good progress in Arabic as an additional language and in Islamic Education.
- A majority of parents felt the school dealt effectively with bullying.
- The Principal and teachers, were very positive about the school.
- Almost all students felt the school looked after them well and they felt safe at school. However, more than half did not agree that the school provided a good range of extra-curricular activities and almost half disagreed that the school continually upgraded its facilities and provided new resources to support their learning.

*The percentage of responses from parents is based on the number of families.

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

How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact inspection@khda.gov.ae