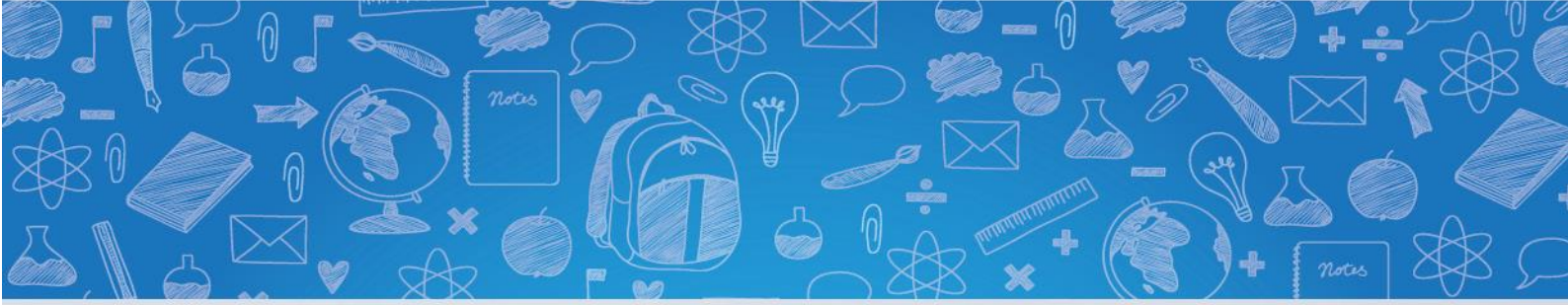


Inspection Report



JSS International School 2014-2015



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

www.khda.gov.ae



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School information



General information

Location	Al Barsha
Type of school	Private
Opening year of school	2009
Website	www.jssisdubai.com
Telephone	04-3256886
Address	Po No 37232, Al Barsha South, Dubai
Principal	Mr. James Richard
Language of instruction	English
Inspection dates	19 th – 22 nd October 2014



Students

Gender of students	Boys and Girls
Age range	4 - 16
Grades or year groups	KG1 – Grade12
Number of students on roll	1793
Number of children in Pre-K	0
Number of Emirati students	0
Number of students with SEN	150
Largest nationality group of students	Indian



Teachers / Support staff

Number of teachers	147
Largest nationality group of teachers	Indian
Number of teacher assistants	25
Teacher-student ratio	1 : 12
Number of guidance counsellors	3
Teacher turnover	10%



Curriculum

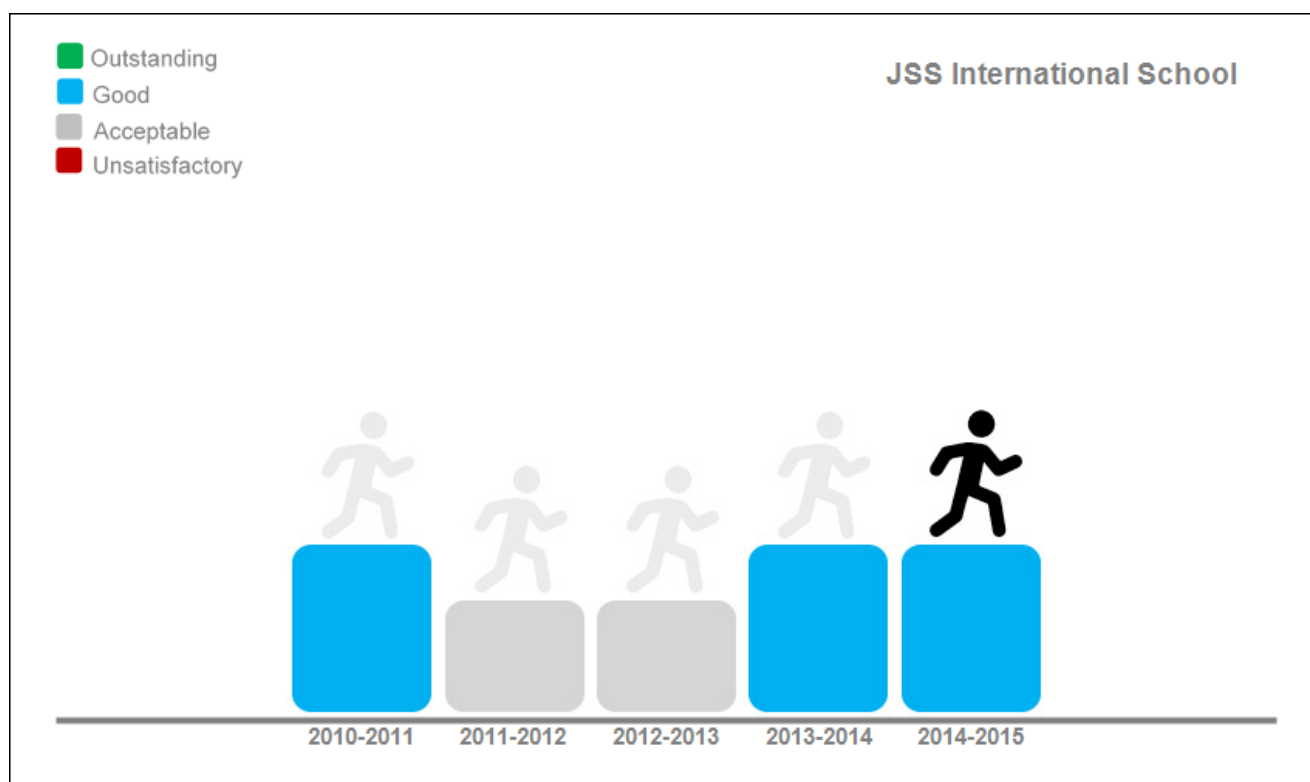
Educational Permit	Indian
Main Curriculum / Other	Indian / UK(EYFS) and Ontario (KG)
Standardised tests / board exams	CISCE
Accreditation	CISCE



Dear Parents,

JSS International School was inspected by DSIB from 19th – 22nd October 2014, and the overall quality of education provided by the school was found to be **Good**

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



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

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

Strengths

- Attainment and progress in English and science were good across all phases.
- The quality of the curriculum was good, with well-planned cross-curricular links.

Areas for improvement

- Improve attainment and progress in Arabic as an additional language.
- Improve teaching, learning and assessment practices in the primary phase.
- Students with special educational needs could make better progress.
- Development of school leaders' ability to implement a data-driven improvements.

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

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

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

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at JSS International School



How well does the school perform overall?





- Students made good progress in most subjects from Kindergarten to the senior stages. Progress and attainment were weakest in Arabic as an additional language. In the upper grades, students performed well in external examinations.
- In the Kindergarten, children engaged in learning activities with enthusiasm. They responded well to opportunities to be active and independent learners. In the middle and secondary stages, students were able to link their learning to the real-life situations.
- Students showed a good understanding of Islamic values, the Emirati heritage, and some aspects of the culture of other countries including India, France and Malaysia. Their responsibility for community aspects and environmental awareness was well developed, particularly at the secondary phase.
- Teachers in most subjects had good subject knowledge and used a range of methods to promote learning. They had a well-developed knowledge of the general strengths and weaknesses of the learners. Teaching and assessment were less good in the primary phase than at other phases, and for students with special educational needs.
- The curriculum was well designed in KG and secondary, and met needs of students appropriately. Enrichment activities had a positive impact on students' learning. Modification to the curriculum in primary and middle needed further improvements.
- The school's arrangements for keeping students safe and promoting healthy lifestyles were of high quality. Students were supported well at all phases in their personal and social development.
- Most staff with management roles fulfilled their responsibilities well. The school ran smoothly on a day-to-day basis.



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

- The school's leaders had an inclusive philosophy. Students with special educational needs were welcomed into the school.
- The identification of students with special educational needs was thorough. An individual education plan was created for each student who needed one.
- The school provided strong support for students with special educational needs.
- Parents were closely involved and there was regular supportive communication between school and home.
- In most classes, reference to specific, focused learning outcomes for students with special educational needs was not apparent in planning, teaching or assessment.
- Students with special educational needs made acceptable progress overall.



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

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

↑ Improved from last inspection

↓ Declined from last inspection



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

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

3. How good are teaching and assessment?

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

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

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

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

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

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

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



School Inspection Report

Overall school judgement

Good

Key strengths

- Good attainment and progress in English and science across all phases.
- The children in the Kindergarten made rapid progress in communication skills. This helped them to develop knowledge and skills in all aspects, including an age-appropriate understanding of Islamic values and Emirati culture.
- The curriculum was good across all phases.
- The school's effective provision for promoting healthy lifestyles ensured students' safety, and guided and supported them in their personal and social development.
- The partnerships with parents and the local and wider communities were good.

Changes since the last inspection

- Most outcomes of the school had been maintained at their previous levels.
- Students' progress in Islamic Education at the secondary phase had improved to good.
- Students' progress in mathematics at the primary phase had declined to acceptable.
- Students' attainment in science at the primary phase had improved to good.
- While there had been some improvements in students' progress in Arabic at the middle and secondary levels, progress at the primary declined to unsatisfactory.
- Kindergarten children's understanding of Islamic values and key features of life in the UAE had improved to outstanding.
- Aspects of the curriculum had improved at the primary and secondary phases.

Recommendations

- Improve attainment and progress in Arabic as an additional language by ensuring that:
 - tasks and activities are appropriately demanding;
 - students' work, particularly in writing, is rigorously monitored;
 - teachers interact with students in ways that promote understanding and higher-order thinking.
- Spread good practice in teaching and assessment more widely and consistently, particularly at the primary phase.
- Ensure that students take responsibility for their own learning, and that teachers match tasks and activities effectively to the needs of different groups of students.
- Improve the progress of students with special educational needs by making better use of individual education plans, supporting teachers to implement them, and monitoring students' progress more closely.
- Improve the effectiveness of school leaders in their use of monitoring processes and data about students' performance so that self-evaluation becomes more accurate and can be used to provide targeted support for staff at all levels.



Improved from last inspection






Declined from last inspection

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


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

- In English, children's communication skills were well developed. Children made good progress and could speak well on a range of topics. They followed teachers' instructions and were able to read and recognise familiar words. A few could write simple sentences using correct punctuation.
- In mathematics, most children had a very good understanding of number concepts and applied this understanding to solving a range of simple problems.
- In science, most children engaged in experiments such as exploring floating and sinking. They displayed a good understanding of the concepts.

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

- In Islamic Education, students in upper primary could confidently recite the prescribed Surahs from the Holy Qur'an. They had good knowledge of the basic beliefs, principles and pillars of Islam. They understood the concept of the oneness of Allah (Tawheed). Students were familiar with all obligatory prayers as well as Jumm'ah prayer, and most students knew how to perform ablution (Wudoo) properly.
- In Arabic as an additional language, the attainment levels of most students in the lower primary were in line with expectations. In upper primary, majority of students made limited progress in developing their ability to recognise simple spoken Arabic phrases. Writing was the least developed skill.
- In English, students had good communication skills. They were developing a wide vocabulary knowledge which enabled them to make good progress in reading, writing, speaking and listening.
- In mathematics, most students had a good understanding of number, calculations and mathematical vocabulary. Their understanding of aspects of shape and data handling was progressing at a slower pace.

- In science, most students had a good knowledge of facts. For example, they knew how some muscles transmitted forces through the human skeletal system, and knew that some metals were attracted to magnets. However, they lacked confidence in using scientific vocabulary. Progress in applying theoretical knowledge to practical situations was slower than in other aspects.

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

- In Islamic education, majority of students could explain the significance of the Holy Qur'an in Islam, and knew the stages of its compilation very well. Students' ability to link concepts to sources was not always very evident. Students' progress was good across most of the key aspects of the subject except recitation where it was slower.
- In Arabic as an additional language, a majority of students had attainment levels significantly below the expected level. Students' knowledge of words and phrases was weak, and their speaking skill was limited. They could pronounce letters to an acceptable level, however their reading and writing skills were weak.
- In English, students had good communication skills. Their speaking skill was developing well. They spoke confidently. Listening and reading comprehension skills were good.
- In mathematics, most students progressed well in all areas. As a result, they had a high level of knowledge and skills and could apply their understanding successfully to new concepts.
- In science, students' knowledge was well developed. For example, they knew the properties of acids and alkalis. They were aware of healthy eating habits and what constituted a balanced diet. However, their use of scientific terminology was limited and progress was, at times, hampered by low teacher expectations.


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


- In Islamic education, most students demonstrated acceptable knowledge and understanding of Seerah. They knew and understood the Islamic Laws of Halal and Haram. Students' ability to link the different aspects of Islam such as concepts to the Holy Qur'an was slightly weaker. Majority of students progressed well in developing their knowledge of morals and values and how to apply them in real life situation.
- In Arabic as an additional, although most students were making acceptable progress in acquiring basic knowledge of vocabulary and improving their pronunciation of Arabic sound they struggled to communicate basic information in Arabic. Students' reading and writing were weak.
- In English, students had good communication skills. They were acquiring good critical and analytical skills through debates. Reading, writing and listening skills were developing well.
- In mathematics, majority of students were able to build on their previous learning and to apply it to find the answers to challenging problems. Their computational skills were advanced.
- In science, students could explain the results of practical work, using appropriate scientific vocabulary. There was rapid progress when opportunities for independent learning were provided. Majority of students had good skills in applying theoretical knowledge in practical situations.

	KG	Primary	Middle	Secondary
Learning skills	Good	Acceptable	Good	Good

- Most students across the phases enjoyed learning and engaged positively with tasks in the classroom. They took responsibility for their learning and built well on previous knowledge.
- In the primary phase, in Arabic and mathematics in particular, students depended too much on teacher direction to engage with the tasks and apply their knowledge. As a result, they were not developing sufficiently the skills needed to learn or work independently.
- Most students were aware of their strengths and weaknesses and had identified ways to bring about improvements in their learning.
- Students collaborated well in class and were able to explain what they had learned, often making connections with other subjects and their own lives.
- Students' critical thinking skills had developed well, but much of the research work was carried out at home. Teachers used technology in class but it was rarely used by students for research purposes in spite of the availability of portable ICT equipment in school.

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

	KG	Primary	Middle	Secondary
Personal responsibility	Outstanding	Good 	Outstanding	Outstanding
<ul style="list-style-type: none"> Most students were well-mannered, courteous, and co-operative. They displayed very positive attitudes to learning. Behaviour during school assemblies, in corridors and in most classrooms was commendable. However, behaviour in the primary phase was less consistent than at other phases. Most students benefited from the respectful and considerate relationships with staff and other students. Positive student-teacher relationships helped enhance students' self-reliance, especially in the kindergarten, middle and secondary phases. Students made wise and healthy eating choices. They consistently followed the school's advice to stay fit and regularly exercised. Attendance and punctuality were outstanding across the school. 				

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding 	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students' respect for Islamic values and awareness of Emirati cultures were outstanding across the school. Most students had a good knowledge of the UAE's history, Emirati culture and, in the case of secondary phase students, the unique geographical and environmental context of Dubai. Students initiated and participated enthusiastically in a number of projects to reach out and help those in need in the UAE and in India. They had a strong understanding and knowledge of their own culture. Their awareness of other cultures was less well developed. 				


	KG	Primary	Middle	Secondary
Community and environmental responsibility	Good	Good	Good	Outstanding
<ul style="list-style-type: none"> Students' sense of responsibility for community and environmental issues was good in all phases except in secondary where it was outstanding. Students cared for their school and sought ways to improve its environment. For instance, they initiated and participated in the Go Green Club. They benefited from parental presentations on recycling and celebrated Earth Day and Environmental Day at School. Many older students were involved in various groups, such as the School Council and the Duke of Edinburgh programme. Younger students were not as proactive in their participation in the school community. Several student-led initiatives impacted on the local community and beyond, for instance projects to clean up the local environment and outreach projects to help schools in India. 				


3. How good are teaching and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Acceptable	Good	Good
<ul style="list-style-type: none"> Most teachers were knowledgeable about their subjects and about how students learn best. Teachers in the Kindergarten and in Grade 1 had a clear understanding of the needs of young children. Lesson planning was consistent and helpful. However, in a number of lessons observed in the primary phase, the learning objectives were unclear or limited. This had a negative impact on progress. Teacher-student interactions were strong in the Kindergarten, middle and secondary phases and in primary English and science. In the better lessons, there was a good balance between independent and collaborative learning. Interactions were less consistent in primary mathematics and Islamic Education where a significant number of lessons were teacher led, and the use of group work was not always carried out effectively. Teaching strategies were appropriately varied. The differentiation of tasks for different groups was an element in nearly all planning. This was effective when teachers were clear about what to teach, what to do to support or challenge those who needed it and how to measure progress accurately. However, teachers of Arabic in primary had limited understanding of a modern foreign language framework and consequently teaching was unsatisfactory. The promotion of critical thinking and independent learning had been successful in the kindergarten, middle and secondary phases, and in some subjects in primary. The promotion of research in and out of school was a developing feature of many lessons. 				

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Good	Good
<ul style="list-style-type: none"> The school had comprehensive systems for collecting student performance data, specific to each subject. Analysis had taken place in order to inform extra provision for students and to adapt the curriculum. ACER IBT results had been introduced to provide international benchmarking of student attainment. In order to align these tests, there had been modification to aspects of the curriculum. A strong system for tracking and recording the attainment of individual students in classes had been created. Assessments were often used effectively to influence teaching, the curriculum and students' progress, particularly in the middle and secondary phases in most subject areas. Consequently progress was better in these phases. In the primary phase, planning of mathematics and Islamic Education did not sufficiently take account of the students' starting points, and challenge was limited. Teachers of Arabic as a second language had under-developed knowledge of their students' abilities and consequently progress in the primary phase was unsatisfactory. Teachers' knowledge of, and support for students was generally good in the kindergarten, middle and secondary phases. It was less consistent across the subjects in the primary phase. English and science teachers adapted their planning and structured the learning activities effectively to enable students to make good progress. Self-assessment was a developing feature across the school. Rubrics were used by students and teachers to identify strengths and areas for development. 				

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

	KG	Primary	Middle	Secondary
Curriculum quality	Good	Good 	Good	Good
<ul style="list-style-type: none"> The curriculum had a clear rationale, with well-defined objectives, and was well balanced. A range of activities fulfilled the physical, emotional and social needs of most students. Planning of the curriculum ensured continuity and progression across phases. Well planned cross-curricular links strengthened concept understanding. Integrated projects added value to learning. The curriculum was regularly reviewed, and relevant amendments, changes and adjustments enabled students to enter confidently for ICSE council examinations. 				

	KG	Primary	Middle	Secondary
Curriculum design to meet the individual needs of students	Good	Acceptable	Acceptable	Good 
<ul style="list-style-type: none"> Suitable modifications to the curriculum created more accessible learning environments in the school, particularly at the kindergarten and secondary phases. A wide choice of subjects allowed the students to pursue higher education in their chosen fields. The range of appropriate extra-curricular activities supported extended learning. Involvement with the community enhanced outcomes for students. 				

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

	KG	Primary	Middle	Secondary
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students experienced a very safe, hygienic and secure learning environment. A child protection policy was shared with staff during induction. The school had a policy in place to protect students from the potential risks of using the Internet. Students were well-supervised during school hours, at arrival, during dismissal and on school buses. Medical staff carried out routine checks and kept detailed records. Medication was kept safe and only administered by medical staff. Records of emergency evacuation drills were maintained. The premises and facilities were well suited to the educational needs of students. School leaders, medical staff and teachers were developing a culture of healthy living in many ways with students. 				

	KG	Primary	Middle	Secondary
Quality of support	Good	Good	Good	Good
<ul style="list-style-type: none"> Staff-student relationships were positive and supportive. Systems for recording attendance and punctuality were effective. There was a thorough system of identification for students with special educational needs. The school was welcoming and provided strong emotional support for students with special educational needs, although focused academic support was less effective. Advice and support for all students was effective. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> School leaders promoted an inclusive ethos and welcomed students with a diverse range of needs, although a lack of whole school involvement limited the impact on students' learning. Identification of students with special educational needs was thorough, and an individual education plan (IEP) was created for each student. These plans were followed closely by the specialists but less closely by classroom teachers, which limited student progress. In most cases, differentiated tasks and activities for different groups were shown in teachers' lesson plans. The plans did not take full account of IEPs. Consequently, curriculum modification and personal support did not always promote learning and progress for students with special educational needs. The academic progress of students with special educational needs was variable but acceptable overall. The inclusive nature of the school and the general quality of care and guidance enabled students to make good progress in their personal, social and emotional development. Parents were actively involved in the creation of IEPs and were mostly pleased with the quality of support and information provided to them by the school. 	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> The Principal and senior leaders encouraged teamwork throughout the school and set a clear vision and direction for staff and other stakeholders. Leadership roles were effectively distributed to middle leaders. Most carried out their responsibilities well, resulting in improved outcomes, while a few were less effective. Further training and support were required to ensure greater consistency in the impact of all leaders. Relationships and communications between staff were professional and effective. Most leaders demonstrated good capacity to sustain positive features and drive further improvements in the school. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> The school had good, systematic and effective self-evaluation procedures which involved all leaders. The senior management team and supervisors carried out regular monitoring of educational provision. The school knew itself well and had correctly identified priorities for improvement in most aspects of provision. However, in some aspects for example, students' progress in Arabic and progress of students with special educational needs, the school was inaccurate in its self-evaluation. School improvement plans contained a large number of appropriate priorities. The plans set out realistic timelines but did not set out the expected impact on student outcomes. School leaders had ensured that the majority of the recommendations from the previous inspection had been addressed. 	




	Overall
Parents and the community	Good
<ul style="list-style-type: none"> Parents had a range of opportunities to be involved in the life of the school, for example through a parent advice forum, volunteering to act as shadow teachers, and giving talks to students. The school used a good range of ways to communicate with parents. A positive feature was a series of workshops for parents, for example on early reading in Kindergarten, on Arabic language, and on healthy lifestyles. Parents' evenings were organised six times over the school session. Reports to parents on their children's attainment and progress were not always clear about key points. Students benefited from a range of links which the school had with other schools in Dubai and in India. 	

	Overall
Governance	Good
<ul style="list-style-type: none"> Representatives from the JSS organisation, local businesses, and parents were effectively involved in the work of the governing body. They actively sought views from across the school community. The governing board held senior leaders accountable for the overall performance of the school, including student outcomes. Individual members of the board provided support for teachers, for example through giving presentations on leadership and change management. Together with senior leaders, the board had not yet managed to implement improvements across all key aspects of the school's work. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> Senior leaders ensured that the school operated smoothly from day to day. The school had a sufficient number of teachers, majority of whom had a recognised teaching certificate. Staff turnover was reasonable, although one class had suffered from several changes of teacher since the start of the new session. The premises were of appropriate quality. In response to the previous year's inspection report, governors had provided one additional science laboratory and some mobile laboratories for use in the primary phase. Resources were in good supply. The relatively small number of mobile tablet devices was under-used. 	

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

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

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	495	31%
	Last year	203	17%
 Teachers	47		29%
 Students	110		79%

- Less than a third of the parents and teachers responded to the surveys. Most students responded.
- Parents, students and teachers who responded to the surveys had positive views about most aspects of the school.
- Almost all parents thought that their children enjoyed school and were safe. While views on student safety were generally positive, a number of parents were concerned about safety on buses. However the inspection team found no evidence for their concern.
- Almost all parents thought that their children were making good progress in English. Views on progress in other subjects were positive too, although to a slightly lesser extent.
- Teachers had positive views about the quality of leadership of the school. Most parents and students also thought that the school was well led, although a significant minority of parents and students did not feel that leaders listened to or acted on their views.
- Most parents were happy with the school curriculum but only a majority of students were pleased with the range of extra-curricular activities on offer.
- Around one-fifth of parents employed tutors to help their children. Two-fifths of the senior students who responded to the survey had tutors.
- The small number of responses on special educational needs was mixed.
- Most teachers felt appropriately involved in school self-evaluation, curriculum review and improvement planning activities. They also felt that they received regular feedback from line managers on the quality of their work.

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

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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