

Inspection Report



GEMS Jumeirah Primary School

2014-2015



CONTENTS

School Information	2
Parents' Report	3
School Inspection Report	9
Overall school judgement	10
Key strengths	10
Changes since the last inspection.....	10
Recommendations.....	10
How good are the students' attainment, progress and learning?.....	11
How good is the students' personal and social development?	13
How good are teaching and assessment?.....	14
How well does the curriculum meet the educational needs of all students?.....	15
How well does the school protect and support students?	16
How well does the school provide for students with special educational needs?	17
How good are the leadership and management of the school?	18
What are the views of the Principal, parents, teachers and students?.....	21
What happens next?.....	22
How to contact us.....	22

School information



General information

Location	Al Safa
Type of school	Private
Opening year of school	1996
Website	www.jumeirahprimaryschool.com
Telephone	04-394-3500
Address	Jumeirah, Dubai
Principal	Catherine McKeever
Language of instruction	English
Inspection dates	2 nd - 5 th March 2015



Students

Gender of students	Boys and Girls
Age range	3 - 11
Grades or year groups	Foundation Stage 1 - Year 6
Number of students on roll	1442
Number of children in FS1	135
Number of Emirati students	32
Number of students with SEN	146
Largest nationality group of students	British



Teachers / Support staff

Number of teachers	92
Largest nationality group of teachers	British
Number of teacher assistants	84
Teacher-student ratio	1:16
Number of guidance counsellors	2
Teacher turnover	26%



Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	UK SATs
Accreditation	BSO



Parents' Report

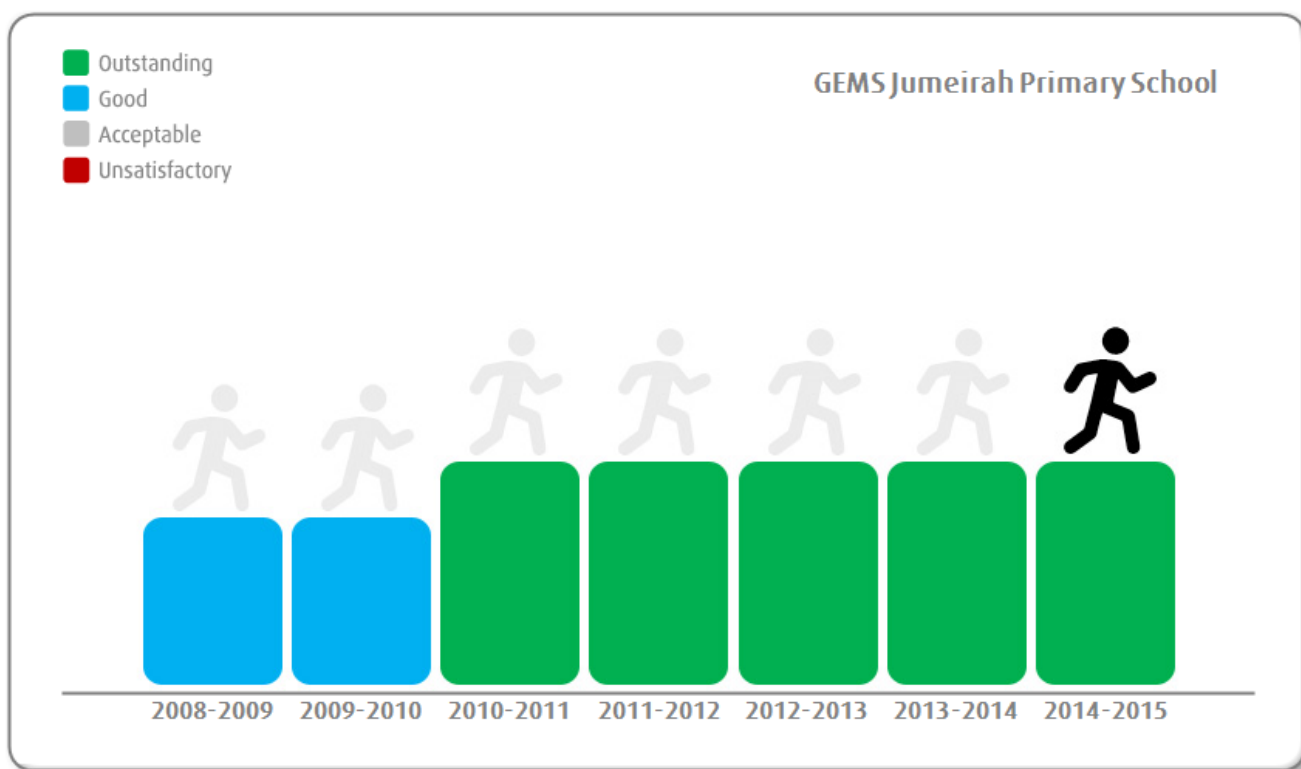




Dear Parents,

GEMS Jumeirah Primary School was inspected by DSIB from 2nd - 5th March 2015, and 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 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

- The school had maintained its outstanding achievements in English and mathematics in both phases, and had improved students' attainment in science to outstanding in the primary phase.
- The quality of the students' personal and social development was outstanding.
- The quality of teaching, the breadth of exciting opportunities offered through the curriculum, and the very effective care, guidance and support provided for students' well-being, were all outstanding.
- The leadership team had a strong and shared vision, a relentless pursuit for excellence, and had formed highly productive partnerships with parents and the community.

Areas for improvement

- Improve the rates of students' progress and their levels of attainment in Islamic Education and Arabic language lessons.
- Ensure that the teaching of Islamic Education and the Arabic language is prioritised for improvement by the governors and school leaders.

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 GEMS Jumeirah Primary School



How well does the school perform overall?

Overall, GEMS Jumeirah Primary School provided and '**Outstanding**' quality of education for its students.

- Students' attainment and progress in learning English, mathematics and science were outstanding. Their progress in learning Arabic as a second language was good. Their attainment and progress in learning Islamic Education and Arabic as a first language were acceptable. Students' learning skills were outstanding.
- Students' personal and social development were outstanding.
- The quality of teaching was outstanding in both phases. Teachers had strong subject knowledge, planned lessons wisely and made modifications so that the learning needs of all students were met. The assessment of students' learning was accurate and resulted in teachers having proper knowledge of all learners and their needs.
- The school's curriculum was rich and imaginative and offered a suitably broad range of opportunities and programmes.
- Health and safety policies and procedures were of consistently outstanding quality. The care and protection of students reached the highest standards. There was outstanding provision for students with special educational needs.
- The school's leadership was outstanding. They had universally high expectations for students. Governance of the school was good. However, governors needed to ensure that students studying Islamic Education and the Arabic language made better progress.





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

- Overall, almost all students with special educational needs were confident and increasingly successful in their learning and personal development. They made at least good academic progress in learning across the curriculum.
- Curriculum modification took many forms. The school provided individuals and small groups of students with tasks and activities that were highly appropriate; this helped them learn.
- Students received high quality individual support, both in and outside of their classrooms. The support staff and teachers dutifully followed expert advice on how to help all students.

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

		Foundation Stage	Primary
 Islamic Education	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable
	Progress	Not Applicable	Good
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding 
	Progress	Outstanding	Outstanding
		Foundation Stage	Primary
Learning skills		Outstanding	Outstanding


 Improved from last inspection

 Declined from last inspection

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

	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Community and environmental responsibility	Outstanding	Outstanding

3. How good are teaching and assessment?

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


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

	Foundation Stage	Primary
Curriculum quality	Outstanding	Outstanding
Curriculum design to meet the individual needs of students	Outstanding	Outstanding

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

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding

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

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



School **Inspection** Report



Overall school judgement

Outstanding

Key strengths


- The school had maintained and further improved achievements in English, mathematics and science.
- Students in both phases had outstanding personal and social development. Their attitudes toward learning, their hard work and independence, the maturity of their relationships with adults and classmates, their confidence and leadership skills and their enjoyment of health and fitness were all strong features of the school.
- The quality of teaching, the breadth of exciting opportunities offered through the curriculum and the very effective care, guidance and support provided for students' well-being ensured that outstanding learning occurred in most lessons.
- The leadership teams shared a vision for excellence and a relentless pursuit of improvement; they had highly productive partnerships with parents and the community.


Changes since the last inspection

- A new Principal had been appointed and a quarter of the teachers were new to the school.
- Attainment in science in the primary phase had improved and was now outstanding.
- Assessment in the Foundation Stage had improved and was now outstanding.
- Governance had declined to good from being outstanding at the last inspection.

Recommendations

- Ensure that governors prioritise improvements to the teaching and learning of Islamic Education and the Arabic language to ensure these are given equal prominence with the other key subjects.
- Promote Arabic as a 'living' language across the whole school community by establishing high expectations of what students should know, understand and be able to do, in line with those for learning English.
- When appointing teachers of Islamic Education and Arabic, ensure that they are of the highest quality, receive the same quality of support, training and resources as found in other key subjects, and are valued and rewarded for their work.

 Improved from last inspection

 Declined from last inspection


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

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

- In English, the sounds that letters make (phonics) was taught through poetry. When stories and poems were read aloud, most children listened attentively and were able to express their reactions confidently. Most children read stories with fluency and spoke audibly and clearly when retelling a story heard in class. When writing, they used common punctuation correctly and spaced words accurately.
- In mathematics, most children could group and count objects and use the correct numerical symbols. They could estimate and measure their own height and understood the terms 'more,' the 'same' and 'fewer.' In the free-flow practical activity sessions, most children demonstrated good skills of addition and subtraction, and they sorted objects and shapes according to size and colour accurately.
- In science, most children were able to develop an understanding of their environment by exploration and investigation. They investigated objects in the learning centres to determine how they worked and why they changed. They developed skills of predicting and performing simple investigations; they guessed, then tested, which objects would float or sink when put in salty or fresh water.

Primary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding 	Outstanding

- In Islamic Education, most students had a basic knowledge about the Pillars of Islam, the Prophet Mohammad (PBUH) and Islamic morals. They made adequate progress when acquiring factual knowledge of worship such as the Hajj and prayer.
- In learning Arabic as a first language, most students could communicate their ideas orally; not all were clear or fluent. Students were developing their comprehension skills and their knowledge of vocabulary at an adequate rate. They made slow progress in developing creative writing skills.

- In learning Arabic as an additional language, students made good progress in developing their listening and speaking skills. Most students acquired a good range of basic vocabulary. They understood basic classroom instructions in Arabic; sometimes they needed an English translation. Students were starting to write short sentences. However, in unfamiliar contexts their confidence when using new vocabulary and basic grammar was sometimes low. Most could read simple texts. However, they did not always understand their underlying meanings.
- Most students used words which reflected a knowledge and understanding of a widening technical and literary vocabulary. During guided reading lessons, they demonstrated several strategies when using informational texts for research purposes; they regularly used previewing, skimming, scanning and summarising techniques. Most students wrote fluently on a range of topics.
- Most students made outstanding progress in developing mathematical understanding and in acquiring skills in calculation and algebraic techniques. Key Stage 1 students were developing a very good understanding of measurement including time. They were able to display information after categorisation. By the end of Key Stage 2, students had acquired a high level of skill in algebraic manipulation and solving simple equations. External tests confirmed that the attainment of most students was outstanding.
- Students rapidly developed their scientific thinking, enquiry and investigative skills. They honed their laboratory skills and understanding of concepts through regular practical work. By the end of the primary phase students could design a plausible investigation. They could construct hypotheses, carry out a range of tests and record their data as evidence. Their well-developed critical thinking skills supported their analysis of data and enabled them to draw accurate, meaningful conclusions.

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding
<ul style="list-style-type: none"> • Almost all students demonstrated exceptional learning skills. They were active and responsible learners, and often produced high quality of work. • During free-flow and group activities, children in the Foundation Stage maintained focus and demonstrated an outstanding ability to collaborate and discuss their work. Older students shared their views and ideas confidently and respected the views of their peers. • They frequently made meaningful connections with other areas of learning and applied their learning to real life scenarios. • The children's ability to think critically was developing well; it was most evident in English and science lessons. The children's use of technology for conducting research was highly developed. They created their own story boards, took photographs and recorded their findings using technology. 		

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


	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> Students had extremely positive attitudes toward their education. They enjoyed their time in school and often demonstrated independence. They were self-disciplined and responded well to critical feedback. They maintained high standards of behaviour at all times. Students enjoyed excellent relationships with the staff and their peers. They had high levels of respect and trust for their teachers. When needed, they supported their peers in and outside of classrooms. Most students were actively engaged in physical activities and made wise and healthy food choices. Students' attendance rates and punctuality were good. 		

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
<ul style="list-style-type: none"> Students were aware of the basic Islamic values. Most knew of the significance of Islam for the United Arab Emirates. They respected and appreciated the cultural heritage of the United Arab Emirates and were aware of traditions and pastimes, such as pearl diving and camel racing. They consistently demonstrated behaviour that reflected tolerance, friendship and respect for all. Students had an outstanding awareness and appreciation of their own cultures. Their knowledge of the different cultures represented in school was strong and most knew about traditional dress codes and foods. 		

	Foundation Stage	Primary
Community and environmental responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> Students were highly responsible in carrying out their assigned activities. In the Foundation Stage, children routinely helped to keep their classrooms and play areas tidy. Older students took leadership roles. They served on the Student Council, as house captains and as school leaders. Almost all contributed actively in some way to the life of the school. Most were purposefully involved in initiatives that affected the local community. Students had an excellent age-appropriate work ethic. They were extremely resourceful, creative and successful in developing their own projects. They participated in environmental activities and projects within the school and the local community; they were knowledgeable recycling and supported beach clean-ups. 		

3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
<ul style="list-style-type: none"> • Almost all teachers had highly developed subject knowledge. Most teachers in both phases demonstrated an astute understanding of how their students learn. Teachers used their knowledge to ensure that all were exposed to a wide range of interesting activities. However, these skills were less evident in Islamic Education and Arabic language lessons, particularly in Key Stage 1. • Foundation stage teachers created bright, print-rich, learning areas in and outside of their classrooms. These engaged children in active learning. Most teachers planned creatively. They imaginatively used interactive white boards to display and support the teaching of concepts. They used available resources such as the science laboratory to enrich practical investigations. Teaching assistants made supportive contributions when directed to by the teachers. Overall, teachers created extremely positive environments for learning. • Teachers in both phases were skilled at asking students questions to check their understanding, involve them in learning, and challenge them to think for themselves. • In most lessons, teachers used a range of effective approaches to meet the learning needs of different groups of students. Key Stage 2 teachers taught mathematics creatively. They matched tasks and activities appropriately to meet the different needs of students within groups. Music lessons were well organised to meet the range of learning needs among students. • All teachers set high expectations for their students. Activities were organised to support the acquisition of critical thinking and enquiry skills. Such opportunities were more limited in Islamic Education lessons. • Teachers of Arabic as a first language had good subject knowledge. A majority of Arabic lessons were interactive and engaging, but teachers did not always meet the language learning needs of their students. Their questioning of students was of variable quality; students had too few opportunities to articulate their thoughts. 		

	Foundation Stage	Primary
Assessment	Outstanding 	Outstanding
<ul style="list-style-type: none"> • Teachers used a wide range of effective approaches to evaluate students' academic progress. They directly linked their tests and other assessments to the appropriate curriculum standards. The admission and baseline assessments in the Foundation Stage were accurate, allowing for better tracking of the children's progress into Key Stage 1. The assessment of learning in Islamic Education and Arabic was not sufficiently rigorous or comprehensive; it did not regularly assess students' knowledge, skills and understanding. • The school rigorously compared students' achievements in most subjects to international standards. They used standardised tests of the National Curriculum of England, and worldwide tests of students' achievements in some key subjects. • Staff members tracked students' progress systematically in almost all subjects. They analysed assessment data in depth, and compared the progress of many different groups. Boys, girls and students with various categories of special educational needs were tracked separately. Data from students' attainment in learning Arabic did not reach the expected levels of accuracy. • The senior staff and others used assessment data effectively in a variety of ways. Data supported reviews of the curriculum and professional development activities to improve the quality of 		

teaching. Most teachers used assessment data well to help them plan lessons that met the needs of all groups of students.

- Teachers knew their students well and they provided positive and helpful oral feedback on their work. The quality of written comments in students' workbooks reached very high standards in English, but was variable overall. Students' self-assessment was a positive feature in most classes.

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

	Foundation Stage	Primary
Curriculum quality	Outstanding	Outstanding
<ul style="list-style-type: none"> • The curriculum had a clear rationale and was broad and balanced. It consistently included a range of creative, imaginative and practical everyday experiences to support the development of students' knowledge, skills and understanding. In the Foundation Stage, guided reading and poetry were prioritised and the phonics curriculum was embedded into the daily routines. • Detailed monitoring of lesson plans ensured continuity and progression in most of the curriculum. However, planning in the Arabic curricula did not support progress and a continuity of ideas; students could not progress rapidly from their starting points. Transition programmes were planned effectively so that students were fully prepared for their next stages of education. • Curriculum enrichment was a strength of the school. For example, there were opportunities for creative development through musical appreciation and performances. The curriculum was very effective in developing students' academic, personal and social skills and successfully promoted their emotional well-being. • Cross curricular themes were planned effectively to enable students to make meaningful links in their learning and to enable them to relate their school work to real life. • The curriculum was continuously reviewed and improved and it took account of students' and parents' opinions. There was a strong focus on curriculum modification in response to international benchmark data; gaps in students' knowledge and understanding were closed. The school was challenging and supporting the teaching staff and students to meet the expected targets. 		

	Foundation Stage	Primary
Curriculum design to meet the individual needs of students	Outstanding	Outstanding
<ul style="list-style-type: none"> • The school had designed and implemented a highly stimulating and evolving curriculum which successfully met the needs of different groups of students, enabling them to thrive. Comprehensive and well-planned enrichment programmes and activities catered very well for the specific needs of a broad range of groups; boys, girls, gifted and talented students and those with special educational needs all had their needs met successfully. • There were ample opportunities for students to make choices in their daily learning. Child-led activities in the Foundation Stage and in science in the primary phase were strengths, as were the options in a rich and varied enhancement programme. The 'Mindfulness' programme specifically contributed to the school's focus on well-being. • After-school activities were plentiful and well attended. They challenged students to engage in new and perhaps untried pursuits. They also developed existing skills and interests. The programme included sports, music, arts, crafts, literature, debate and philosophy. It provided opportunities for 		

students to develop individual skills, as well as promoting teamwork and collaboration. Gifted and talented students were able to excel in national and international competitions.

- Arab children in the Foundation Stage had a weekly session of basic Arabic vocabulary and phonics.

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

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding
<ul style="list-style-type: none"> • Rigorous procedures for child protection were embedded and all staff members had received appropriate training. Reported incidents were recorded and any follow-up was sensitively and rigorously done. The focus on digital citizenship was valued by parents and empowered students to seek help if they encountered cyberbullying. • The health and safety of students was a high priority. Staff members were proactive in ensuring that the site was safe and secure. Excellent arrangements were in place for students travelling by bus and car. Students were well supervised at all times, whilst maintaining an appropriate level of self-discipline and independence. • A qualified medical staff provided outstanding care for students in the well-equipped clinic. Detailed records were kept for first aid, medication and health checks. • The premises, equipment and resources were very well-maintained, hygienic and suited to the educational needs of nearly all students. However, there was no access to the first floor for wheelchair users. • Healthy living was successfully promoted in all aspects of school life. The clinic staff made valuable contributions to the students' personal and social education and ran helpful promotions. Healthy lunchboxes were encouraged, as was regular exercise. 		

	Foundation Stage	Primary
Quality of support	Outstanding	Outstanding
<ul style="list-style-type: none"> • Throughout the school, warm, purposeful and mutually respectful relationships prevailed and contributed to the progress in learning and personal development of almost all students. • There were comprehensive and effective procedures for monitoring attendance and identifying patterns of absence. In communications with parents, the school stressed the links between high attendance and high achievement. There were plans in place to develop existing processes in order to secure further improvement. • The school had comprehensive and accurate processes to identify students' special educational needs at the earliest possible opportunity. Processes for tracking their progress had been refined to highlight any anomalous progress by individual students. • Students with special educational needs were very well-supported through enrichment programmes. These substantially aided their progress in learning and personal development. • Key staff members at all levels provided students with high-quality support and advice for their personal and health education. Clearly-defined referral pathways ensured that students had access to appropriate support and guidance for their academic and personal issues. Innovative approaches had been introduced, using a range of measures and indices, to build profiles of students' well-being and to inform future planning and provision. 		

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


	Overall
<p>The overall effectiveness of provision for students with special educational needs</p>	<p>Outstanding</p>
<ul style="list-style-type: none"> • The Head of Inclusion provided a clear direction for the work of the Achievement Centre in supporting students with a range of special educational needs. She worked in a productive partnership with all staff members. Together they made important contributions to the consistency of students' experiences. • The school had comprehensive and accurate approaches to identify students, based upon early referrals by teachers or parents. Objective assessments were done with external professional input, as appropriate. The school staff included qualified educational and clinical psychologists to support the identification of a full range of special educational needs. • Curriculum modification took many forms. It was differentiated when appropriate. It included individual tuition and the creation of particular teaching and learning sets within particular subjects. In classes, support came from a range of staff members, including Learning Support Assistants and enrichment teachers. Class teachers almost always adhered to advice and guidance regarding support for students within classes. They knew the contents of Individual Education Plans and varied their teaching and learning approaches in accordance with students' needs. As a result of consistently high quality support, almost all students were fully active and increasingly independent participants in their learning and personal development. • The staff in the Achievement Centre worked very closely with parents to ensure comprehensive team work between them and the school. Parents were invited to attend tutorial sessions alongside their child in the dyslexia unit; they gained first-hand knowledge of strategies to support their children beyond school. Parents were regularly informed of their children's progress. Reporting intervals varied; daily for some students and up to half-termly for others. • Almost all students at all stages made good to outstanding progress in their learning and personal development. By Year 6, almost all students were very well prepared for their next steps in education. 	

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

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> • The new Principal brought experience and inspiration to the school. She had further enhanced the school's vision for excellence. She skilfully used a range of leadership styles; she empowered, challenged and motivating her staff. • Other school leaders had developed their leadership skills and were increasingly effective in motivating their teams and holding them to account for their work. • All members of the staff were clear about their roles and responsibilities. Relationships were friendly but professional; discussions were generally focused on students' learning and achievements. Morale amongst almost all staff members was high. • School leaders had demonstrated their capacity to improve and innovate. They were actively developing improvement plans, anticipating and managing change and resolving problems in the best interests of the students. • As a result of their work, the school's provision and outcomes had been enhanced in a number of areas. Students' attainment in learning science in the primary years had improved. The use of assessment data throughout the school was more effective. New members of the staff had settled in quickly. Requirements of the Ministry of Education had been met regarding the suitability of the curriculum followed by Arab students studying Islamic Education and Arabic as a first language. The school had worked hard to improve students' progress in learning Islamic Education and Arabic. 	

	Overall
Self-evaluation and improvement planning	Outstanding
<ul style="list-style-type: none"> • School leaders allowed no room for complacency. There were effective systems for gathering information about the school's performance. These included parent and student surveys, lesson observations and comparisons of individual student's examination results against international benchmarks. • Teachers were held to account for their work through regular observations and the analysis of students' progress data. Additional support and guidance were provided to develop teachers' skills and their use of a range of resources in order to improve their effectiveness. • The information gathered through self-evaluation was used to identify priorities and plan for improvement; plans were effectively carried out. • Appropriate and effective attention had been given to addressing most of the recommendations from the last inspection report. 	



	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> The school enjoyed positive partnerships with parents and valued them as the first educators of their children. Parents appreciated the work of the school and provided invaluable support; the Parent-Teacher Association was particularly active. They welcomed the opportunities to respond to the regular surveys regarding the school's performance. The Parent Engagement Council offered opinions, suggestions and concerns on behalf of the parent body and the school took action whenever possible to bring about improvements. There were excellent communication systems between students' homes and the school. School leaders were accessible to parents. Very effective use was made of the latest technology to facilitate the sharing of information and to support and enhance learning at home. Parents appreciated the greater detail in the new report format regarding their children's achievements. The school gained much from the many links with the local and wider communities. Students' learning was enhanced through inter-school sporting activities, visits to the Rashid Paediatric School and participation in a variety of visits to local places of interest. They were keen to care for the environment and participated in projects such as 'Clean up Dubai.' 	

	Overall
Governance	Good 
<ul style="list-style-type: none"> Parents, teachers and students were influential in determining the direction of the school through regular surveys and the Parent Engagement Council. There were well-established systems for monitoring the work of the school and holding it to account for its work. These included 'no-notice' inspections and reviews from the GEMS director of Arabic, as well as the regular meetings and discussions with the school's leadership. The governing board exerted a positive influence on the work of the school. They had recently appointed an experienced and effective Principal. They ensured that statutory requirements were met. They provided ample resources to enhance students' learning in most respects. However, expenditures for Islamic Education and Arabic were significantly less in comparison with the provision made for English, mathematics and science. Consequently, students' achievements in learning Islamic Education and Arabic lagged behind those in the other core subjects. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • The school operated smoothly on a day-to-day basis. Timetables ensured the efficient use of the available time and space. Routines were well-established and all staff and students were clear about the expectations of them. Staff members knew their roles and responsibilities and adhered to them. Information was displayed and shared appropriately around the school. • The school employed ample, well qualified classroom teachers, specialists, assistants and technicians to support and enhance learning. There was a very good balance of experience across the school. New teachers benefited from a very effective induction programme and support from their more experienced colleagues. • Classrooms and learning areas were generally spacious, bright and well-ventilated. Facilities for specialist subjects and the Foundation Stage were excellent. Outdoor areas provided adequate shade. • The school was very well equipped with a modern supply of resources both in classrooms and in the specialist areas. The library was very well-organised and offered a plentiful supply of books and resources for most subjects, but there were very few books for Islamic Education. These books were located away from the main school library. 	

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	199	19%
	Last year	247	26%
 Teachers	71		73%

- A minority of parents and most teachers completed their surveys this year.
- Parents agreed that they were very satisfied about almost all aspects of the school's work. They were positive about students' personal development, their achievements in English, mathematics and science and the provision for students with additional needs.
- They were less satisfied with students' achievements in Islamic Education and learning Arabic as a second language, although a significant number did not have opinions.
- A significant minority of parents arranged private tuition to supplement their children's learning.
- A few parents expressed concerns about teachers offering private tuition outside of school hours.
- Teachers has very positive views about almost all aspects of the school's work. There were negative responses about the time available for preparation, salaries, the frequency of inspections and their opinions being sufficiently valued by leaders.

*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

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae