VERY GOOD

DUBAI
Knowledge المعرفة

2019-2020

INSPECTION REPORT

CBSE CURRICULUM

JSS PRIVATE SCHOOL LLC

Contents

School Information

General Information

	Location	Al Safa
	Opening year of School	2011
	Website	www.jsspsdubai.com
	Telephone	+ 971 4 3446419
	Principal	Mrs. Chitra Sharma
	Principal - Date appointed	3/28/2011
	Language of Instruction	English
	Inspection Dates	07 to 10 October 2019

Students

	Gender of students	Boys and girls
	Age range	4-17
	Grades or year groups	KG 1 to Grade 12
	Number of students on roll	1936
	Number of Emirati students	0
	Number of students of determination	52
	Largest nationality group of students	Indian

Teachers

	Number of teachers	143
	Largest nationality group of teachers	Indian
	Number of teaching assistants	28
	Teacher-student ratio	1:14
	Number of guidance counsellors	5
	Teacher turnover	19%

Curriculum

	Educational Permit/ License	Indian
	Main Curriculum	Central Board of Secondary Education (CBSE)
	External Tests and Examinations	CBSE X and XII
	Accreditation	CBSE
	National Agenda Benchmark Tests	ASSET

School Journey for JSS PRIVATE SCHOOL LLC

Legend: Outstanding | Very Good | Good | Acceptable | Weak | Very Weak

2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020
Acceptable	Acceptable	Good	Good	Good	Good	Good	Very Good
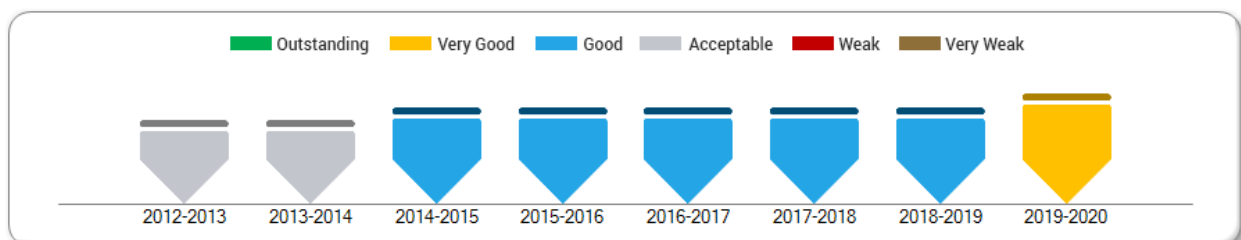
Summary of Inspection Findings 2018-2019

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

Student outcomes	- In most curriculum areas, almost all students are meeting the expected curriculum standards, with the large majority exceeding those standards. Challenge in lessons enables the majority of students to make better than expected progress. Students' outcomes in Primary are below those observed and measured in the other phases. - The students are this school's best feature. The student leaders are positive role models for the younger students. Their understanding of Islamic values and how these can be included in their daily lives remain outstanding. They help maintain the inclusive and caring ethos in the school. Student voice is heard.

Provision for learners	- Teaching for effective learning for the majority of students is very good. The school recognises that teaching in Primary needs further development to reach the same standard. Assessment practices are rigorous and have improved in Primary. Assessment data is collected, analysed and used effectively. - Curriculum choice for the older students has improved with additional subjects being offered to secondary students. In Middle and Secondary, the curriculum choices and modifications support student access to suitable future pathways. Provision and support for children entering the school continue to be very good. - The support for students in all areas remains strong and has improved in the middle phase. Guidance to support students' future pathways is using better processes and practices. Health and safety and practices for child protection continue to be very good and are consistent across all phases of the school.

Leadership and management	School leadership and governance continue to improve through strong self-evaluation and planning processes. Senior leaders recognise the differences in provision and outcomes between the phases. Parents are knowledgeable about the school and very supportive of it. The governing body includes many stakeholders, including parents and student leaders. The school infrastructure remains a limiting factor.

The best features of the school:

- The positive role models demonstrated by student leaders

- Students' understanding of Islamic values that enables them to demonstrate positive and respectful attitudes and relationships

- Parents' support for the school

- Provision and practice in Secondary

- Leadership, management and governance that lead to sustained improvement.

Key recommendations:

- Strengthen student outcomes in all phases by:
    - improving the quality of teaching, especially in Primary
    - developing strategies to give better support to students' learning in additional languages
    - maximising opportunities for students to develop a broad range of age-appropriate learning skills.

Overall School Performance

Very good ⬆

1. Students' achievement					

		KG	Primary	Middle	Secondary
Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
English	Attainment	Very good	Very good	Outstanding ⬆	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
Mathematics	Attainment	Very good	Good	Good	Very good ⬆
	Progress	Very good	Good	Good	Very good
Science	Attainment	Very good ⬆	Good	Very good ⬆	Very good ⬆
	Progress	Very good ⬆	Good	Very good ⬆	Very good

UAE Social Studies	Attainment	Very good			

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Very good ⬆	Very good

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Very good	Very good	Outstanding ⬆	Outstanding ⬆

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Very good ⬆	Very good
Assessment	Very good	Good ⬆	Good	Very good ⬆

4. Curriculum

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

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Good	Very good ⬆	Very good

6. Leadership and management

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

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:

The school meets the registration requirements for the National Agenda Parameter (NAP) for the academic year 2019-2020.

School's progression in international assessments	meets expectations.

- Analysis of the data relative to students' performance on PISA, reveals that the outcomes exceeded targets in all subject areas. TIMSS outcomes in science exceeded targets in both Grade 4 and Grade 8, but students' performance in mathematics did not meet targets in either grade. PBTS (2017) outcomes exceeded PISA (2018) targets in mathematics and science but not in reading. When NAP outcomes are compared to students' measured potential (CAT4), most students exceed predictions in all subject areas.

Impact of leadership	is above expectations.

- The principal and the senior leadership team have had the greatest impact upon improving students' outcomes. Beside their role in data analysis and intervention planning, they convey strong performance expectations for teachers and their students. While they provide the disaggregated data and propose remediation pathways, they carefully monitor the action of the teachers and hold them accountable for measurable impact on student outcomes.

Impact of learning	meets expectations.

- The use of data is now a regular component of teaching and learning. All instruction can be described as 'data driven'. This has had a positive impact on accelerating progress. Each student has a folder based upon their pathway to success. It contains an analysis of the student's data and the strategies he/she must use to achieve better outcomes; these are constantly updated. Each student has identified personal goals. Performance on both internal and international assessments has improved, as a result.

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

For Development:

- Expand opportunities that allow students to carefully examine complex relationships and require that they critically analyse the available information to choose the best possible solutions.

- Develop independent learning and research skills to help students to imagine, research and enrich their knowledge about topics that interest them.

Moral education

- Specialist moral education teachers use a very wide range of strategies that strongly focus on collaborative work to ensure students are fully engaged in the weekly lessons. All students are supported and challenged. Teachers' questioning effectively elicits articulate answers. Opportunities for students to extend debate further are limited.

- Well-developed assessment processes that happen during lessons and written tests throughout the term enable teachers to match lessons to meet specific needs. Students also assess their own learning. Parents are included by knowing test results and also by responding with comments on their children's work.

- Moral education, taught from Grades 1 to 12, fully addresses all key concepts and learning objectives. The curriculum is enhanced by meaningful real-life scenarios, very strong cross-curricular links and well-planned, progressive skill and knowledge development. Students thoroughly enjoy the lessons.

The school's implementation of the moral education is above expectations.

For Development:
- Provide more consistent opportunities for students to engage further in dialogue and debate.

Reading across the curriculum

- Reading assessment data indicates that almost all students attain reading levels that are at or above the expected grade-related standards.

- In all phases, students' literacy levels and reading skills are improving as a result of curriculum adaptations and targeted interventions, especially for boys in the middle phase.

- Students' development of reading skills is effectively promoted and tracked. Improved teaching methods, particularly the use of reading toolkits, are effective in building students' independent reading skills.

- The development of reading skills is a key school priority. Through a range of initiatives, students recognise the value of improving these skills in order to succeed.

- School leaders are committed to improving reading literacy across the school and have implemented a range of measures that contribute to raising students' skills, confidence and competence.

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

For Development:
- Improve the library's reading environment by creating a more relaxed reading area and providing a wider range of age-specific modern books and resources.

- Use a reading development programme that uses measured improvement levels.

Innovation

- Innovative thinking is strongest in Middle and Secondary. Grade 12 students, for example, have developed a reading application for people with disabilities.

- Students are highly motivated and have developed a strong work ethic. Older students lead in developing enterprising activities that impact positively on their school campus and the wider community.

- Teachers give emphasis to the promotion of problem-solving strategies and critical thinking through open questioning and open-ended tasks, but this is inconsistent overall.

- Opportunities to enrich experiences are provided through fusion flow, skills for life, projects, events and activities. The extension of curriculum opportunities is developing especially in Secondary.

- The school's leadership team works collaboratively with stakeholders in developing a culture of innovation with established strategic and action plans.

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

For Development:

- Provide more opportunities for younger students to show initiative and innovation.

Main Inspection Report

1. Students' achievement

Islamic Education

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

- The majority of students across all phases make better than expected progress in lessons. While progress overall is similar across the phases, the rate of progress in Secondary is slightly better than in the other phases. Attainment in Islamic principles, concepts and laws is above the expected standards for the majority of students.

- Students in the primary phase steadily develop their knowledge of Islamic concepts, such as the good treatment of others. In the middle phase, they can explain Hadeeth through applying life skills. In the secondary phase, they carry out research confidently to justify the rationale behind Islamic laws.

- All groups of students in all phases make significant contributions to classroom discussions. They refer to the Holy Qur'an and Hadeeth. They are improving their recitation skills and knowledge of Seerah.

For Development:

- Provide more opportunities for the development of recitation skills and knowledge of Seerah.

Arabic as an Additional Language

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

- In all phases, the majority of students make better than expected progress In Middle and Secondary. Most students attain levels that are in line with expectations in all language skills. Primary students' language skills, and hence their attainment, are above the expected curriculum standards.

- Listening is the strongest skill. Reading is improving across all grades as students gain vocabulary, but primary students are more able to extend their grasp of the language. Speaking and independent writing skills are limited in Middle and Secondary.

- Children in the Kindergarten (KG) are exposed to Arabic, and this makes a positive impact in the early years of Primary, especially in speaking skills. Progress in students' written work in all phases is above expectations, although there is some evidence of repetition of mistakes.

For Development:

- Ensure students use the vocabulary they acquire during reading, in writing and speaking.

English

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Outstanding ⬆	Outstanding
Progress	Very good	Very good	Very good	Outstanding

- Children in the KG rapidly develop their English as a second language. By the time they reach Primary, they can speak with confidence, know the sounds letters make, recognise and read high frequency words and frame short sentences.

- Across all phases, the recently-introduced reading toolkit is having a great impact on the development of students' literacy skills, especially their reading skills that exceed expected curriculum standards. They extend their vocabulary and reading comprehension quickly, which contributes to their progress in writing.

- Students make steady progress in their writing skills as they move up the school, although this is slower than their progress in reading and speaking. Most middle and secondary phase students are highly articulate and can express themselves clearly and confidently.

For Development:

- Provide students with opportunities to write more extensively for different purposes and ensure they pay attention to the correct use of grammar.

Mathematics

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

- In the primary and middle phases, students are achieving above the curriculum expectations and are progressing well in their learning. In the KG and Secondary, the large majority of students work confidently, achieve well above the curriculum expectations and make better than expected progress in their learning.

- In the KG and Primary, students work comfortably with number, common shapes and graphs and can relate these to their own experience. In the middle phase, they understand the characteristics of different types of triangles but are less secure with fractions and ratios. Secondary students handle arithmetic progression and two-variable linear programming with confidence.

- There has been a focus in the primary and middle phases on students' development of a strategic approach to problem-solving. This has helped to boost students' confidence and competence in tackling problems and communicating their learning.

For Development:

- Provide more stand-alone mathematics lessons in the lower primary phase to ensure students understand key concepts to support their mathematical inquiry skills.

Science

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

- Students in the KG, Middle and Secondary demonstrate better outcomes for attainment and progress than those in Primary. While progress is better than expected for the majority of students in Primary, it is not as good as in the other phases. The introduction of the learning centres for Grades 1 and 2 to support learning at this age is a positive development.

- Intervention actions focused on the middle phase have resulted in improvements in attainment and progress. A significant improvement in knowledge, skills and understanding is demonstrated in students' progress within lessons and in their benchmark assessment results.

- The introduction of a new initiative, called scientific reading and writing, is beginning to improve students' comprehension levels. High quality guidelines are used to track students' performance when reading and writing in scientific contexts.

For Development:

- Focus interventions in the primary phase to support students' learning and to improve their learning outcomes.

UAE Social Studies

	All phases
Attainment	Very good

- The school's internal assessments from Grades 1 to 9 consistently show that almost all students are meeting the Ministry of Education (MoE) curriculum standards, and a large majority in most grades are exceeding those expectations.

- The school curriculum has been effectively aligned to the MoE standards, and teachers prepare lessons based on them. Most lessons have learning objectives that are above the minimum curriculum standards.

- Students are provided with opportunities for collecting, analysing and evaluating data. They use oral presentation skills effectively to demonstrate their findings. Lesson observations and work scrutiny indicate that there are limited opportunities for students to collaborate and demonstrate their findings in other ways.

For Development:

- Ensure lesson plans clearly identify strands in all areas of work that are being studied, so that students' progress can be more closely tracked in each area.

- Ensure that the assessment mark schemes reward students for using higher-order skills to demonstrate their understanding of concepts.

Learning Skills

	KG	**Primary**	**Middle**	**Secondary**
Learning skills	Very good	Good	Very good ⬆	Very good

- Students in the KG, Middle and Secondary benefit from additional opportunities to take responsibility for their own learning, generate their own ideas and find solutions to problems. Hence, students' learning skills are more effectively developed than in Primary, where learning activities are more prescriptive and less open-ended.

- At all grade levels, students are keen to communicate their learning, which is attributable to their well-developed reading, speaking and listening skills. Learning opportunities, in all phases, provide opportunities for students to think critically, discuss issues and evaluate their thoughts.

- Students make regular use of technology to enhance their learning and often link their learning to the real-world and other subjects. Secondary students use technology effectively to support the development of their innovation skills. The effective use of technology is less developed in the other phases.

For Development:

- Provide open-ended and less prescriptive learning activities to allow students to take greater responsibility for their own learning, particularly in the primary phase.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Outstanding

- Throughout the school, students have very positive and responsible attitudes. This is evident especially in the secondary phase where students demonstrate strong self-reliance and leadership skills. They thrive on critical feedback when provided. Student leadership is a strong feature of the school.

- Students demonstrate self-discipline and are very well-behaved and respectful. They are keen to greet school visitors. They resolve difficulties in mature ways, and bullying is rare. They participate in activities to promote safe and healthy lifestyles.

- Attendance is excellent. Students enjoy and lead assemblies. They respect staff and understand the needs and differences of others, such as those of students of determination. As a result, the school is a harmonious learning community.

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

- Students across all phases have excellent knowledge of Islamic practices, and they appreciate Islamic values such as tolerance, kindness, family and friendship. They respect different cultures, and all groups of students celebrate Islamic occasions and events such as Iftar in Ramadan.

- Students lead and participate in a range of cultural activities, such as National Day celebrations and charity events. They appreciate UAE heritage and respect the UAE national identity and symbols, such as the Falcon. They can speak knowledgeably about important initiatives in the UAE.

- Assemblies provide a platform to enhance values, culture and tolerance. Displays in the school reflect the rich knowledge and experience of the cultures and civilizations around the world. Students are very proud and knowledgeable of their own culture.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good	Very good	Outstanding ⬆	Outstanding ⬆

- Students enthusiastically organise many school activities. This has a positive impact on their leadership skills, particularly in the upper phases. Activities in the local community, previously led by the school, are now led and developed by student leaders.

- The school develops a positive culture built upon mutual respect and a caring ethos. Students bring enthusiasm and commitment to a range of community enhancing experiences.

- Students are active in the local community, initiating and supporting a variety of projects. There are plans to develop and maintain links with communities further abroad.

For Development:

- Develop systems and provide opportunities for younger students to show initiative and innovation.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Very good ⬆	Very good

- Teachers, across all phases, plan purposeful lessons and use time and resources effectively to support students to become successful learners. In the KG, Middle and Secondary, teachers are successful in meeting students' needs by providing focussed individualised challenge and support.

- In the best lessons, questioning is used well to test understanding and to promote higher-level thinking. This is particularly effective when used as an introductory activity, capturing students' attention, or as a recap, consolidating the learning at the end of a lesson.

- The KG, Primary and Middle have all benefited from science, technology, engineering, art and mathematics (STEAM) initiatives which promote cross-curricular learning and encourage students to relate their learning to the different subjects or to real-life situations.

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

- The use of assessment data has had a significant impact on improving outcomes for students in the KG and Secondary. The impact is less in Primary and Middle, where data use to meet the needs of individual students is more limited.

- In Primary, professional development has improved teachers' use of data to identify gaps in learning. This is leading to necessary modifications of what is to be taught and learned and has encouraged the development of new teaching strategies. The impact of these strategies has not been fully realised.

- Improved assessment practices are having the most impact on the learning outcomes of middle phase students. Students' use of ongoing assessment of their own learning is helping them demonstrate better knowledge, skills and understanding in the subjects.

For Development:

- Strengthen the lesson outcomes for students to enable them to meet or exceed the curriculum standards.

- Provide professional development for primary teachers to improve their use of assessment data to plan lessons for the different groups of students.

- Promote innovation through subject-based and cross-curricular activities.

4. Curriculum

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

- The thematic Early Years Foundation Studies based curriculum enables KG children to make connections between subjects. The CBSE curriculum provides holistic development. The taught curriculum is a mixture of collaborative and activity-based learning, with strong cross-curricular links. In all phases except Primary, the programme of study often goes beyond the prescribed curriculum standards.

- The school has introduced new initiatives such as skills for life, financial literacy, makers' hub, Science Technology Engineering and Mathematics (STEM) and fusion flow. All of these are helping improve students' learning outcomes. In the KG, children can choose activities and resources at the learning centres.

- Review has been strengthened by rigorous analysis and use of assessment data to drive changes. Students have supported the review of the curriculum as their opinions are collected, evaluated and considered as an integral part of the development process.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good	Good	Very good ⬆	Very good

- Effective modifications of what is to be taught and learned caters effectively to the needs of all ability groups, including students of determination and those with gifts and talents. There is strong evidence of target setting for students based on the analysis of assessment data which enables improved learning outcomes.

- The school provides many stimulating experiences to enhance learning such as the hydroponic growing, marketing and selling of produce initiative. This, in addition to interactions with schools in other locations and countries, helps students develop their enterprise skills and a real-world global perspective.

- Varied and vibrant learning opportunities to build links with the Emirati culture are provided through special events, initiatives supported by Dubai Customs and Expo 2020, field trips and community outreach programmes.

- Children in the KG are exposed to Arabic language for 40 minutes a week. They learn alphabet recognition and sight words connected to the theme of the month.

For Development:

- Provide opportunities to extend students' educational experiences in diverse settings to enable them to develop original ideas and think out of the box, particularly in Primary.

- Ensure that modifications to meet students' needs incorporate a variety of alternative learning options and are consistent across the grades, especially in Primary.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The highly-effective school policies, including those for child protection and anti-bullying, are shared with stakeholders and are updated regularly. Students feel safe and are confident to report any concerns to an adult in the school.

- The school conducts regular checks on all facilities to ensure that any shortcomings are noted and quickly addressed. The school meets all legal and regulatory requirements, including emergency evacuation drills. A thorough risk assessment is conducted before any school trips.

- The school promotes healthy living through assemblies and classes. Members of the medical staff are vigilant in their care of students. Routine checks are carried out and detailed records are kept. Medication is stored securely in a locked cabinet.

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

- Students throughout the school have developed very respectful relationships with both staff and their peers. They are very courteous, welcoming and polite. Attendance and punctuality are managed very effectively.

- The procedures for identifying students of determination and those with gifts and talents are very good. They begin early in their school journey with both teacher and parent involvement. It means that appropriate support and external services are coordinated quickly to aid the drive to enhance progress and to support the development of future pathways.

- The highly-effective monitoring systems mean that action is taken to secure the appropriate support. Students with gifts and talents benefit from a range of opportunities that provide them with challenge. High quality academic guidance is offered to older students in their transition to higher education.

For Development:

- Ensure they are policies to protect students who are involved in play or learning activities in the non-shaded play area.

Inclusion of students of determination

Provision and outcomes for students of determination	Very good

- The school promotes diversity and inclusion. Leaders, at all levels, are committed to this ethos. The leadership has a very good strategic overview of all work, and important developments have been made on the assessment of students' progress.

- The effectiveness of early intervention and identification is very good. This is exemplified by examples in the KG, where early allocation of support has allowed students of determination to make very quick progress as a result of the high-quality teaching.

- In discussions, parents have expressed their satisfaction with the work of the school. They report that they feel fully up to date with the support their children receive. They say that communication channels are open and effective. They receive regular updates on their children's progress.

- Evidence collected during the inspection shows that students of determination are very well supported in class. Modifications to meet specific needs are less evident in Primary. Support arrangements for students with complex needs are effective.

- High levels of care, guidance and support for almost all students of determination ensure that they make above expected personal, social and emotional progress. They are developing the resilience they need to tackle increasing challenges to make very good academic progress from their starting points.

For Development:

- Ensure that the individual educational plans identify the key priorities for improvement and related success criteria to allow a better tracking of students' progress and subsequent modifications to meet their needs.

6. Leadership and management

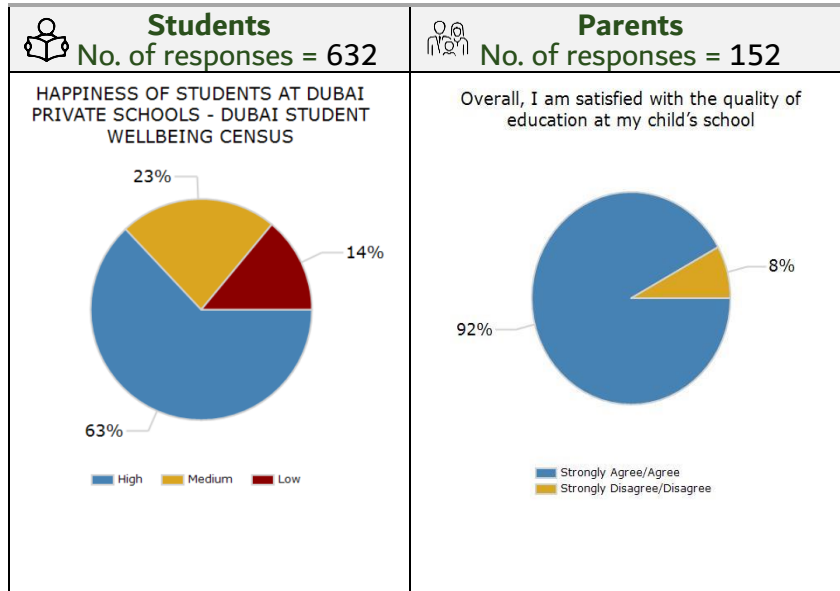|	
The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good ⬆
Parents and the community	Very good
Governance	Very good ⬆
Management, staffing, facilities and resources	Good

- The school leadership team demonstrates a clear vision and direction for the school. This is evident in their effective action plans that show that they are a diverse but inclusive school. The leadership has a thorough knowledge of the school's curriculum and best practices in its delivery. The effective communication among all stakeholders leads to a very positive morale. There is a continuing impetus for improvement, led by an enthusiastic and capable senior team. The school is compliant with all regulatory requirements.

- The school involves all stakeholders in the self-evaluation process. The data collected are rigorously analysed to provide an accurate picture of the school's performance. Consequently, the school leaders and governing body know the school very well. The school has strong processes in place for the monitoring and provision of feedback to teachers. The school improvement and action plans are comprehensive and are regularly updated with progress statements about implemented actions. The school has addressed previous recommendations and is showing sustained improvement.

- The parents are strong advocates for the school and are partners with the school to support their children's learning. There are parent representative groups including parent representation on the governing body, and they have a positive impact on students' learning. Initiatives started by parents are now led by students. Parents are well-informed about their children's progress, achievements and possible future pathways. They have indicated the need to expose their children to competitions and activities in a broader international setting.

- The governing body has representation from all stakeholder groups, including students. It seeks stakeholders' views and uses them as indicators of the school's performance. They monitor the impact of school leaders effectively and have a positive strategic vision for the school, holding the senior leadership accountable for meeting this vision. They ensure that the school is compliant with all regulatory requirements. They provide sufficient resources for all programmes, including the enhanced secondary curriculum, and are aware of the need to improve the school's infrastructure.

- The school is well organised and has effective procedures and routines to provide for the needs of its students. The supervision of students arriving at, and departing from, the school is thorough. The school has well-deployed, suitably-qualified staff who benefit from regular professional development. Most classrooms are small, limiting learning experiences. The school library provides support for learning and teaching, through both the provision of resources and as an additional teaching space.

For Development:

- Improve teaching and curriculum delivery in the primary phase.

- Build on the current five-year strategic vision plan to take the school forward successfully over the next five years.

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	• Most students who responded to the survey express happiness and satisfaction with life. Most indicate that they are proud to belong to the school community. Almost all indicate that they have strong relationships with their teachers and that they feel that their teachers are very supportive. These views are generally in line with the inspection findings.
Parents	• The parents who responded to the survey are very positive about the education that their children receive at the school. Most have indicated that they feel that their children are happy and safe at the school. There are only few negative comments regarding the high turnover of teachers. In general, the findings of the inspection are similar to the parent survey responses.

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