

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



**Inspection Report
2018-2019**

**Jumeirah English
Speaking School (Br)**

11 YEARS OF INSPECTIONS

Outstanding



























Curriculum
UK/IB



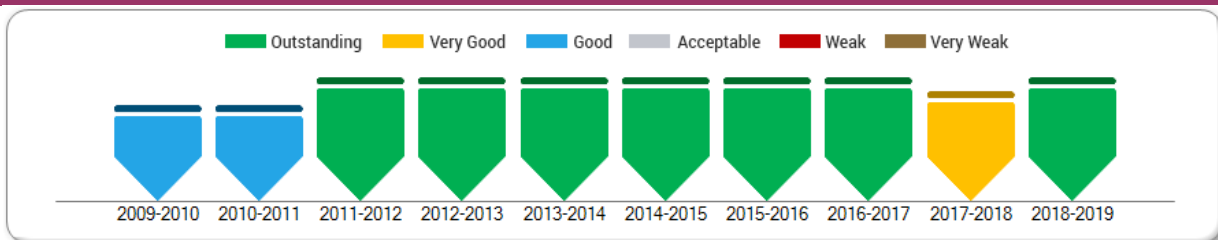
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School Information

General Information	 Location	Arabian Ranches
	 Opening year of School	2005
	 Website	www.jess.sch.ae
	 Telephone	04-3619019
	 Principal	Mark Steed
	 Principal - Date appointed	1/9/2015
	 Language of Instruction	English
	 Inspection Dates:	14 to 17 January 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1,426
	 Number of Emirati students	29
	 Number of students of determination	45
	 Largest nationality group of students	UK
Teachers	 Number of teachers	123
	 Largest nationality group of teachers	British
	 Number of teaching assistants	40
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	2
	 Teacher turnover	11%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK/IB
	 External Tests and Examinations	GL, IGCSE, GCSE, IBDP, BTEC
	 Accreditation	BSO, IBO, COBIS, IAPS
	 National Agenda Benchmark Tests	GL

School Journey for Jumeirah English Speaking School (Br)



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students develop very strong learning skills in each phase of the school. From Foundation Stage to Post-16, they make excellent progress and reach very good or outstanding achievement levels in English, mathematics and science. Primary students achieve good levels in Islamic education and Arabic as an additional language and acceptable levels in Arabic as a first language. Acceptable levels are also achieved in Islamic education in the secondary and post-16 phases.
- Students are highly motivated, eager and willing to learn. They display positive attitudes and are consistently well-behaved, thoughtful and respectful of one another. Across the school, students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. Most are knowledgeable about the heritage and culture of the UAE, display initiative and enjoy engaging in highly-innovative and creative projects.

Provision for learners

- Almost all teachers plan and deliver stimulating lessons. Most facilitate effective learning through an imaginative and creative use of resources, including the use of digital technology. The exemplary questioning skills of most teachers challenge students to think deeply and to develop their critical thinking skills. However, the teaching of Arabic is not as consistently strong. Almost all teachers make highly-effective use of assessment and provide well-considered feedback to students on their work.
- The curriculum is rich and developed to support students' career aspirations and pathways into higher education or the world of work. The introduction of decision-making, problem-solving, digital skills and innovation classes enhances students' experiences. Aspects of Islamic education and Arabic are not as sufficiently developed. Modifications to the curriculum enables individual students to make excellent progress in their academic and personal development in all phases of the school.
- The provision for health and safety, including arrangements for child protection, is of a significantly-high quality. Rigorous reviews of the school's procedures ensure consistency of practice. Students who have additional learning needs, or those with gifts and talents, are very well identified and provided with very effective programmes and interventions. Valuable careers guidance enables students to make informed choices on higher education or employment.

Leadership and management

- Senior leaders provide clear and coherent leadership. They are ably supported by senior and middle leaders who draw on best international practice. Together, with their staff, they ensure that students acquire the necessary knowledge and skills through rich learning experiences and an innovative curriculum. Leadership is distributed successfully to enable talented teachers to contribute to the development of the school. Effective communication is a contributing factor to the school's success.

What the School does Best:

- The school's innovative approaches to teaching and use of advanced digital technologies enables students to develop outstanding learning skills, make outstanding progress and achieve very high levels in most subjects.
- The safe, caring and well-resourced learning environment enables students to develop as happy, responsible and well-rounded individuals who are keen to contribute to the school and the wider community.
- The stimulating learning experiences provided in the Foundation Stage foster children's curiosity and love of learning.
- The school provides a broad and stimulating curriculum with innovative courses and a wide-range of extra-curricular opportunities to cater for and develop students' skills and talents.
- The school supports a culture which enables teachers and leaders to develop as professionals and to share their skills and knowledge for the benefit of students and the wider school community.







Key Recommendations:

- Improve students' progress in Arabic by:
 - drawing on the best practice in the school to improve the quality of teaching and making a greater use of the target language in the classroom
 - changing the curriculum in Arabic as an additional language to make it more progressive and more in line with the Ministry of Education (MoE) standards and providing appropriate emphasis to each of the four language skills
 - modifying internal assessments to ensure that they test an appropriate range of language skills and using the data to set students in suitable groups to provide them with challenging learning tasks
 - ensuring that leaders measure students' outcomes more accurately.
- Improve students' progress in Islamic education by:
 - raising expectations and providing students with more relevant and challenging tasks
 - reviewing the scheduling of Islamic education to spread learning more evenly across the week.
- Clarify the wording of the admission policy, in line with current practice of the school, to make it clear to prospective parents that the school welcomes students of determination.

Overall School Performance

Outstanding ↑

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Acceptable ↓	Good	Not applicable
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Very good
 Science	Attainment	Outstanding	Outstanding	Outstanding	Very good
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑
Learning skills		Foundation Stage	Primary	Secondary	Post-16
		Outstanding	Outstanding	Outstanding	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding	Outstanding ↑	Outstanding
Assessment	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	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

For further information regarding the inspection process, please look at **UAE School Inspection Framework**.

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations

- The school's progression in international assessments is excellent. Overall, scores in the 2015 Trends in International Mathematics and Science Study (TIMSS) and the Programme for International Student Assessment (PISA) have improved on the previous results, and most individual subject and year group targets were met. Across all three key subjects, the average student attainment in the National Agenda Parameter (N.A.P) sustained a very good judgement. Overall, students attain better in the N.A.P than is predicted by their measured potential based on cognitive testing.

Impact of Leadership

is above expectations

- The National Agenda improvement plan is comprehensive and addresses all priorities identified in the National Agenda assessments. Such priorities include well-informed adaptation of the curriculum and of approaches to teaching and learning. The impact of this plan is systematically monitored at all levels of leadership to evaluate its effectiveness in ensuring outstanding outcomes for almost all groups of students.

Impact of Learning

meets expectations

- Across English, mathematics and science, students' learning skills are strong. Most can synthesise information from multiple sources and draw reasoned conclusions. In lessons, many demonstrate flexible and divergent thinking. Students routinely and confidently solve problems and skilfully embrace inquiry-based learning. They are adept at using digital technologies for research and communication.

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

For Development:

- Address any significant deficits in attainment that are revealed by comparisons with measured potential for individuals and groups of students.
- Ensure that the impact of the National Agenda improvement plan is monitored closely and its effectiveness is reviewed on a regular basis.
- Increase opportunities for students to engage in learning-focused, national and international, social networks, particularly to celebrate the culture and heritage of the UAE.

Reading Across the Curriculum

- Internal and external data indicate that students' high levels of reading are maintained over time.
- Children develop phonic skills from the Foundation Stage, and primary students are confident in explaining and applying strategies that help them read unfamiliar words. Older students read fluently and interpret literature effectively.
- The library facilities are used successfully to link with all subject departments to ensure that appropriate books are available to enhance subjects and cross-curricular topics.
- Leaders are aware and supportive of the importance of developing successful reading strategies across the curriculum. As a consequence, the school's reading policy and assessment of reading are fully embedded.

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

For Development:

- Ensure that the approach to reading in Arabic is as developed as it is in the other subjects.

UAE Social Studies

- The social studies curriculum provides an interesting and exciting range of units that build progressively on students' skills and knowledge.
- Students show enthusiasm and real enjoyment in lessons. They settle with determination, discussing ideas keenly and using research skills well.
- Students' attainment is above average and is tracked accurately. Assessment data is used very well to guide planning and, as a result, lessons meet students' needs very effectively.
- Progress is outstanding because lessons are challenging, and the expectations of students' work are high.

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

Innovation

- Cloud-based technology is used with fluency by students to access work for lessons and homework and to archive their work.
- Students' enterprise and innovation skills are well-developed as a result of the opportunities in the curriculum, especially in technology and the co-curricular programmes.
- The use of virtual reality systems within classrooms significantly enhances approaches to 'idea generation' in subjects such as design technology. Most lessons provide a specific focus on the use of digital technology for research.
- The Oasis Department for students of determination uses innovative ways to enhance learning, for instance, by providing pre-teaching sessions to promote students' confidence and contribution.
- Leaders have a very good understanding of the necessary conditions for effective innovation. They are active and successful in promoting and creating a culture of innovation across the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable	Acceptable

- Students' attainment and progress in the primary phase are consistently above the curriculum expectations. Secondary and post-16 students make better progress in lessons than they do from their starting points over time. As a result, the overall achievement in the senior school remains at the minimum, expected level of quality.
- Students across the school are skilled at applying the rules of recitation. Students in the primary phase make better progress in Seerah, ethics and Islamic morals. In the secondary and post-16 phases, students have stronger research and inquiry skills and skills in applying Islamic principles to real-life situations. However, their knowledge of Islamic beliefs and understanding of the Holy Qur'an are underdeveloped.
- As a result of improvements within the curriculum, most students are making considerable gains in their knowledge and application of the rules of Tajweed and in their Holy Qur'an recitation skills.

For Development:

- Develop students' knowledge and understanding across all areas of the curriculum.

Arabic as a First Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Good	Acceptable	Not applicable

- Overall, students' progress is slightly better in Primary than in Secondary. Upper primary and lower secondary students make more rapid progress than students in the other year groups. Students' uneven and inconsistent prior attainment is a limiting factor for achievement levels across the school.
- Students' speaking skills are stronger in the upper primary phase and lower secondary phase. Although their reading skills are within expectations in these year groups, their knowledge of syntax and literary technique is below expectations.
- Carefully-differentiated lesson planning in the upper primary phase is supporting stronger achievement for students. However, the new pedagogy in teaching Arabic as a first language has yet to impact positively on the other year groups.

For Development:

- Encourage students to adopt a more active role in the learning of Arabic.
- Enrich students' vocabulary through guided reading.

Arabic as an Additional Language

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Not applicable
Progress	Not applicable	Acceptable ↓	Good	Not applicable

- Students in the secondary phase have made consistent progress over time. However, their progress in lessons is not as consistent and has yet to impact on their overall attainment. Students' progress in the primary phase is less secure, although their attainment remains good.
- In the primary phase, listening is a strength. Skills in reading are variable, and the lack of development of vocabulary acquisition is resulting in speaking and writing skills that are lower than curriculum expectations. Although most students can structure basic sentences, the extensive use of English language in lessons is limiting their progress in all language skills.
- Departmental initiatives to support more effective approaches to teaching and curriculum modification are not based on the accurate use of assessment data or curriculum standards. This has led to little improvement in student achievement.

For Development:

- Improve the grouping of students by using more accurate assessment data.
- Improve student outcomes by developing each language skill according to the revised MoE curriculum standards.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Examination results and other inspection evidence confirm that the attainment and progress of almost all students are above the expected curriculum standards. At the Foundation Stage, girls attain better than boys, though the gap narrows as students move up through the school.
- Students are attentive listeners and confident, eloquent speakers who regularly use a wide range of rich vocabulary. Writing in primary is strong in terms of quality and quantity. Older students can expertly refine complex messages and write clear explanations.
- Phonics skills are developed very well, and a new reading programme encourages younger students to become fluent readers and enables them to interpret texts effectively. Older students demonstrate skills of critical reflection and analysis and can apply these successfully to their literary critiques.

For Development:

- Maintain the very high quality of teaching English across the school.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Very good

- Across all phases, students' achievements in mathematics are consistently very high. Their progress within the phases continues to exceed expectations with the exception of Post-16, where it is not as consistently strong.
- Attainment in both external and internal assessments, including those of the National Agenda Parameter and the International Certificate of Secondary Education (IGCSE), is mostly excellent. In the Foundation Stage, children's achievement in developing number awareness is a specific strength.
- Teachers maintain a continuous focus on developing students' conceptual understanding of mathematical applications and their mastery of problem-solving and reasoning skills.

For Development:

- Use more real-life applications and cross-curricular contexts to enhance students' conceptual understanding.

Science

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Very good
Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑

- Benefiting from exceptional teaching and exemplary learning skills across all science disciplines and all phases, students' achievements are consistently very strong. In the post-16 phase, although students' current progress is outstanding, their average attainment in the highest grades is not as robust, most notably so in physics.
- Students' achievements in external benchmark assessments, including TIMSS, PISA, Professional Business and Training Solutions (PBTS) and the National Agenda Parameter, are mostly excellent. In the Foundation Stage, children's knowledge and understanding of scientific concepts is a notable strength.
- Across all phases of the school, students' skills of scientific inquiry, particularly their skills of reasoning, are especially strong and part of an improving trend.

For Development:

- Raise the levels of attainment in external examinations in the post-16 phase, particularly in the higher-level International Baccalaureate (IB) physics, to bring them more in line with the levels evident in the other higher-level sciences.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students are highly motivated and show great enthusiasm for learning. Independence is strongly encouraged throughout the school, and students take a mature responsibility for their own learning and progress. They evaluate their own work and tactfully critique that of their peers.
- Most lessons are characterised by a diligent and constructive work ethos. Debates and discussions to share and explore ideas are of a high order. Older students are especially accomplished in linking their learning to the real world and in drawing parallel examples.
- Higher-order thinking skills are very well-developed and used efficiently by students as they explore subjects from a variety of perspectives. They show confidence in their use of technology and especially enjoy research tasks using well-developed inquiry skills.

For Development:

- Extend students' excellent learning skills to their lessons in Islamic education and Arabic to support improved achievement.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are highly motivated, eager and willing to learn. They display positive attitudes towards school and enthusiastically embrace the wide range of experiences available to them. They are consistently well-behaved, thoughtful and respectful of one another.
- Students have a well-developed understanding of, and a commitment to a healthy lifestyle. They are actively involved in promoting a healthy mind and body through mindfulness, participation in physical activities and making healthy food choices.
- Students have a strong sense of belonging as a result of positive relationships with teachers and school personnel. They support and encourage one another to achieve their potential in a safe environment, and as a consequence, they have a strong record of attendance.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students have a clear appreciation and understanding of how Islamic values influence contemporary UAE society. They are successful in applying the core Islamic values such as tolerance, care and social contribution to their daily lives.
- Most students are knowledgeable and appreciative of the heritage and culture of the UAE. This understanding is celebrated through learning across the curriculum and enhanced by whole-school celebrations. Students participate in a range of cultural activities, such as the UAE National Day and desert camping.

- Cultural awareness and understanding are embedded in all areas of the curriculum. World cultures are celebrated through a variety of community events. The newly-introduced 'Make a Difference' award provides students with further opportunities to develop their cultural experiences.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases, students demonstrate high levels of responsibility and contribute actively to the life of the school and the wider community. Cleanliness campaigns and charity projects, including local community work with workers during the Holy Month of Ramadan, are just some of the activities initiated.
- Students have a strong work ethic. They speak confidently and engage in highly innovative and creative projects and co-curricular activities that they often lead. These include after-school campaigns, productions and international outreach programmes.
- Students demonstrate a strong awareness of environmental issues through initiatives such as reducing the use of plastic. The school participates in international green initiatives, and students engage in conservation schemes in the local and wider community.

For Development:

- Continue to engage students in environmental, innovative and entrepreneurial projects.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding	Outstanding ↑	Outstanding

- Almost all teachers use their strong subject knowledge with skill in lessons. They facilitate effective learning through their imaginative and creative use of resources and by promoting enquiry and problem-solving opportunities.
- The questioning skill of most teachers is exemplary, and it is used to challenge students to think deeply and explain their answers. Relationships are a strength. Teachers know their students very well, and the mutual respect in class enables learning to be active and enjoyable.
- Almost all teachers use assessment information skilfully and provide constructive feedback to students on their work. Across the school, collaborative teams provide consistency in the quality of teaching, ensuring that the needs of most students are met. However, the quality of teaching in Islamic education and Arabic lacks the consistency evident elsewhere in the school.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Outstanding ↑	Outstanding ↑

- High quality, well-implemented assessment procedures are in place across all phases and in almost all subjects. These are used to assess students' learning very effectively.
- In almost all subjects, but not consistently in Islamic education and Arabic, the timely and accurate analysis of a broad range of assessment data ensures that intervention to improve the achievement of individuals and groups is swift, targeted and appropriate.
- Almost all teachers know their students' strengths and development priorities very well. In-class assessment and written feedback are used highly successfully to enhance students' progress and the development of their learning skills. Assessment data is also used appropriately by leaders and teachers to adapt both classroom practices and the curriculum.

For Development:

- To help improve teaching and students' achievement, draw upon the best practice in the school to enhance the use of assessment in both Islamic education and Arabic.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum provides a wide range of academic, creative, physical and practical experiences. A range of options, including IGCSE, the Business and Technology Education Council (BTEC) and IB subjects, supports students' career aspirations.
- Review of the school curriculum is regular, and modifications are implemented to improve student outcomes. The application of digital skills and the development of decision-making, problem-solving, and innovation classes are positive improvements. Transitions between phases are carefully planned to ensure maximum progress for all students.
- All students are encouraged to make choices. Primary students choose the level of task they undertake, and older students choose from a range of course options at IGCSE, BTEC and IB. These aspects of the curriculum in Islamic education and Arabic are not as developed as the other subject domains.
- Moral education is well-planned. It is delivered as a separate subject, and it is integrated within the school's wider curriculum and events. Students in FS2 and Year 1 receive 30 minutes weekly, and the rest of the school receive 60 minutes each week.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The curriculum is stimulating and planned effectively across almost all subjects. Modifications for individuals enable them to make excellent progress in academic and personal development in all phases.
- The curriculum is diverse and interesting. Students can practise enterprise and innovation skills both in school time and in co-curricular activities. Innovative techniques encourage many groups of students to get engaged in community service.
- The culture of the UAE is embedded into most areas of the curriculum. The school provides frequent experiences, including residential visits, which promote students' full understanding of the values and heritage of the region.
- Children in FS1 receive one lesson of Arabic each week, and in FS2, they receive two lessons. The curriculum is based upon letters and initial vocabulary and includes simple greetings and phrases.

For Development:

- Ensure that curriculum modifications in Islamic education and Arabic are as strongly embedded as those in the other subjects in the school.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The provision for health and safety, including arrangements for child protection, is well-established and is of a significantly-high quality. A safe, well-resourced learning environment has been effectively created for students in the school.
- Specific strengths of the school's policies and practices include the innovative safety features in information technology and the excellent sporting facilities that promote students' health and well-being.
- The school reviews its procedures rigorously to ensure consistency of practice. A significant investment has been made in enhancing security of resources and in providing training for staff to promote their awareness of child protection issues. The school continues to be proactive in addressing the concerns of car arrival and parking.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The highly-effective systems for care and support result in exemplary levels of attendance and punctuality and very respectful relationships between staff and students.
- The school’s comprehensive systems accurately and swiftly identify students of determination and those who have gifts and talents. Excellent support and interventions enable all students to make the best possible progress at the academic and personal development levels.
- Effective careers guidance supports students to make informed and prudent choices around higher education or employment. Staff continually provide advice to ensure that students who need early support to make choices have the necessary skills and knowledge to do so.

For Development:

- Develop creative ways to facilitate access to the school for students with sensory or physical challenges.

Inclusion of students of determination

Provision and outcomes for students of determination	Outstanding
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- Leaders and staff at all levels embrace inclusion both in spirit and practice. The admission and inclusion policies are efficient and accurate. However, they lack the clarity of language to reflect the true inclusivity of the school and the overwhelming success of the provision provided for students of determination.
- Students of determination are accurately identified and diagnosed both formally and informally, leading to interventions which reduce their barriers to learning. Staff monitor the effectiveness of interventions and act quickly and flexibly to promote students’ progress.
- Parents are extremely appreciative of the service their children receive and know that their children are making significant progress. They are well-informed, trusted and valued partners in their children’s education. They welcome the regular updates on their children’s progress and the frequent support they receive to promote their physical and emotional well-being.
- Almost all teachers and support staff deliver the curriculum skilfully. They sometimes use innovative techniques to promote students’ learning and confidence. They effectively evaluate lesson content and delivery methods to ensure that they always meet students’ changing needs.
- Almost all students make very good or outstanding progress across all phases and in almost all subjects. The emphasis on building confidence, resilience and personal responsibility contributes to their ability to make the best progress they can.

For Development:

- Ensure that policies that inform prospective parents about the suitability of the school for students of determination are set out clearly to aid the admission process.

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

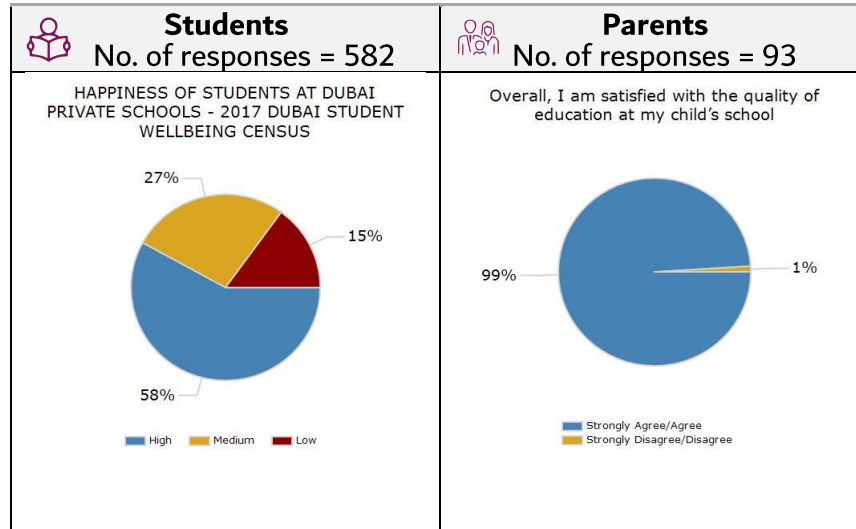
- Senior leaders provide clear and coherent leadership for the school and demonstrate the very best of educational practice. They have established a positive learning culture and are focused upon improving students' achievements. Leadership is shared exceptionally well among staff. All senior leaders and teachers have the capacity to sustain and further develop the school's performance. Innovation is a major strength of the school. The school is inclusive and committed fully to the UAE National Agenda.
- The school has a very good range of self-evaluation and review procedures which enables all staff to know the school's strengths and areas for development. The recently-improved approach to carrying out learning walks and the skilful analysis of data enable leaders to successfully monitor the quality of teaching, learning and student outcomes. Although the school has made significant improvements in its work since the last inspection, the developments in the provision for Arabic have yet to impact sufficiently on students' achievement.
- The school has formed strong relationships with parents, who actively contribute to the life of the school. They appreciate the comprehensive reports on their children's progress. Communication is generally highly effective and includes information on the leaders' strategic plans. Overall, parents feel very well involved in the education of their children at school.
- The majority of the governing body are parents of children in the school. They take account of the views of other parents and stakeholders. Governors have been allocated specific areas of responsibility, including inclusive education. Members scrutinise the school's improvement plans and provide sound strategic advice. Although the board holds the school to account and receives regular reports on the school's performance, it has not maintained an accurate and up-to-date picture of students' outcomes in Islamic education and Arabic.
- Teachers are suitably qualified. Comprehensive staff development practices help teachers engage professionally in this innovative, well-resourced and technology-rich environment. The well-designed premises and outstanding facilities provide an excellent environment for the promotion of excellent teaching and learning. The promotion of the libraries as learning hubs supports the culture of academic excellence, and the well-equipped outdoor areas are used effectively for learning during lessons.



For Development:

- Improve the impact of leadership on students' progress in Arabic.

The Views of Parents and Senior Students

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



 Students	<ul style="list-style-type: none"> Almost all students in Years 6 to Year 10 responded to the survey and are positive about the school. The overall results for “students’ emotional and social well-being” are stronger than the Dubai average, except for measures of ‘perseverance’ and ‘emotion regulation’. These shortcomings were not confirmed by the inspection. Overall, the girls’ responses are generally more positive than those of the boys.
 Parents	<ul style="list-style-type: none"> Few parents responded to the survey. Almost all are very satisfied with the quality of education provided by the school. They think teachers have helped their children to develop good learning skills. All consider that their children are safe at school. Most feel that their children are happy and have formed good friendships with other students and positive relationships with staff. These views were 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