

Jumeirah English Speaking...



National Agenda



Early years



Special educational  
needs and disabilities



Innovation

## Inspection Report 2015-2016

Jumeirah English Speaking School

Curriculum: UK

Overall rating: Outstanding

Read more about the school



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“The race for  
excellence has  
no finish line”



Sheikh Mohammed Bin Rashid Al Maktoum

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## School information

### General information



Location	Al Safa
Type of school	Private
Opening year of school	1975
Website	www.jess.sch.ae
Telephone	04 3945515
Address	Jumeirah Safa, PO BOX 24942
Principal	Asa Firth
Language of instruction	English
Inspection dates	16 to 18 November 2015

### Students



Gender of students	Boys and girls
Age range	3-11
Grades or year groups	Foundation Stage 1 to Year 6
Number of students on roll	700
Number of children in pre-kindergarten	83
Number of Emirati students	4
Number of students with SEND	23
Largest nationality group of students	UK

### Teachers / Support staff



Number of teachers	51
Largest nationality group of teachers	UK
Number of teaching assistants	40
Teacher-student ratio	1:14
Number of guidance counsellors	1
Teacher turnover	14%

### Curriculum



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

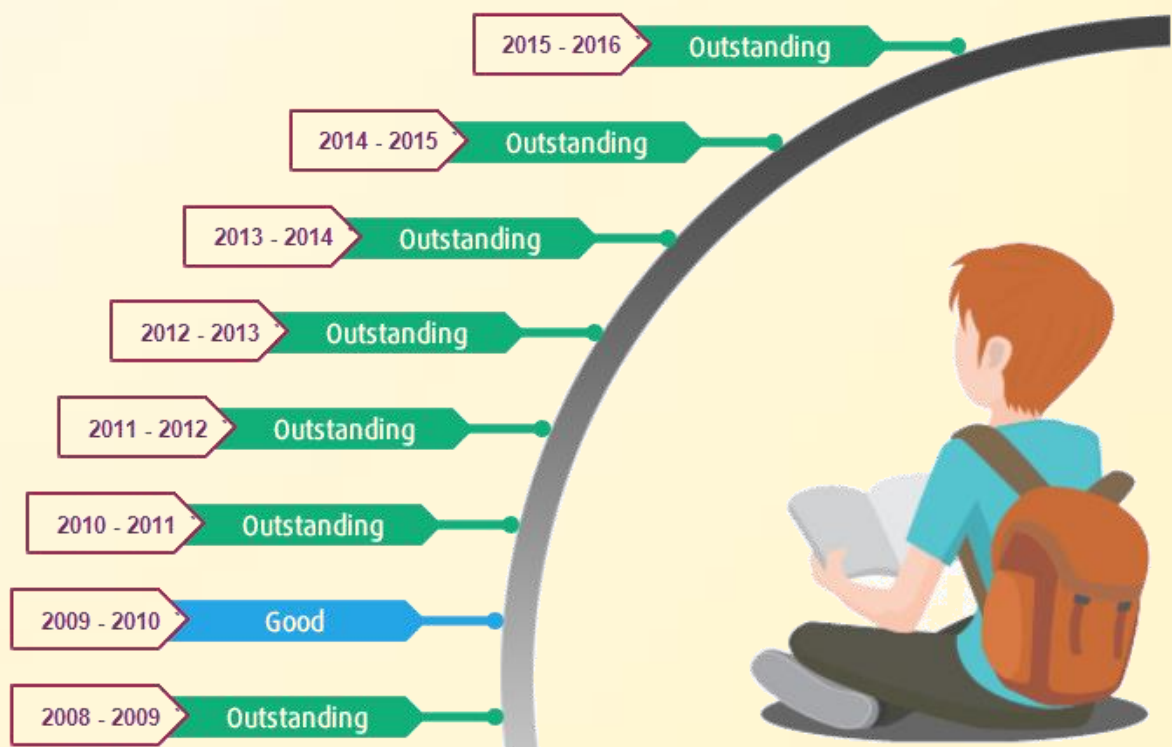


## Summary for parents and the community

**Jumeirah English Speaking School** was inspected by DSIB from 16 to 18 of November 2015. The overall quality of education provided by the school was found to be **outstanding**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





### How well did the school perform overall?

Overall, **Jumeirah English Speaking School** provided an **outstanding** quality of education for its students.

- Building on the excellent start they made in the early years, students made outstanding progress in English, mathematics and science. They used their excellent learning skills to good effect when researching and working independently and cooperatively. They skillfully and routinely used modern technology in learning.
- Students' exemplary behaviour and positive attitudes were significant factors in their success. They had an excellent understanding of Islamic values and a commendable sense of community and environmental responsibility.
- Highly imaginative teaching across the school successfully motivated, engaged and challenged students. Assessment information was used extremely well to devise bespoke learning activities well matched to students' different aptitudes and abilities.
- Innovations in the curriculum had provided further opportunities for students to deepen their knowledge and understanding. Links between subjects had been strengthened to place learning in relevant contexts.
- The relentless attention to health and safety had been sustained. Parents and students had high regard for the exceptional care and support provided.
- Despite changes in personnel, leadership and management remained highly effective. The school was a thriving learning community where all members of staff shared a determination to ensure all students did as well as they could.



### What did the school do well?

- The exceptionally well-focused leadership provided by the head teacher and senior staff continuously drove improvement forward.
- The outstanding provision for the early years had an excellent impact on children's learning and progress.
- Students' showed exemplary behaviour and extremely positive attitudes, excellent understanding of Islamic values and high levels of social responsibility.
- The highly skilled teaching was underpinned by an engaging curriculum which promoted students' learning skills very effectively.
- Excellent procedures ensured health and safety, and the quality of care and support for students was first rate.





### What does the school need to do next?

- Build on the recent improvements in Arabic as a first language, particularly the review and modification of the curriculum, to further improve students' attainment.
- Clarify the means by which parents can communicate any suggestions or concerns to the board of governors.



### How well did the school provide for students with special educational needs and disabilities?

- Overall, almost all students with SEND made good to outstanding progress in lessons. By Year 6, they were very well-prepared for the next stage in their education, both in terms of their knowledge and skills.
- Parents received regular formal and informal reports about the nature of support provided and their child's progress. There were termly opportunities to discuss their child's progress with teachers. The meetings outlined the individual learning priorities and targets and identified clearly the next steps in learning.
- School staff and parents had well-established arrangements to work together in an atmosphere of mutual trust and respect to support the individual child. Parents were properly involved in the development and review of the personalised programmes for their children.
- All parents of students with SEND, had access to and benefitted from a range of high quality guidance, training and support services within the school.

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intent of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

#### Main points:

- The school met the registration requirements of the National Agenda Parameter and progress towards meeting National Agenda targets was above expectations.
- An awareness of the National Agenda was developing. There was scope to improve awareness among parents and students, including through the school website. The role of governors could be further developed to ensure targeted resourcing as required by subject departments.
- The curriculum was being successfully aligned using information gleaned from 2011 TIMSS results, as well as ongoing GL assessments. This alignment included aspects of mathematics, science and English on both content and cognitive levels.
- Teachers were predominantly facilitators of students' learning in lessons that were well-planned for enquiry, discussion, analysis and decision-making. Students often chose their own levels of challenge during lessons, levels which were invariably appropriate.
- Students had access to a wide variety of resources, some simple yet very effective in promoting self-directed learning. Information technology was very well used as an aid to learning in innovative ways, for example using an application for scanning QR codes that provided online support for aspects of problem solving. This was information technology use at its best.

## Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for 'innovation' and 'innovative leadership'. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.



### Promoting a culture of innovation:






- As a result of input through training and regular meetings, school leaders and teachers had both identified and developed a strategy for promoting and embedding a culture of innovation. A range of people, which included students, were engaged in generating ideas and creating designs that developed the skills of innovation. As a result of their work, a number of teachers had been recognised as 'Innovators in Education' by outside organisations. Through a range of partnerships and input from the student executive council, ideas to make best use of learning technologies were used to create a learning environment which highlighted an innovation culture. The curriculum had been adapted to enable students to develop the necessary skills of innovation in many lessons.



Overall school performance

**Outstanding**

1. Students' achievement

		Foundation Stage	Primary
<b>Islamic education</b> 	Attainment	Not applicable	Good ↑
	Progress	Not applicable	Good
<b>Arabic as a first language</b> 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
<b>Arabic as an additional language</b> 	Attainment	Not applicable	Good
	Progress	Not applicable	Good
<b>English</b> 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
<b>Mathematics</b> 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
<b>Science</b> 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

	Foundation Stage	Primary
<b>Learning skills</b>	Outstanding	Outstanding

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

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

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

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

## 6. Leadership and management

	All phases
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



## Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

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



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

## 1. Students' achievement

### Foundation Stage

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	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Attainment in English when compared with national and international expectations were very high. Attainment and progress in lessons in speaking, listening, reading and writing were outstanding for all groups of children. Skills, knowledge and understanding were very strong with children able to ask questions, respond confidently and offer suggestions. Older children were able to apply their ever increasing knowledge about the sounds letters make to blend words and write their own sentences. Younger children could make marks with a widening range of implements and media. Reading skills were emerging with an understanding that print conveys meaning and the ability to discriminate between words and remember a widening range of simple yet tricky words.
- As in English, attainment in mathematics when compared with national and international expectations were very high. All groups of children made outstanding progress in their mathematical development which was reflected in their attainment in lessons and various activities. Younger children could identify numerals and count accurately. They used developing numeracy skills to make simple calculations involving practical work and number rhymes. Older children could resolve more complex problems and in practical situations learned about fractions and considered times of the day, for example when writing party invitations. Both age groups could apply their mathematics in everyday situations. They considered shape when working with two- and three-dimensional shapes in art, and measurement when making party decorations and solving simple problems when shopping in the 'café' or 'shoe shop'.
- Attainment and progress in science for all groups of children were outstanding when compared to national and international expectations. In most sessions children had a wide range of opportunities to be actively involved as scientists exploring, investigating and making discoveries. Great excitement ensued when they discovered that combining baking soda and vinegar creates bubbles. Older children had a widening knowledge and understanding about the animal world and could explain the difference between herbivores and carnivores. Through an increasing variety of practical work, which was usually initiated by the children themselves, they thought critically and engaged in shared and sustained discussion. They observed changes in substances and explored a range of media and materials extremely well.

**Primary**

Subjects	Attainment	Progress
Islamic education	Good ↑	Good
Arabic as a first language	Acceptable	Good
Arabic as an additional language	Good	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic education, students' attainment levels in national curriculum assessments were high due to effective progress. In Year 1, students could talk clearly and form good sentences about the love and support that should be among family members. Year 2 students enacted 'Wudhoo' ablution correctly, with the accompanying prayers. During lessons students were asked to recite verses from the Holy Qur'an, which they did accurately. They could build sentences related to their real lives in terms of Islamic values, such as honesty. They made good progress in lessons when they were given the opportunity to express themselves. Students achieved more when the subject was taught in English rather than Arabic. Different groups of students made similarly good progress.
- In Arabic as first language, most students displayed attainment levels in line with the Ministry of Education curriculum expectation. In Year 1, students could form correct sentences about their preferences when discussing 'likes and dislikes'. Older students could reflect on their ideas adequately. Students' reading and comprehension were in line with national curriculum expectations, however their creative writing skills were weaker. Over the previous three years, students' attainment was broadly in line with expectations. In lessons, the majority of students were beginning to make good progress. Generally, boys and girls made similar progress.
- In the absence of external benchmarks, attainment in Arabic as an additional language was judged above expectations because of students' effective progress. The majority of students were acquiring good language skills. In lessons they demonstrated well-developed listening skills. In upper primary, they could engage in short conversations confidently. Students' notebooks reflected their good vocabulary and they could use basic grammar accurately in sentences. Although students could follow a pattern to write 4-5 lines of basic text, their independent writing skills were relatively weak. The reading skills of most students were good. Students in Years 4 and 5 made better progress than students in lower primary. The majority made good progress in developing their listening and speaking skills. Generally, boys and girls made similar progress.
- Throughout the school, students communicated a real love of learning in English lessons. They were able to build on their strong language foundations to develop attainment to outstanding levels. In international tests almost all of the students performed well above expectations. Over the previous three years, standards in writing, phonics and reading continued to rise and were exceptional against all measures. The new reading scheme helped to accelerate students' skills and understanding, and deepened their love of reading. In almost all lessons students thrived and frequently cited English as their favourite subject. They exhibited a real sense of joy and pride in tasks that included spelling, grammar, extended writing and reading. As a consequence progress was outstanding for all groups of students.



- Mathematical attainment and progress was outstanding in all aspects. Benchmarked test results against national and international measures were consistently strong at key stage points. Most students displayed excellent application of their mathematical knowledge and the ability to use this in answering challenging questions. This was a common feature in all lessons. For example, the use of number and simple algebra in space and shape when students identified the link between length of the sides of a rectangle and its area. Applications to the real world and links to other subjects were very well developed. For example, students worked out the cost a day trip in Dubai for varying group sizes within a fixed budget. Support and challenge for different groups was excellent in securing outstanding outcomes.
- Attainment and progress in science were outstanding. Students' performance was higher than average against international benchmarks. The integration of experimental investigations, information technology based enquiry and research work enabled students to take some responsibility for their own independent learning. This was a strong factor in their rapid progress. In Key Stage1 students could classify living things based on their external structure and features, and use Venn diagrams to group animals according to their diet. Key Stage 2 students could determine the sugar content of popular drinks and compare results against an agenda for healthy living. In investigations they understood the concept of a 'fair test.' Many excellent opportunities were provided for critical thinking, evaluation and analysis within scientific themes.

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Across the school students buzzed with the excitement of learning. In Key Stage 1 they gasped in amazement at the antics of a character in a story when being read to in the library. In Key Stage 2 many students reported choosing the most challenging activity because it was more fulfilling. Their focus on learning was relentless and highly successful.
- Students challenged each other's thinking supportively and robustly, identifying success criteria and confidently expressing their learning preferences. In a number of lessons the students' eagerness to learn led them to express disappointment that it was break time. There were loud cheers when more time was given to develop ideas and think collaboratively. Learning was communicated with pride and some relish.
- Stimulating opportunities for students to make connections between learning and real life contexts abounded. Students took full advantage which brought learning to life. An augmented reality computer application enabled students to compare conditions encountered by Second World War evacuees to modern day living in Dubai. As a result, the level of empathy and understanding of real life contexts was superb.
- By thinking deeply and imaginatively students became enterprising and enthralled with their learning. Sophisticated skills were often deployed in lessons. Throughout the school students adeptly used critical thinking skills. This invariably led to impassioned and always fruitful debates about learning. In a persuasive writing class students exclaimed that they were 'blown away and amazed' by their achievements.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Exemplary student conduct pervaded the school. Self-disciplined, caring and conscientious attitudes were displayed towards student's own and others' learning. Students worked together supportively and empathetically, demonstrating emotionally mature and sensitive attitudes. They relished opportunities to take responsibility for their own learning, were eager to receive feedback on their work and progress, and responded maturely to the comments of their teachers and classmates.
- Outstanding behaviour was evident throughout. Children in the early years responded extremely positively to adult guidance, playing and learning harmoniously. All students behaved well whether supervised or not, justifying the trust staff placed in them. They were a delight to be around. Students talked confidently with adults, were uninhibited yet respectful. Adults seldom had to resolve any disputes, minor or otherwise. Bullying was extremely rare.
- Students showed concern and empathy for others during lessons, where they readily offered each other support, for example when helping less confident peers or students with a physical disability. Mutually respectful relationships between adults and students permeated school life. Students knew that all adults had their best interests at heart and for everyone it was an extremely pleasant place to learn and work.
- Students understood the value of healthy eating and exercise. They were highly active during break times, organising and sharing equipment and engaging in exercise with independence of mind. Numerous sports clubs were consistently full with enthusiastic participants. Students understood the importance of safety, demonstrated maturity in their routines, took precautions in the sun and worked cooperatively to organise playtime activities.
- Students' enthusiasm for school was evident in their outstanding rate of attendance. Children bounced into the area for early years every morning in the anticipation that they were going to thoroughly enjoy themselves. Older pupils were just as keen, arriving punctually for lessons and ever ready to learn.

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

- Students had an excellent appreciation of Islamic values. They could give examples of how they influenced contemporary life in the United Arab Emirates (UAE). Students across all phases were able to give examples of the different landmarks, cultural and geographic sites as well as places such as malls, hospitals and many modern buildings.
- Students fully respected and appreciated UAE culture. They were aware of traditions and landmarks like Bastakiya and cooperated with Royati Society to celebrate the Islamic New Year. Students knew of Dubai's main features and their local community. They showed interest in learning Arabic. They presented shows and role plays in morning assemblies to explain Haj and the Pillars of Islam.

- Students demonstrated an excellent understanding, awareness and appreciation of their own culture. They were enthusiastic about the school's aim to help them grow into 'global citizens'. Students knew about the culture of different countries. For example, they knew about different festivals, such as Diwali which was celebrated in Year 1, and they knew about the key leaders of the UAE and of the world.

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

- Students took advantage of many opportunities to share their opinions on topics affecting their school lives. This resulted in developments such as the annual 'International Day' celebration and school environment improvements. Students enthusiastically adopted leadership roles, for example of the business enterprise group, charity committee and sports leadership. The strong 'Pupil Leadership Executive' advocated positive change through regular meetings with senior leaders.
- Students' work ethic was excellent, with enterprise and innovation featuring significantly across year groups. Year 2, 3 and 6 projects such as 'posh paws', winter crafts and crafters market provided students with opportunities to plan, innovate, create and market products. Students gained excellent entrepreneurial skills through running projects like the 'snack shack', and designing, fundraising and marketing for Formula One.
- Support and care for the community were an integral part of the school's ethos. Students were strongly committed to caring about the environment. The 'green team' effectively promoted sustainability. Initiatives included 'energy saving week' and a 'light bulb swap'. The school's positive local impact was exemplified through the work and dedication of the charity committee which supported numerous worthy causes.

### 3. Teaching and assessment

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

- Through close collaboration with each other, teachers applied their collective expertise most creatively. The level of challenge was carefully considered and matched to each learner's needs. They were constantly reflecting and seeking to maximize learning potential. Students reflected that teachers 'left no stone unturned' to make sure they learned in a way that fulfilled their potential.
- Exemplary and collegiate planning led to inspirational lessons which fired students' imagination. Resources were meticulously prepared and contributed to a vibrant learning environment. Not a minute was wasted in the pursuit of high quality learning outcomes. Students were compelled to mirror the teachers' attention to detail and attained much success as a result.
- High quality interactions resulted from strong and respectful relationships between students and staff. Teachers provided what they referred to as 'cognitive wobble moments' which served to consistently challenge and question students' thinking. In many lessons students strained every sinew to respond to these moments in an exemplary manner.

- Personalised learning featured strongly in many lessons. From the moment students entered classrooms, they welcomed exceptional expectations. Both staff and students were right to exude high levels of confidence that difficult challenges would be met. Clear, thought-provoking support was invariably provided. Some students reported that, 'failure was not an option because they would learn from it if it happened.'
- Teachers and classroom assistants imaginatively modeled and used the learning skills they wanted students to develop and apply. Deep, 'nuanced' thinking was evident in many lessons and workbooks. Whilst planning an archeological dig in KS 2 students were unwavering and highly analytical in identifying which dig area would yield the best results. The creative tension was palpable and highly productive.
- Teachers of Arabic as a first and as an additional language had good subject knowledge that was reflected in their teaching. Strategies were varied to include discussions, role plays, story-telling and group work. In most of the lessons teachers used media support such as the smart board and iPads. Planning was comprehensive for all ability groups. There were increasing opportunities to develop Arabic language skills through critical thinking and independent learning.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- The process of internal assessment was well structured and consistent across all the school phases. It provided a reliable and valid measure of students' progress, which was linked to the school's curriculum standards and expectations. Formative and summative assessments ensured that learning was personalised, providing a complete profile of students' academic and personal and social development.
- National and international test and examination results were used very effectively to compare the achievement of the students with those in equivalent schools, thereby benchmarking the school's performance internationally. Assessment data from core subjects and different phases within the school were analysed in detail and were used to identify key trends and expectations for students at national and international levels.
- Assessment information was used efficiently to produce a portfolio of achievement and development data which ensured that individuals' learning journeys were tracked for progress and attainment. Regular meetings ensured the accuracy and rigour of the procedure. Short and long-term targets were set for both individuals and cohorts of students and their performance against these targets was monitored carefully.
- Assessment information supported lesson planning and curriculum modification so different teaching strategies, and enrichment and support programmes could be introduced according to students' needs. Increased self and peer assessment enhanced identification of students' learning styles and individuals' potential, enabling teachers and school leaders to set targets and adapt teaching to meet different groups' needs. Parents were also involved in target setting.
- Teachers used assessment to gain a detailed understanding of the strengths and weaknesses of the students. The use of on-going assessment within lessons was a strength of the school. Structured feedback enabled students and their parents to understand what, and how, to improve. The marking of students' assignments was undertaken with rigour. It gave praise and identified the need for improvement effectively.



#### 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- Skills, knowledge and understanding flourished as a result of the creative and imaginative way in which the curriculum was planned. The provision of French and music, and integration of information technology greatly enriched the curriculum.
- The way the curriculum was planned and interpreted across the whole school ensured a high degree of continuity and progression. Arabic provision had been substantially improved. The curriculum was designed to cater for a range of needs and abilities, including students with SEND. Across the key stages, there was excellent preparation for transition from one phase to another and beyond.
- The curriculum in the early years took account of children's needs, abilities and interests to motivate and engage them very effectively. There was a vast range of enrichment activities that provided excellent choice. This was reinforced by creative approaches and a strong focus on UAE culture. Activities included World Book Day and a wealth of physical pursuits and musical performances.
- Cross-curricular links featured strongly. Learning was integrated as much as possible to make explicit connections with real life experiences in Dubai and the UK. Preparing students for their future working lives was given emphasis. For example, creating a workplace scenario for Year 5 students to act as staff and take responsibility for creating a 'newspaper website'.
- The early years' curriculum was constantly being developed to encompass increasingly challenging next steps and support for children's learning. Student voice was a strong feature in the constant development of the curriculum. Changes had been made to reflect the new curriculum in England and meet the full academic and personal needs of all students.
- Senior and curriculum leaders, and staff involved in teaching social subjects and personal, social and health education had devised an outstandingly cohesive curriculum for these subjects. This 'Global Citizenship' curriculum plan brought together key elements so that students progressively developed their understanding of the UAE and its place in the world. It also reinforced cross-curricular links, which were consistently well planned and regularly evident in lessons.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- The curriculum had been modified to enable children in both years of the foundation stage to learn Arabic. It was integrated with social studies of the UAE. Across both phases, the curriculum had been adapted to provide a highly stimulating and inspiring curriculum with the 'wow' factor for all groups of students including those with SEND.
- The curriculum was rich, creative and inspiring, with a striking element of students being enterprising, for example in raising funds for a charity to protect endangered species. Creative skills and expertise in physical pursuits were promoted extremely well because of the wealth of opportunities available. These in turn enhanced students' personal and social development.



- The school was highly effective in promoting an excellent understanding of UAE values and culture. Students were aware of the features of Dubai and what it is like to live in a major, continually expanding city. For example, in Year 5 they studied the hinterland of Dubai, its potential water sources, solar power and desalination to meet the needs of a community.
- Arabic was provided weekly for children in Foundation Stage 2 and was enthusiastically received because of excellent adaptation in meeting the children's needs.

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

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

- Safeguarding was excellent in policy and practice. The welfare of children was central and there was a very high level of awareness among all staff and students of points of contact and procedures. There was effective leadership up to governor level in managing safeguarding policies and promoting anti-bullying. Sensitivity was shown to local culture and systems.
- The school grounds and buildings were very well-maintained, leading to a clean and hygienic environment. Supervision was sufficient in the context of very well-behaved and respectful students. School grounds were secure and well-patrolled thus ensuring a very safe environment.
- Planned maintenance, linked to ongoing record keeping, ensured that all equipment, including fire safety, was serviced and in working order. Incidents and medical checks were well-recorded and tracked over time. Any concerns or incidents that occurred were dealt with in an exemplary manner.
- The grounds and buildings were very well kept and visually pleasing with very good shading of play and seating areas. This contributed significantly to a very positive learning environment. School buildings were very well laid out and had excellent subject relevant displays, some of which were devised by students.
- Healthy living was effectively promoted within the school through the health centre, the curriculum and teachers. Students had very healthy packed lunches and were very active in physical activity throughout the school day. Almost all students wore sun protection hats. Overall attitudes to life balance were well developed and influenced all aspects of school life.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Across the school, teachers' very warm and caring approach to their students' learning and well-being was the norm. In turn, students were very polite and respectful to adults, and eager to please by doing their very best in lessons. These relationships contributed very significantly to the best conditions for effective learning.
- The school maintained very high attendance through effective systems of recording and monitoring attendance and punctuality. Key staff made early contact with parents to alert to absence and address any issues arising. To improve attendance further, the school had reviewed its already robust procedures.

- The school used very thorough, well-established systems to identify and address students' additional or special educational needs. Parental or teacher concerns were evaluated and appropriately assessed. Such assessments included standardised tests, and specialist diagnostic assessment. Where appropriate, the school referred parents to external sources of diagnosis or advice. The school had also identified accurately students with particular gifts or talents.
- The school supported students with SEND very effectively through an established system of support in the very well-appointed 'Oasis' (learning support centre). Throughout the school year, specialist staff from 'Oasis' worked closely alongside class teachers to plan lessons that offered very effective and often personalised support and challenge.
- In this very caring and purposeful school, staff took a holistic approach to students' well-being and personal development. As students moved through school, they experienced a range of programmes carefully designed to support their understanding of healthy lifestyles and choices. They were also well-supported at times of transition, for example from primary to secondary education.

#### Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Outstanding

- The head of the 'Oasis' provided dynamic leadership to a dedicated team who supported students with SEND. Together with senior leaders, she had provided a shared understanding to all teachers that each and every class teacher was responsible for the continued progress of students with SEND. Oasis staff and class teachers worked closely together to present lessons that fully supported all students.
- Processes to identify students' special needs were well-established and very effective. Teachers' observations played a key role, particularly on a student's entry to school. Staff were alert and responsive to parental concerns. Key staff made timely and suitably selective use of appropriate tests and assessments and, when appropriate, directed parents to external sources of diagnosis.
- School staff and parents had well-established arrangements to work together in an atmosphere of mutual trust and respect, to support the individual child. Communications between school and home were regular, frequent and mutually informative. Parents were kept up-to-date with progress, both informally and formally. The school continued to support all parents with open events such as 'Parenting - Not for the Faint-hearted!'
- Teachers presented very well planned lessons that almost always offered suitable challenge and support to groups and individuals. They ensured that students with SEND participated fully in lessons, developing the same skills as their peers. Students benefitted from highly personalised support when working in the 'Oasis', and enjoyed opportunities to be 'experts', when they could expand on their interests.
- The school used working 'e-documents' to compile real-time profiles of students' progress towards both academic and personal development targets. As a result, staff at all levels had a detailed understanding in relation to students' different starting points. Overall, almost all students made good to outstanding progress in lessons. By Year 6, they were very well prepared for the next stage in their education.

## 6. Leadership and management

### The effectiveness of leadership

Outstanding

- The headteacher, supported by a highly effective leadership team, inspired all members of the school community. A sense of common purpose among staff, parents and students permeated the school. The school was a genuine learning community which thrived on intellectual curiosity. All members of staff strived to sustain excellence in every aspect of the school's work.
- All members of the leadership team had a high degree of expertise. They had a thorough knowledge of the curriculum and of best teaching practice. At the same time, they were ever willing to seek and develop innovative approaches to learning and teaching. Openness to new ideas empowered staff at every level to research effective strategies and try them out
- Outstanding relationships across the school owed much to the superb example set by senior leaders. The ethos of openness and transparency was evident at every turn. Leadership roles were distributed highly effectively, drawing on the wealth of expertise and wide experience across the school. There was an excellent team spirit and strong sense of collective responsibility among all staff.
- The school's track record and on-going development plans illustrated its strong capacity to improve further from an outstanding base. There was no sense of complacency. This was evident in the innovative approach to appraisal. This involved staff and leaders reviewing their effectiveness using a range of challenging criteria which set the bar high.
- School leaders had been hugely successful in maintaining the school's overall effectiveness. They shared a determination to sustain the school as a centre of excellence and to ensure it had an increasing impact on education in Dubai. Leaders recognised the pivotal role that teachers had in this regard and the recruitment and retention of high quality teachers was a key priority.

### School self-evaluation and improvement planning

Outstanding

- An emphasis on continuous improvement lay behind the approach to school self-evaluation. Self-reflection was an integral part of the culture and formed the basis of the school's success. Rigorous and widely distributed self-evaluation and quality assurance were deeply embedded. This meant that the school had an excellent understanding of its strengths and priorities for further improvement.
- Monitoring, evaluation and review took place at all levels and was linked directly to student performance and wellbeing. All aspects of classroom practice were monitored to identify and share best practice, as well as determine school and individual development areas. Assessment and pastoral data feedback from pupils, staff and parents, provided an accurate picture of the quality of teaching, closely linked to students' achievement.
- The school's development planning took account of the wealth of information gleaned from rigorous school self-evaluation. When evaluating students' performance, leaders compared this with that of students in some of the best performing schools across the world. This helped to sustain the drive for improvement and the determined commitment to grow and succeed as part of the UAE Vision 2021.

- Leaders monitored change carefully, ensuring any new initiatives had a positive impact. The analytical review of all aspects of performance was central to the school's success on building on its many successes. This was evident, not least, in the advances made in students' achievement in Islamic education and Arabic. Staff contributed to education beyond their own setting.

#### Partnerships with parents and the community

Outstanding

- Parents enjoyed and highly appreciated the extensive opportunities for them to be involved in many of the school's aspects and events. Thirty volunteer parents in classrooms helped with reading programmes and trips. The school followed an 'open door' policy where the headteacher was easily accessible to all parents and where their views were taken seriously.
- The effectiveness of the constant and purposeful communication between parents and the school enabled both parties to efficiently support children in developing personally and academically. A wide range of formal and informal communication channels included the school's web-based communicator.
- Detailed and very informative reports were sent to parents regularly. Parents indicated that these reports, in addition to the daily feedback either orally or via the students' dairy, provided a clear view on their children's progress academically and in personal development.
- The school had a strong commitment to the local community. Funds were raised for charity and local and international partnerships were created, such as the recent JESS partnership with a school in the UK to cross-check students' writing skills.

#### Governance

Outstanding




- The school had a strong, visionary governing board. Members included experts in various areas including education and child protection. Through various ways, the board collected comprehensive knowledge of the performance of the school. Although the board included parents, there was no formal channel for other parents to communicate their views and concerns directly to the board.
- Expectations were high and students' safety and wellbeing were a top priority for the governing board. Recent changes to the leadership of the school were well managed by the board and revised performance indicators for the new director and headteacher were being established to ensure the school further improved further within its outstanding category.
- The governing body was influential and made significant contributions to school improvement. Innovative ideas were being considered to improve the provision in Arabic, including new mechanisms for recruitment.

Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> <li>• The operations manager, worked diligently with the headteacher to closely supervise the management of facilities. A highly effective administration team ensured that communication between all stakeholders was maintained at a very high level. The school communicator ensured parents, students and others could find and share information. Parents signed up on-line for parents' evenings and after school clubs.</li> <li>• School leaders were astute in recruiting and retaining strong teachers. They successfully harnessed energy, recognised talent and empowered staff. Strengths and areas for development were identified through a well-established system of performance management. Training needs were met with extensive in-house training and external courses. Teachers were deployed to teach in subject areas and at levels appropriate to their qualifications, experience and strengths.</li> <li>• The site provided a spacious haven of tranquility. Year groups had their own self-contained buildings, surrounded by beautiful gardens and safe play areas. The area for children in the early years was exceptional. Wider facilities included a well-stocked library, superb sporting facilities, a spacious music centre and a computer suite. Innovative plans included the establishment of a science, technology and mathematics centre and specialist Arabic facilities.</li> <li>• Students had access to tablet computers during day-to-day lessons and used them for a wide variety of purposes. Every classroom had an interactive white board. Teachers used these routinely and effectively to bring learning to life. Staff created imaginatively designed, highly appealing resources on a daily basis, tailoring them to the specific needs of individuals and groups.</li> </ul>	



## The views of the parents, teachers and students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
<b>Parents*</b> 	2015-2016	52
	2014-2015	145
<b>Teachers</b> 	41	
<b>Students</b> 	0	

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

- The majority of teachers and a few parents responded to the questionnaire.
- Overall, the responses were very positive. Parents and teachers were satisfied with the quality of education provided to their children. Almost all parents were pleased with the learning of their children and indicated that their children enjoyed their experience at school.
- A few parents indicated that their children would benefit from additional specialist facilities such as a laboratory for science. Parents indicated that they felt their children were safe, happy and well supported by the school. They indicated that the school prepared them well for the next stage in their life.
- Almost all parents indicated that their children were making good or better progress in English, mathematics and science, and the majority felt that their children were making good progress in Arabic as an additional language.
- Almost all teachers indicated that they were well involved in the day-to-day life of the school, activities and the overall improvement processes of the school. They felt the school was well led.

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