INSPECTION REPORT

2022-2023

DUBAI
Knowledge المعرفة

JUMEIRAH ENGLISH SPEAKING SCHOOL (BR)

UK/IB CURRICULUM

OUTSTANDING

CONTENTS

SCHOOL INFORMATION

GENERAL INFORMATION

Location	Arabian Ranches
Opening year of School	2005
Website	www.jess.sch.ae
Telephone	97143619019
Principal	Shane O'Brien
Principal - Date appointed	9/1/2019
Language of Instruction	English
Inspection Dates	04 to 08 December 2022

STUDENTS

Gender of students	Boys and girls
Age range	3 to 18
Grades or year groups	FS1 to Year 13
Number of students on roll	1745
Number of Emirati students	45
Number of students of determination	187
Largest nationality group of students	British

TEACHERS

Number of teachers	145
Largest nationality group of teachers	British
Number of teaching assistants	42
Teacher-student ratio	1:12
Number of guidance counsellors	3
Teacher turnover	7

CURRICULUM

Educational Permit/ License	UK
Main Curriculum	UK/IB
External Tests and Examinations	GCSE, IGCSE, IBDP
Accreditation	IBO, BSO

School Journey for JUMEIRAH ENGLISH SPEAKING SCHOOL (BR)

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

2011-2012	2012-2013	2013-2014	2014-2015	2015-2016	2016-2017	2017-2018	2018-2019	2019-2020	2022-2023
Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Outstanding	Very Good	Outstanding	Outstanding	Outstanding
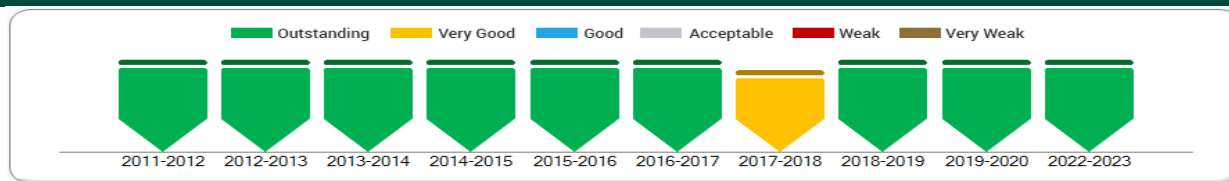
Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES	• Students' achievements remain very strong in almost all areas and while overall judgements remain static in both Islamic Education and the Arabic, there are positive indications of improvements in these subjects. The students' work ethic combined with their range of traditional and digital learning skills enables them to accept the challenge of academic and extra-curricular activities and succeed at a high level.
	• Students' social, personal, and emotional development is successfully managed by the school, providing ample opportunities for students to lead by example. Their understanding of Islamic values and Emirati culture is demonstrated through the many initiatives started and led by students.

PROVISION FOR LEARNERS	• Teaching and assessment are outstanding across the school, although there are some variations both within and between subjects and phases. Lessons are well planned, often imaginative and designed to motivate students to learn. The school's assessment systems are robust. Data are collected and analysed and made readily available for teachers' lesson planning. The marking of students' work and constructive teacher feedback support students' learning.
	• The curriculum, from the Foundation Stage (FS), through Key Stages (KS) 1 to 3 of the National Curriculum for England (NCfE), provides a solid grounding for students to make appropriate choices for their future learning pathways. Students are offered a wide range of GCSE, IGCSE, Business and Technology Education Council (BTEC), and International Baccalaureate (IB) Diploma Programme (DP) courses in KS4 and then Post-16. These pathways are successful in meeting the needs of almost all students.
	• Student wellbeing and personal development is a focus for the school, supported by the school's investment in mental health programmes. The protection, care, guidance, and support provided by the school's pastoral, inclusion and counselling teams is very effective. Strong and purposeful relationships are developed across the school and maintained through a shared responsibility between students and teachers.

LEADERSHIP AND MANAGEMENT	• Leaders' positive vision for the social, emotional, and academic development of each student underpins the positive outcomes in all phases of the school. The facilities and resources are appropriate and well used to support a range of students' needs in both curricular and extra-curricular activities. The Board of Governors is effective in supporting and guiding the school leaders.

The Best Features of The School:

- The caring and supportive ethos of the school that facilitates the emotional, personal, and social development of students

- The quality of teaching throughout the school that enables almost all students to develop a wide range of traditional and digital learning skills and to achieve their potential

- The broad and balanced curriculum that nurtures curiosity in the Foundation Stage, through to the multiple pathways to meet the needs of individual students in Secondary and Post-16

- The vision of the school leadership that continues to seek improvements to enhance the academic and personal outcomes of the students

- The management of the school facilities, ensuring a safe learning environment both inside and outside of the classroom

Key Recommendations:

- Sustain the drive to improve student outcomes in all subject areas by:
  - effectively differentiating the taught curriculum to support the needs of all groups of students,
  - providing professional training to enable teachers to make more use of assessment data to support differentiated learning in the classroom,
  - supporting the teaching and learning in Arabic through the deployment of an experienced senior teacher who is able to coach and mentor in the target language.

Overall School Performance

Outstanding

1. Students' Achievement

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

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter

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

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

The school meets the registration requirements for the National Agenda Parameter

	Whole school	**Emirati cohort**
Progress in international assessments	is above expectations	meets expectations

- The PISA international assessment data show very good student achievement. In TIMSS, students' attainment is very good and progression good. Benchmarking results in English show very good progression and in mathematics and science, outstanding progression.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Leaders at all levels support the vision and goals of the National Agenda (NA). The NA action plan describes the curriculum adaptations intended to address gaps in knowledge and skills identified by international assessments. Reports are carefully scrutinised, and students' performance compared with their cognitive ability test (CAT4) predictions. These predicted grades are then used as targets for students and teachers to work towards.

	Whole school	**Emirati cohort**
Improving reading literacy and wider learning skills	is above expectations	meets expectations

- Students completed the first standardised reading test in September 2022. The reading scores are made available to staff on their electronic gradebooks. Critical thinking and inquiry skills are mapped vertically across the curriculum in all subjects and are reported to parents in the reporting cycles.

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

For Development:

- Ensure that teachers of key subjects fully understand the requirements of international benchmark tests and adapt teaching to address any identified gaps in students' learning.

- Analyse students' reading test results and use this information to plan the school's reading literacy strategy.

Wellbeing

The quality of wellbeing provision and outcomes is at a very high level:

- School leaders and governors strongly champion wellbeing and work closely with students and staff to implement the school's wellbeing vision. The school's well-being approach has filtered across the school, and includes areas of curriculum, awareness, enrichment, and community. Well-being improvement plans are exceptionally detailed and provide clear direction for the school's well-being agenda. These plans are linked to a detailed well-being policy. External, internal, and customised monitoring and assessment continually inform refinement to the school's approach. High-quality management, facilities, and resources facilitate student well-being.

- Significant investment has been made to enable school staff and students to recognise and support wellbeing concerns. Sixth form buddies, and a growing number of staff, are qualified mental health first aiders. They use this training to support the wider school community. However, these individuals are not easily identifiable when moving around the campus. The training and awareness programme does not yet include information for parents on supporting their children.

- The school has reviewed the moral, social cultural studies curriculum and other awareness programmes to map out and integrate the wellbeing vision. This approach has removed repetition and created opportunities to explicitly teach social and emotional skills. Dynamic aspects of the curriculum respond to the wellbeing needs of their students as they arise. Frequent student surveys show high student satisfaction and a strong sense of belonging. Parents confirm this. Students have very positive attitude towards school and enjoy positive relationships with staff and other students.

UAE social studies and Moral Education

- The Moral, Social and Cultural Studies framework (MSC) is the core of the programme of study. The topics are taught for 180-minutes, over a two-week schedule, in Secondary, and 80-minutes a week in Primary. In Primary, some elements are taught in other subjects, but most are covered during the dedicated lessons. In Secondary, specialist teachers have contributed to the creation of additional materials referenced to the MSC framework.

- The teaching of MSC is undertaken by the class teachers in Primary and by form tutors in Secondary. Teachers promote learning by encouraging collaborative discussion and research using online resources. In both Primary and Secondary, students apply their strong research and critical thinking skills and collaborate well in group discussions. They challenge and question one another following presentations. Students' progress in MSC is monitored and reported alongside all other subjects.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Students' achievements in Primary are slightly better than in the upper grades of Secondary and Post-16. Girls are progressing more rapidly than boys. Students can effectively use rubrics and are assessed through the school's rigorous assessment system.
- Students demonstrate a good understanding of Seerah, Hadith and Islamic etiquette. They make stronger progress in Islamic morals and values, particularly in Primary. Non-Arab students achieve particularly well.
- Across all phases, students use technology effectively to research and link their learning of the Holy Qur'an and Hadith to everyday life experiences. In all phases, students' recitation skills and their application of Tajweed rules are steadily developing.

For Development:
- Increase the level of challenge in lessons to enable students to accelerate their progress.

Arabic as a First Language

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

- Primary students have better age-related linguistic skills than secondary and post-16 students. The ability of students to describe events, communicate an idea, or express themselves in Arabic are developing more rapidly in Secondary than Post-16.
- Across all phases, students' reading comprehension skills are in line with expectations. Students' writing skills are not keeping pace with the increasing demands of the topics being covered in Secondary and Post-16. Similarly, there are weaknesses in functional grammar, especially amongst older students.
- The use of assessment data to group students according to their language proficiency and learning needs is beginning to have a positive impact on students' progress. However, this is not accompanied by curriculum modifications to ensure that learning activities are matched to students' attainment levels.

For Development:
- Use assessment data more effectively to ensure learning activities are more closely matched to students' attainment levels.
- Review the post-16 curriculum and ensure that it aligns fully with the MoE curriculum standards.

Arabic as an Additional Language

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

- In Primary, students' language acquisition skills are stronger. There is some variation in students' attainment in Secondary because learning activities are not always well matched to students' precise levels of language competence.
- Students' skills of communication and ability to use the language to describe objects and places are more well developed in Primary than in Secondary. A majority of primary students can write at levels that exceed curriculum expectations and that match the level of their speaking skills.
- Recent changes to the teaching strategies have resulted in improving students' acquisition of language skills. However, these strategies are not sufficiently embedded in Secondary, to have consistent impact on students' outcomes.

For Development:
- Emphasise the use of speaking skills through the provision of more informal classroom activities.
- Reassess students' language needs, particularly in Secondary, to support their language acquisition more effectively.

English

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

- Students achieve at a high standard especially in the Diploma Programme. They speak with assuredness and ease as they move through the phases. For a few younger students, spelling and punctuation are less secure. There are fewer opportunities for formal speaking in Upper Secondary.
- Children in FS and the lower primary grades build a strong base in phonics. As they get older, they read and analyse increasingly complex texts. They are adept at exploring authors' choices and structural and language features, as they progress through the school.
- Students discuss ideas in detail, linking these to everyday life, and showing depth of understanding. They use textual references and organize their thoughts coherently into written narratives, using effective techniques and devices. Older students use an expanded vocabulary and complex written sentence structures.

For Development:
- Share the best practices so that students have regular opportunities to learn and reinforce accurate spelling and punctuation, especially in Primary.
- Provide more opportunities for upper secondary students to speak formally.

Mathematics

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

- Exceptionally high attainment has been maintained despite significant disruption to schooling. Students' progress rates, including students of determination, are overwhelmingly positive. In FS, children have sustained high achievement despite being disadvantaged by the period of remote learning.

- Number is a significant strength for most students. By Year 6, students can solve a range of perimeter and area problems. In Year 11, most students accurately apply new methods of calculus. By Year 13, students meet the DP assessment criteria.

- Most students can use everyday life applications and cross-curricular contexts to enhance their conceptual understanding. Students are sustaining improved levels of technical mathematical literacy.

For Development:
- Embed problem-solving and reasoning skills in the primary curriculum.
- Extend adaptive teaching practices to personalise learning in Secondary.

Science

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

- Almost all students achieve exceptionally well in internal assessments and in external assessments in Secondary and Post-16. The retrieval practice approach to assessment ensures that students retain information and develop investigative skills leading to very strong progress in each phase.

- Children in FS develop curiosity about the world and make discoveries. Year 4 students relate cause with effect, for example, the effects of insecticides on bees as essential pollinators. Year 8 students quickly grasp the effects of anaerobic respiration through simple experiential learning.

- The development of questioning and investigative skills ensures that upper secondary students can analyse a range of experiments and suggest improvements. This underpins post-16 students' ability to design effective experiments themselves.

For Development:

- Ensure that children in FS have more practical learning opportunities where they can predict, make observations, and record findings in an age-appropriate format.

Learning Skills

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

- Students are inquisitive, self-directed learners. They collaborate very effectively in lessons. In most subjects, they work independently and think critically, but in Arabic and Islamic Education these skills are less prominent. Inquiry is at the heart of students' learning, especially in science, DP, and FS.

- Students communicate their learning very clearly, building on and challenging ideas. They seek information, and carry out independent research, using digital learning technology with confidence. Students embrace creative opportunities in English and music, and through everyday life applications with virtual reality, and computer coding.

- Students are committed to their studies and demonstrate improved learning behaviour in Arabic and Islamic Education. Students reflect meaningfully on their learning successes. They apply their skills across subjects making connections with everyday events, which deepen their understanding.

For Development:

- Embed opportunities for students' independent learning, critical thinking, and inquiry skills so that they are more consistently used in all subjects.

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

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

- Students in all phases demonstrate confidence in their own abilities. They are self-reliant and act responsibility as members of the school community. They participate enthusiastically in lessons and in extra-curricular activities. Older students support younger students very well.

- Through roles as senior student leaders, students contribute to the daily running of the school and offer ideas for improvement. Relationships between staff and students are positive. Students have the confidence to seek support and guidance when necessary.

- The school promotes and monitors healthy eating habits. An increased enrolment in the extra-curricular sports programme, and engagement in fitness challenges like the 'Making a Difference' award, indicate students' strong awareness of the importance of healthy lifestyles.

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

- Students demonstrate an excellent understanding and awareness of Islamic values and appreciation of their importance in the UAE. Their awareness of Emirati culture is strong across the school, especially in Post-16.

- Students exhibit pride in their own cultures, enthusiastically describing their food, music and sports. They share these in student-led assemblies, and national and international days. They have a strong appreciation of the uniqueness of Dubai as a fusion of many cultures.

- The school makes continuous efforts to enhance students' awareness and knowledge of Islamic values. Events within the school, for example Islamic Week and Ramadan themes and challenges, contribute to their excellent appreciation of Islam.

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

- In FS, children develop responsibility by looking after their own and class property, and by tidying up after exploration sessions. They develop leadership, personal, and life skills through the making a difference independence strand in the curriculum.

- Across all phases, students show independence, confidence, and respect. They are productive and responsible members of the school community. As volunteers, they initiate and lead activities that have a positive impact on the school, such as organising the debating society and coaching sports teams.

- Students undertake entrepreneurial actions for social benefit such as food donations and recycling. They have an excellent work ethic and are resourceful and creative, shown by their organisation of the Ramadan Hampers and the Old Books for New Eyes drive.

For Development:

- Create more opportunities for the student leaders to share their learning and leadership experiences with the FS classes.

3. Teaching and assessment

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

- Most teachers have strong subject knowledge which they deftly apply to promote students' learning. They use imaginative approaches, especially in FS. Teachers deepen students' thinking through incisive questioning, particularly in English and science. Challenge is not always high enough in mathematics and secondary Arabic and Islamic Education.

- Teachers create a positive and supportive learning environment, which stimulates students' engagement in learning tasks. They provide excellent opportunities to make connections between learning and everyday life. Teachers use time and resources, including learning technologies, very effectively.

- Teachers plan motivating, well-sequenced lessons in all subjects. They have a thorough knowledge of students' academic and personal achievements and use a range of successful strategies to meet the needs of most students. However, differentiation is not always sufficiently personalised to meet the needs of all students.

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

- Internal assessment processes are highly consistent and provide reliable and comprehensive information. School leaders have extensively drawn upon best practice to improve the use of assessment in both Islamic Education and Arabic, as recommended in the previous inspection report.

- Effective use is made of assessment to evaluate students' progress and complete profiles of their academic, personal, and social development. The school effectively benchmarks internal student learning outcomes against appropriate international expectations, thus ensuring highly accurate information about students' progress.

- Most teachers make excellent use of assessment information to modify the curriculum, and plan lessons that meet the learning needs of students. A digital system enables student work to be assessed and recorded. This provides ongoing information for parents.

For Development:

- Extend the best practices in teaching so that imaginative approaches and individualised support are seen more consistently in all subjects.

4. Curriculum

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

- The school's aim is to educate the whole person. The curriculum has been reviewed to provide a clear focus on the development of skills as well as knowledge. Discovery learning in FS develops into independent learning in Post-16 where the curriculum offers multiple pathways into higher education or careers.

- The curriculum is well structured and mapped to allow for seamless transition between the phases. It does not allow precise tracking of progress that would benefit some students. It is constantly reviewed to ensure that it meets all the requirements of the authorised licensed curriculum, and of the requirements of the UAE.

- Cross-curricular links and links to real-life applications are made in each phase. These are further developed in the IB diploma programme and the alternative BTEC courses in Post-16, helping to prepare students for their future pathways.

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

- The curriculum is suitably modified to meet the learning needs of most groups of students. Most students of determination thrive emotionally and academically. Those with gifts or talents are provided with opportunities for accelerated learning and additional outlets for their talents.

- The curriculum is underpinned by the moral, social, and cultural framework and enhanced by an extensive co-curricular and extra-curricular programme. This ensures that students have numerous opportunities to excel. This strengthens their emotional wellbeing as well as providing a secure foundation for further study.

- Links to the UAE culture and Islamic values are reinforced through special celebrations, while students' horizons are broadened by opportunities for educational visits, competitions, or international study visits.

For Development:

- Ensure that curriculum adaptations provide appropriately personalised support for all students, including those with barriers to learning.

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

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

- A comprehensive child protection and safeguarding policy is in place and all staff are trained and know what to do if there is an incident. Bullying is managed well through a positive education approach alongside the behaviour support procedures.

- Organised and efficient systems are in place to ensure a hygienic and safe environment. Risk assessments are carried out for all school events and visits. The transport system is well organised, and the school buses meet all regulatory requirements.

- The premises and equipment are maintained to a very high standard. Medical records are accurately and securely maintained in the clinic. The school promotes safe and healthy living through health awareness initiatives, healthy eating promotions, and a wide range of extra-curricular activities.

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

- Staff and students take shared responsibility for maintaining the strong and purposeful relationships seen across the school. These relationships allow staff to know their students well. This is supported by the school's significant investment in mental health training.

- The school has developed a systematic approach to the identification of students of determination and the gifted or talented. The inclusion department uses a range of diagnostic assessment tools to support the identification students' needs and guide interventions.

- Highly-effective inclusion support teachers offer individualised approaches, as well as personalised resources, to support all groups of students. However, some students require more challenge within the classroom.

For Development:

- Ensure that students with physical impairments have access to all parts of the school.

- Ensure that there is a consistent level of challenge in all lessons for all groups of students.

Inclusion of students of determination

Provision and outcomes for students of determination	Outstanding

- School leaders and the board of governors demonstrate a strong commitment to inclusive education. They invest in facilities and resources, such as the appointment of an occupational therapist, to strengthen support for their inclusive vision.

- The inclusion department has robust identification and assessment procedures based on a suite of appropriate diagnostic tools. These procedures allow for swift and accurate identification, leading to effective support and access to evidence-based interventions.

- Parent partnerships are highly valued by the school. Inclusion staff update parents regularly through both informal and formal methods. Parents meet to review their children's progress and learning targets, providing them with an opportunity to discuss their children's progress.

- Modifications are made to the curriculum and lesson plans to support students of determination. However, these are not fully personalised to meet the diverse range of student needs.

- Individual student's progress is effectively tracked and monitored using assessment data, target setting, and qualitative information gathered by the support team. This process forms part of the planning and review cycle which informs future interventions.

For Development:

- Extend personalised teaching strategies to support students of determination.

6. Leadership and management

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

- The school leadership team, led by a highly effective director, has a clear and well-developed vision and mission for the school. The vision promotes a challenging ethos that is firmly seated in student wellbeing and opportunities for self-improvement. The morale throughout the school community is very positive. The role of middle leaders is clearly understood; they provide additional support in driving the processes for continuing improvement in an already outstanding school.

- The processes of school self-evaluation are systematic and robust. The school uses the analysed assessment data effectively in determining priorities for continuing improvement, although not all departmental plans relate directly to these priorities. The processes for the monitoring of teaching are effective, transparent, and supportive with opportunities for peer mentoring and further professional training. The school has clearly demonstrated that it is able to sustain high levels of performance over time.

- Most parents are actively involved in the life of the school and in supporting the learning of their children. Communication between parents and the school is highly effective and parents welcome the opportunity to talk freely with senior leaders. The school reports on the achievements of each student regularly throughout the year. The school is re-establishing its partnerships with local and international organisations for both academic and cultural activities.

- The Board of Governors is an invited group of stakeholders predominantly representing the parents. There are regular surveys and meetings with the board to collect the views of the school community. These along with reports from the school leadership, are used to provide a knowledgeable insight of the school. There is a commitment by the board to maintain the high-quality resources and facilities of the school and to ensure that sufficient, well-qualified staff are deployed appropriately.

- The day-to-day management of the school is very effective. The school has appropriately qualified staff who are well-deployed, although Islamic Education and Arabic language departments, lack a senior lead who is fluent in Arabic. Staff are provided with a range of professional training opportunities, designed to support the school improvement priorities. The facilities and resources are of high quality and are regularly updated. They are well suited to meet the needs of the diverse interests of the students.

For Development:

- Deploy an Arabic speaking senior leader to develop the teaching and learning in Islamic Education and Arabic.

- Ensure that departmental improvement plans are more closely aligned to the whole school improvement priorities.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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