

INSPECTION REPORT

2022-2023



JUMEIRA BACCALAUREATE SCHOOL

IB CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Jumeirah First
	Opening year of School	2010
	Website	www.jbschool.ae
	Telephone	97143446931
	Principal	Richard John Drew
	Principal - Date appointed	30 August 2015
	Language of Instruction	English
	Inspection Dates	30 to 03 February 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	Pre-K to Grade 12
	Number of students on roll	1297
	Number of Emirati students	318
	Number of students of determination	171
	Largest nationality group of students	Emirati

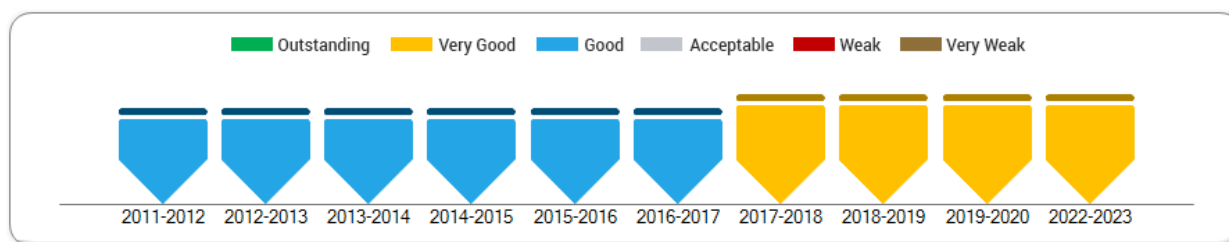
TEACHERS

	Number of teachers	103
	Largest nationality group of teachers	British
	Number of teaching assistants	46
	Teacher-student ratio	1:13
	Number of guidance counsellors	3
	Teacher turnover	30%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IBDP
	Accreditation	IBO

School Journey for JUMEIRA BACCALAUREATE SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- From Kindergarten (KG) onwards, children and students acquire very good learning skills and make very good progress in almost all subjects and phases. As a result, attainment in all subjects is never less than good and often very good. Students' attainment in English in DP is outstanding. Students of determination make very good progress towards their learning goals.
- The respectful and considerate behaviour of almost all students makes a significant contribution to the school's purposeful learning atmosphere. Students display positive and responsible attitudes to learning. They appreciate and respect Islamic values and have a very good understanding of the culture and traditions of the UAE. They are keen to take on leadership roles and display well-developed innovation and entrepreneurial skills.

PROVISION FOR LEARNERS

- Considerable very good and often better teaching successfully engages students' attention and interest. In the most effective lessons, teachers' skilful use of questioning promotes deeper thinking as students are challenged to explain their reasoning. Teaching of this quality is common in DP. Teachers receive a wealth of assessment information, but do not always use it to match work to students' learning needs.
- The curriculum is effectively designed to meet IB requirements and to develop students' skills, knowledge and understanding. Transdisciplinary links are particularly effective. Connections to everyday experiences bring learning to life. An excellent variety of extra-curricular activities adds to students' academic and personal development. The curriculum is effectively adapted to meet the needs of most groups of students.
- The protection, care and support provided for students is consistently excellent. The school community ensures that every student and member of the community can learn and contribute in as positive and safe a manner as possible. This ethos of safety and support is consistently implemented in all sections of the school, with particular care and attention given to students of determination.

LEADERSHIP AND MANAGEMENT

- The principal, with the support of staff and governors, ensures that students' academic achievement and all-round personal development are at the heart of this inclusive school. Parents value the close partnerships with staff. They hold the school in high regard. Governors effectively hold school leaders to account for the school's performance. The premises provide an excellent environment for learning. Routine management of the school is very efficient.

The best features of the school:

- The unwavering commitment of the principal, senior leaders and staff to providing a high-quality education for all students
- The inclusive atmosphere of the school, within which students are well cared for and supported, and the excellent partnerships with parents
- The well-planned curriculum that provides a variety of pathways to careers and higher education
- The excellent arrangements for ensuring students' safety and for promoting healthy lifestyles
- The extra-curricular and sporting activities that cater exceptionally well for the broad range of students' skills and interests

Key recommendations:

- Improve the consistency of teaching and learning by ensuring that:
 - there is a coordinated approach to the monitoring and development of teaching;
 - full use is made of assessment information to plan work that is matched to students' attainment levels; and
 - higher-ability students are provided with an appropriate level of challenge.
- Share the examples of good practice in the marking of students' work and ensure that they receive clear guidance on the standard of their work and how it can be improved.

Overall School Performance

Very good



1. Students' Achievement

		KG	PYP	MYP	DP
<p>Islamic Education</p>	Attainment	Not applicable	Good ↑	Good	Good
	Progress	Not applicable	Good	Good	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Good	Good	Good ↓
	Progress	Not applicable	Very good	Good	Very good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good	Good ↑	Not applicable
	Progress	Not applicable	Very good	Very good ↑	Not applicable
<p>English</p>	Attainment	Very good ↑	Good	Very good	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
<p>Mathematics</p>	Attainment	Very good ↑	Very good ↑	Very good ↑	Good
	Progress	Very good	Very good	Very good ↑	Very good ↑
<p>Science</p>	Attainment	Very good	Good	Good	Good
	Progress	Very good	Very good	Very good	Very good
Learning skills		KG	PYP	MYP	DP
		Very good	Very good	Very good	Very good




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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Very good 	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Outstanding 
Assessment	Very good	Very good	Very good	Outstanding 

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Outstanding 	Outstanding 	Outstanding
Curriculum adaptation	Outstanding 	Outstanding	Outstanding	Outstanding

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

	KG	PYP	MYP	DP
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	Very good
School self-evaluation and improvement planning	Very good
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.

- In 2018 students met two out of three of their PISA targets with overall very good progression. In 2019, students met all their TIMSS targets with equally very good progression. The combined GL-PT English, mathematics and science assessments indicate outstanding progression.

	Whole school
Leadership: data analysis and curricular adaptation	is above expectations.

- Most leaders are familiar with the PISA, TIMSS and the GL assessments. They complete gap analyses to identify weaker areas of students' performance, which are then included in the NA action plan. The information is used to modify the curriculum. Although teachers adapt lesson plans to close gaps in learning, the plans are not always translated into practice.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations.	Is above expectations.

- Most teachers are aware of students' NGRT reading literacy assessments. The impact of whole-school initiatives has significantly improved students' reading levels, particularly those of Emirati students. The improvement of students' reading and learning skills is a continuing priority.

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

For development:

- Ensure that, in all lessons, curriculum adaptations to close gaps in learning are translated into classroom practice, and that students are given more regular opportunities to apply their independent learning skills.

Wellbeing

The quality of wellbeing provision and outcome is at a **high level**.

- School leaders have a clear vision for wellbeing which is being developed through the school's character education programme. The programme aims to develop flourishing individuals with skills to manage all aspects of daily life. All stakeholders have embraced this approach and actively participate in steering groups to take the initiative forward. Leaders recognise that they are on a wellbeing journey. They use research, and all data information, to inform their next steps. A wellbeing governor is in place and wellbeing matters are discussed at board meetings.
- The quality of relationships between students and staff promotes student wellbeing, as does the quality of care provided by teachers and the guidance counsellor. Students and members of staff are cared for in a meaningful way. Wellbeing assessment informs purposeful care and support strategies in lessons and with targeted interventions. Teachers receive professional training to enable them to support students in their care.
- The wellbeing curriculum in the primary phase is integrated across the week. At the secondary phase weekly lessons provide focused attention on wellbeing matters. Extra-curricular opportunities are extensive and make a significant contribution to wellbeing promotion. Teachers deploy strategies within the classroom to support student wellbeing. These are not yet consistently applied. A character development curriculum is at an early stage of development with next steps now focusing on how wellbeing can embed fully into the whole-school community. Students comment on feeling supported by teachers and have a strong sense of belonging to the school community. Students actively make healthy and safe choices.

UAE social studies and Moral Education

- Moral education and UAE social studies are taught as integrated topics within the curriculum, supplemented by specifically timetabled lessons. The programmes blend academic content with the exploration of character and ethics.
- The MoE framework and books are supplemented with carefully chosen additional resources. The impact is seen in students' gradual development as responsible and engaged citizens of a global and diverse world. A range of assessments is used to measure students' knowledge and understanding.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Good ↑	Good	Good
Progress	Not applicable	Good	Good	Good

- Students' attainment in PYP has improved and is now above curriculum expectations. There are no significant differences in the progress of boys and girls. However, overall, non-Arab students make better progress than Arab students, both in their recent work and over time.
- The majority has a well-developed understanding of divine revelation. Students demonstrate strong memorisation of The Holy Qur'an and daily supplications. Their recitation skills and application of Tajweed have improved. However, recitation skills are less secure among non-Arab students.
- Additional teaching time in Grades 4 and 5, and a sharper focus on recitation and Seerah, are improving students' progress and attainment, especially in PYP. Students in MYP and DP are developing the ability to provide evidence to support their views.

For development:

- Improve students' recitation skills, especially among non-Arab students.
- Develop students' critical thinking skills by consistently challenging them to provide evidence from The Holy Qur'an and Hadeeth to support their views.

Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Good ↓
Progress	Not applicable	Very good	Good	Very good

- The majority of students in DP and PYP performs better than expected in lessons. Students in DP make strong progress because they are introduced to, and develop a secure understanding of, challenging literary texts.
- In all phases, listening and reading skills are well developed. Students in DP have particularly good skills of literary analysis. They can expand their responses when challenged by teachers. Students' ability to discuss ideas in modern standard Arabic is less secure in MYP.
- Students in PYP are provided with age-appropriate books to read at home. The reading and summarising of these stories in their reading journals is improving students' reading skills and extending their vocabulary.

For development:

- Improve MYP students' use of modern standard Arabic in discussions.

Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good ↑	Not applicable
Progress	Not applicable	Very good	Very good ↑	Not applicable

- The majority in PYP exceeds the MoE curriculum expectations. Students make rapid progress because of very effective teaching. Progress in MYP is very good because of a focus on the development of basic communication skills.
- Students in PYP develop a wide vocabulary, which they use effectively to construct their own sentences. Most students in MYP rely too heavily on technology for comprehension and writing. These skills trail behind their abilities in listening and speaking.
- Independent writing journals are helping to consolidate new vocabulary and sentence structure in PYP. In both PYP and MYP, teachers' feedback helps students to improve their written work.

For development:

- Improve MYP students' writing skills, particularly in the use of varied vocabulary and correct sentence structures.

English

	KG	PYP	MYP	DP
Attainment	Very good ↑	Good	Very good	Outstanding
Progress	Very good	Very good	Very good	Outstanding

- The most rapid progress is in DP. This is confirmed by students' assessment data. In all phases, students' work shows increasing competence in the use of English and, in the upper grades, the ability to justify personal opinions.
- From KG onwards, listening and speaking skills are an increasing strength. Students gradually become more confident communicators. Critical thinking skills develop as they analyse more challenging texts. These underpin their rapidly developing literacy skills.
- The constructive marking of students' work has a positive impact on progress in DP. However, it is inconsistent in PYP. Appropriately challenging work that is well matched to students' attainment levels is a feature of lessons in DP, but less so in PYP and MYP.
- The achievement of Emirati students is similar to that of other students.

For development:

- Ensure that, in all lessons in PYP and MYP, students receive an appropriate level of challenge.
- Improve the consistency and effectiveness of the marking of students' work, particularly in PYP.

Mathematics

	KG	PYP	MYP	DP
Attainment	Very good ↑	Very good ↑	Very good ↑	Good
Progress	Very good	Very good	Very good ↑	Very good ↑

- The teaching of mathematics through real-world contexts supports very good attainment. International benchmarking results are outstanding. IB diploma results are good. At all levels, students are enthusiastic learners within a revised curriculum. Children in KG do not always have enough practical experience of mathematics.
- Access to online resources is helping to develop strong independent learning skills. However, the skill of creating fast, accurate handwritten answers, is underdeveloped. In PYP and lower MYP, the slow pace and lack of challenge in a few lessons hinders progress.
- Students use mathematical language confidently in explaining their work, reflecting a strong emphasis on the development of key vocabulary. Problem-solving and reasoning skills are stronger than research and critical thinking skills.
- The attainment of Emirati students matches that of other students.

For development:

- Ensure that there is a balance between work done using educational technologies, and work requiring handwritten calculations, tabulating and graphing, in students' workbooks.

Science

	KG	PYP	MYP	DP
Attainment	Very good	Good	Good	Good
Progress	Very good	Very good	Very good	Very good

- In most lessons, children in KG and students elsewhere are well focused, engaged in learning and show high levels of interest. They enjoy activities that enable them to deepen their curiosity, and to explore interesting scientific knowledge and skills across all phases.
- Students deepen their understanding of scientific concepts when they participate in practical science investigations. They demonstrate skills in scientific predictions and investigations. They observe, record and discuss their findings well. Students build the depth of their scientific investigations very effectively into the higher grades and within the specialist sciences.
- Assessments of students' attainment and progress are used effectively for monitoring individual progress. However, their use for more targeted challenge and support for individual learning needs is less established across lessons. Marking is regular but varies in quality regarding the student's understanding of their next step.

For development:

- Use assessment information more rigorously to adapt learning and resources to meet the learning needs of individual students in lessons.
- Share existing, positive examples of marking and feedback to ensure more consistent practice.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Very good	Very good	Very good	Very good

- Children in KG are very enthusiastic learners. This enthusiasm continues across all phases. Most students are keen to learn. They know their strengths and weaknesses. They gradually take more responsibility for their own learning. While many interact productively in groups, some are reluctant to participate.
- Most students communicate their learning clearly and effectively. Language, reading skills, and the use of detailed subject specific vocabulary improve as students progress, even when some are still building their confidence in English.
- Students are adept in the use of learning technologies. Across all phases they use a range of learning platforms and search engines to support research. The application of investigative and research skills is a common feature in mathematics and science.

For development:

- Ensure that there is a consistent` emphasis on the development of collaborative learning skills.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Very good ↓	Outstanding

- Most students demonstrate mature and responsible attitudes. They are courteous towards one another, adults and visitors. They help and encourage one another in a safe environment. The students' wellbeing committee offers very good assistance to their peers.
- Students enjoy coming to school. They feel safe, valued and well supported. They willingly follow the school rules, and this contributes to the school's purposeful atmosphere. A few boys in MYP, however, display inappropriate behaviour both inside and outside the classroom.
- Students have a well-developed understanding of, and commitment to, a healthy lifestyle. They consciously make healthy food choices when choosing their meals. They actively take part in physical activities and in a wide range of extra-curricular sporting activities.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Outstanding

- Most students are keenly aware of Islamic values and understand their impact and relevance to life in the UAE. Students in MYP and DP can give examples of values, including respect and tolerance, that contribute to everyday life in Dubai.
- Students participate in many cultural events that promote the heritage of the UAE. They are developing a stronger understanding of UAE heritage and culture through cultural studies.
- A particular strength is students' awareness of their own cultures. They are proud of their own cultural heritages and speak in detail about history, art and food. They show awareness of, and respect for, other world cultures and participate enthusiastically in cultural activities.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- The basis for students' sense of social responsibility is established in KG, where children learn to look after their own, and class property. Students take pride in volunteering. They relish opportunities to lead initiatives and to contribute to the life of the school.
- Students develop innovation skills and creativity through the wide range of activities that the school provides. They show initiative in the management of their own projects, including student podcasts and newsletters to raise awareness of school events.
- Students demonstrate an excellent understanding of environmental sustainability. They initiate and support schemes that have a positive environmental impact. They participate in the removal of plastic bottles in the school, and in conservation projects in the local community.

For development:

- Ensure that boys in MYP take greater responsibility for their behaviour in lessons and in the public areas of the school.
- Provide more opportunities in KG and PYP for students to deepen their understanding of Islamic values and their relevance to life in Dubai.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Outstanding ↑

- In all phases, there are examples of high-quality teaching, but most consistently in DP. Although most teachers use their subject knowledge and skills to plan purposeful and engaging lessons, the plans are not always translated into practice.
- In many lessons, teachers encourage students to apply their independent and collaborative learning skills. This often leads to productive small-group activities. Occasionally, lessons are overly directed by teachers, and students do not have enough opportunities to take responsibility for their own learning.
- The most effective lessons enable students to develop critical thinking, problem-solving and inquiry skills, especially when teachers' skilful questioning elicits extended and relevant responses. However, in KG, planned activities do not always enable children to engage in experiential inquiry-based learning.

	KG	PYP	MYP	DP
Assessment	Very good	Very good	Very good	Outstanding ↑

- Both internal and external assessments of students' attainment and progress are comprehensive and effectively linked to the IB curriculum. Assessment data are systematically analysed and benchmarked against national and international standards. The information is used effectively to improve students' performance, particularly in DP.
- Assessment information is used well to plan next steps in learning. The analysis of strengths, and of areas for improvement, is incorporated into lesson plans. There is inconsistency in the use of this information. Work is not always matched to students' individual needs.
- Teachers have a detailed knowledge of their students' strengths and areas where improvement is needed. Challenge for higher-attaining students is developing, although not always sufficiently targeted. Marking and oral feedback to students is always supportive, although its quality and effectiveness varies across subjects.

For development:

- Strengthen the existing systems to identify gaps in students' learning and ensure that curriculum modifications are applied more effectively in lessons.
- Improve the consistency and effectiveness of the marking of students' work across subjects and phases.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Outstanding ↑	Outstanding ↑	Outstanding

- The IB curriculum has a clear rationale and meets all MoE requirements. It provides an excellent balance of knowledge, skills and understanding. The implementation of the curriculum in KG does not include the expected scale of an inquiry-based, investigative approach to learning.
- The curriculum is well developed with structured progression. Continuity is well planned. Excellent curricular choices and pathways exist for older students to nurture their talents, interests, and aspirations.
- The transdisciplinary links in the PYP units of inquiry enable the very effective transfer of learning between different subjects. Regular curriculum reviews ensure that the curriculum meets students' academic and personal development needs.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding ↑	Outstanding	Outstanding	Outstanding

- The school is highly successful in adapting the curriculum to provide stimulating learning opportunities for all students, including those students for whom English is an additional language. However, modifications to align with the learning styles and interests of students are not always sufficiently specific.
- The curriculum offers an outstanding range of opportunities to motivate and inspire students. A very broad, well-organised and stimulating programme of extra-curricular activities significantly enhances students' academic and personal development.
- Opportunities for innovation, creativity, and community service are strong. Students' thoughts regarding options are purposefully considered. Innovative and coherent learning experiences are embedded throughout the curriculum and enable students to develop a firm understanding of the culture and society of the UAE.
- In KG2, children have three 40 minute lessons of Arabic each week.

For development:

- Ensure that curriculum modifications provide the correct levels of support and challenge to help all students to reach their potential.
- Ensure that the implementation of the KG curriculum includes an inquiry-based and experiential approach.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has rigorous policies and procedures for safeguarding and child protection. Highly-effective systems are in place, keeping students safe from abuse, including bullying and cyberbullying. The supervision of students on campus and on school transport is very effective.
- The premises and equipment are extremely well maintained. The school conducts rigorous safety checks and prompt action is taken to repair any deficiencies. There are effective procedures to assess and manage risk both inside school and when students are off campus.
- The promotion of personal safety and healthy living is highly successful. Aspects of healthy living are systematically built into many aspects of school life. Students take part in a wide range of activities and opportunities to help them to make healthy lifestyle choices.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Members of staff and students take a shared responsibility for maintaining the purposeful relationships seen across the school. These character-building relationships allow staff to know the students in their care, to recognise subtle changes in behaviour and to support the ongoing developmental work in wellbeing.
- The school has robust systems to identify students of determination and those with gifts and talents. Well-constructed action plans generally guide curriculum adaptations. However, differentiation in lessons is inconsistent and students do not always receive the appropriate support and challenge.
- The care and wellbeing of students is carefully monitored by skilled counsellors. This support, together with the range of curriculum pathways, ensures that students are guided effectively through the university application process and through life and career choices.

For development:

- Ensure consistency in the individualised support and challenge provided for students in lessons.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- School leaders and governors demonstrate a strong commitment to inclusive education. Leaders ensure that teachers are supported and held accountable for meeting the needs of a diverse student cohort. The specialist provision for students who experience the most significant barriers to learning is improving. Recent appointments have provided an increased capacity to improve further. Ongoing monitoring and support are required to ensure this is sustained.
- A wide range of assessment procedures supports the accurate identification and categorisation of students of determination. This informs timely interventions. Individual education plans (IEPs), contain specific targets and strategies to support learning. However, progress against these targets cannot always be tracked or measured sufficiently.
- Parents receive regular updates on their children’s progress both formally and informally. They are involved in writing their children’s IEPs and can access training to extend to support at home, the approaches used in school.
- In the best lessons, highly-effective teachers make use of personalised plans to deploy strategies which consistently reduce barriers to learning and aid students in meeting their targets. However, the application these plans is variable.
- Students of determination make strong progress in their personal and social development. Their academic progress is at a very good level overall but is variable across phases and subjects. The further development of a centralised tracking system to monitor students’ progress more closely is an important priority for the school.

For development:

- Provide subject and learning specialist teachers with the training and support needed to promote validated progress in learning more effectively.
- Include baseline measures in students’ IEPs to ensure more accurate measurement of progress.

6. Leadership and management

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

- The principal and vice-principal share a deep knowledge of the school and the community which the school serves. With the full support of senior leaders and members of staff, they provide a very clear vision for the direction of the school. Together, they ensure that students' academic achievement and all-round personal development are at the heart of this inclusive school. The wide distribution of leadership roles enables all staff to make meaningful contributions to the drive for continued improvement.
- School leaders are committed to improvement. They understand the importance of judging the effectiveness of teaching through its impact on students' learning and progress. Self-evaluation procedures, although overly generous in some respects, provide a generally accurate picture of the school's performance. The information gathered, together with systematic analyses of assessment information, ensures that improvement planning is focused on appropriate priorities for development. The recommendations from the previous inspection report have been addressed with determination and focus.
- Parents are highly supportive of the school and of its leaders. Through the Parents and Friends Association, they make significant contributions to the life of the school. Communications are frequent and appreciated. Parents receive regular updates on their children's progress. They are welcomed into the school and appreciate the many formal and informal opportunities to speak with staff. The school has co-operative links with other schools and is involved with a wide variety of charitable organisations.
- Governors fully understand their responsibilities for holding the school to account. Together with members of the School Advisory Board, they provide the school with a high level of expertise and support. Through regular visits, governors have a very good understanding of the school's performance. They are active in supporting leaders in pursuing the National Agenda targets. They ensure that, where necessary, additional resources are made available to improve the quality of education provided.
- The school runs smoothly on a day-to-day basis. Members of staff are well qualified and effectively deployed. They benefit from a wide range of training opportunities, which are focused on individual and whole-school improvement targets. The school premises are well maintained well and provide a highly-attractive environment for teaching and learning. There are excellent facilities for physical education and sport. However, there are insufficient resources in KG to support experiential and practical learning.

For development:

- Ensure that all judgements of the school's provision and performance are accurate.
- Improve the availability of resources to support experiential learning in KG.

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