

VERY GOOD



2019-2020

# INSPECTION REPORT



























UK CURRICULUM

## Contents

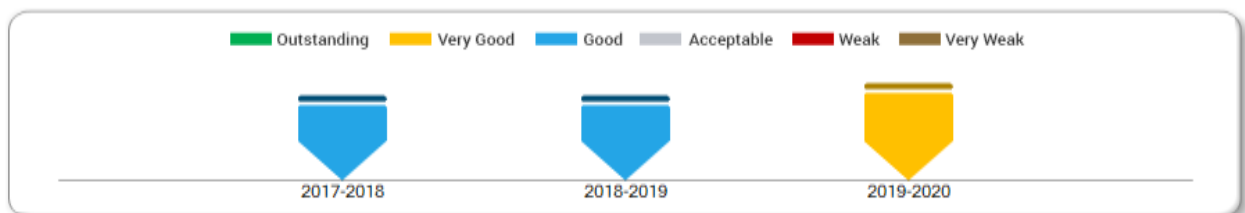
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## School Information

General Information	 Location	Jumeirah Park
	 Opening year of School	2015
	 Website	www.dubaibritishschooljp.ae
	 Telephone	971045520247
	 Principal	Brendon Fulton
	 Principal - Date appointed	9/1/2019
	 Language of Instruction	English
	 Inspection Dates	10 to 13 February 2020
Students	 Gender of students	Boys and girls
	 Age range	5-16
	 Grades or year groups	Year 1-Year 11
	 Number of students on roll	1100
	 Number of Emirati students	9
	 Number of students of determination	94
	 Largest nationality group of students	UK
Teachers	 Number of teachers	103
	 Largest nationality group of teachers	British
	 Number of teaching assistants	36
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	1
	 Teacher turnover	25%
Curriculum	 Educational Permit/ License	UK
	 Main Curriculum	UK
	 External Tests and Examinations	None
	 Accreditation	None
	 National Agenda Benchmark Tests	GL

### School Journey for DUBAI BRITISH SCHOOL JUMEIRAH PARK



## Summary of Inspection Findings 2019-2020

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

- Improvements in students learning skills, particularly in their ability to think critically, are supporting their very good achievement in English, mathematics and science. Although, students make good progress in Islamic education and Arabic in Primary, it is not yet rapid enough to significantly raise their attainment. The achievement of secondary students in these subjects, and in the UAE social studies is acceptable.
- Students' personal development is a significant strength. Their attitudes to learning are exemplary. They are self-disciplined and have an excellent understanding of their own social and environmental responsibilities. Students are highly motivated, often suggesting innovative solutions to personal and community issues. Students have a very secure understanding of Islamic values but are less secure when attempting to explain how these values influence society in the UAE.

### Provision for learners

- Highly effective teaching across a range of subjects, including English, mathematics, science ensures students are well motivated and achieve well. Teachers know their students well and use assessment information accurately when planning lessons. In most subjects, questioning is used effectively to check for understanding and to encourage critical thinking. These strengths are not as frequently seen in Islamic education and Arabic lessons.
- The very effective design and implementation of the curriculum provides students of all abilities with opportunities to succeed in most subjects. An impressive range of extra-curricular activities complements student interests. Curriculum adaptation meets the needs of most students, although occasionally, it is less successful for students who are new to the school in ensuring that gaps in learning do not exist or are quickly closed.
- Policies and procedures to keep students safe and well protected are outstanding. Students well-being is central to all decisions made, and high priority is given to the monitoring of their care and support. Students of determination are fully included in all aspects of school life. Procedures ensure that their needs are met in most lessons. Support is equally effective for those with gifts and talents.

### Leadership and management

- The effective leadership and educational direction provided by the principal and most senior and middle leaders has led to significant improvements in the quality of teaching and student outcomes. Parents are increasingly involved in school activities. Although governors support school developments, their influence on improvements in Islamic education and Arabic has not been rapid enough. Management, staffing and resources are mostly very good.

### The best features of the school:

- Students' very good progress in English, mathematics and science.
- Students' ability to carry out independent research, think critically and explain their reasoning.
- Students' outstanding attitudes to their work, the respect they show to staff and each other and their social and environmental responsibility.
- Teachers' depth of understanding of the English National Curriculum, and how they use this to plan lessons that develop in students an enjoyment of learning.
- The effectiveness of leaders in promoting a fully inclusive school where students' health, safety and well-being are given high priority.








### Key recommendations:

- Use the self-evaluation process more effectively in identifying weaknesses, and increasing the rate of improvement in Islamic education, Arabic and the UAE social studies.
- Ensure, as a matter of urgency, that teachers of Islamic education and Arabic improve student achievement by tackling the weaknesses in the quality of teaching, assessment and adaptation of the curriculum.
- Use assessment information more carefully to identify the small gaps in student knowledge and understanding, then adapt the curriculum to enable even more students to reach higher outcomes.

## Overall School Performance

**Very good ↑**

### 1. Students' Achievement

		Primary	Secondary
 Islamic Education	Attainment	Acceptable	Acceptable
	Progress	Good	Good
 Arabic as a First Language	Attainment	Acceptable	Acceptable
	Progress	Good	Acceptable
 Arabic as an Additional Language	Attainment	Good	Acceptable
	Progress	Good	Acceptable
 English	Attainment	Very good	Very good ↑
	Progress	Very good	Very good
 Mathematics	Attainment	Very good ↑	Very good ↑
	Progress	Very good	Very good
 Science	Attainment	Very good ↑	Good
	Progress	↑ Very good	Very good ↑
 UAE Social Studies	Attainment	Acceptable	

	Primary	Secondary
<b>Learning skills</b>	Very good ↑	Very good ↑

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

	Primary	Secondary
Personal development	Outstanding ↑	Outstanding ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑

## 3. Teaching and assessment

	Primary	Secondary
Teaching for effective learning	Very good ↑	Very good ↑
Assessment	Very good	Very good

## 4. Curriculum

	Primary	Secondary
Curriculum design and implementation	Very good	Very good
Curriculum adaptation	Very good	Very good

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

	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Very good	Very good

## 6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

## National Priorities

### 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 (N.A.P.).

#### School's Progression in International Assessments

**is above expectations.**

- The school's scores for Progress in International Reading Literacy Study (PIRLS) in 2016 are within the high international benchmark level. The results of the first Trends in Mathematics and Science Study (TIMSS) test conducted in 2019 are not yet available. The school has maintained at least very good attainment in all subjects on N.A.P. assessment tests, and overall progression is very good. When comparing the N.A.P outcomes against students' potential, as measured by Cognitive Ability Tests (CAT4), on average 15 per cent of students exceed their potential.

#### Impact of leadership

**is above expectations.**

- The leadership team supports the vision and goals of the National Agenda. A thorough analysis of the available assessment information enables the school to inform modifications to teaching to meet the learning needs of almost all groups of students. Curriculum adaptations, informed by accurate data analyses, are supporting improvements in students' outcomes in English, mathematics and science.

#### Impact of learning

**is above expectations.**

- Applying and developing further critical thinking skills and those of independent enquiry and research are embedded features in most subjects across all phases of the school. The opportunities for problem-solving in mathematics and science are particularly strong. Students are active and effective in using learning technologies to enhance their learning.

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

#### For development:

- Extend the best practices of developing critical thinking skills to all subjects and across all phases of the school.



## Moral Education

- Curriculum design is imaginative and creative. Curriculum mapping is closely aligned to the implementation of all required units. Clear paths for effective progression are evident. Strong links are made with other subjects. Every opportunity is taken to include the development of students' learning skills
- The quality of teaching in moral education is often very good. Varied and engaging activities, including visits to relevant places of interest, contribute strongly to student understanding. Challenging questions encourage students to put what they learn into practice.
- Assessment systems are in place to measure students' knowledge and understanding against the curriculum expectations. In Secondary, achievement is assessed in class and through examinations. In Primary, it relies mostly on teacher assessment. In both phases, assessment information is not always accurate and reliable.

The school's implementation of the moral education is **above expectations**.

### For development:

- Ensure that all assessments of students' attainment and progress are accurate and reliable.

## Reading Across the Curriculum

- In English, girls almost always outperform boys in reading. In Arabic, lower primary boys' skills are stronger than other students in the primary phase.
- The English reading skills of younger primary students develop faster than skills in first language Arabic reading. Greater emphasis on early primary phonics, inferential reading, and online reading schemes, is supporting higher order reading effectively across both phases.
- Some imaginative approaches to the teaching of reading skills across the majority of subjects are fostering students' subject-specific reading skills.
- Teachers and librarians very effectively promote students' wider personal reading in English, and increasingly in Arabic. However, the reading policy does not fully inform systematic literacy improvement.

The school's provision, leading to raised outcomes in reading across the curriculum is **developing**.

### For development:

- Revise the reading policy to clarify the expectations of all subject teachers in supporting subject-specific literacy development.
- Provide systematic support for students' accurate reading and writing in Arabic and English.

## Innovation

- Students enjoy working independently on an investigation, or when undertaking research with technology. Their critical thinking skills are very well-developed and used to good effect across most subjects.
- Students design, lead and evaluate their self-initiated projects and are actively involved in a wide range of innovation and enterprise activities.
- In most lessons, teachers' skilful questioning promotes critical thinking, enabling students to generate their own ideas and solve problems
- The curriculum provides many opportunities for innovation and inquiry-based learning. Extensive extra-curricular opportunities enable students to experience leadership and apply their skills in creative ways.
- Leaders demonstrate a very strong capacity to use innovative practice to bring about improvement in the school.

The school's promotion of a culture of innovation is **systematic**

### For development:

- Extend the innovative practice evident in most subjects to lessons in Islamic education and Arabic, where there are currently fewer opportunities for students to think critically and generate their own ideas.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Primary	Secondary
Attainment	Acceptable	Acceptable
Progress	Good	Good

- The achievement of non-Arab, Muslim students is stronger than that of Arab Muslims. Girls typically make more rapid progress than boys, especially in the secondary phase. The progress of more able students, and those new to the school, especially in Primary, is noticeably slower than other groups.
- Most students have an adequate knowledge of the Hadeeth, Islamic Pillars and values. Their knowledge and understanding of Islamic etiquette, Fiqh and recitation skills are weaker. Students' progress in developing the knowledge of Islamic concepts is better than their skills and ability in linking it to the Holy Qur'an.
- Students' memorisation skills are beginning to improve as a result of teachers focusing on revising the short Surahs at the beginning of each lesson.

#### For development:

- Develop students' understanding of Islamic laws and their ability to quote the Qur'anic verses and Hadeeth as a point of reference.

#### Arabic as a First Language

	Primary	Secondary
Attainment	Acceptable	Acceptable
Progress	Good	Acceptable

- Listening, and reading comprehension skills are improving at a faster rate in Primary than in Secondary. Girls generally make faster progress than boys.
- Primary students can read and analyse texts of different genres. Their speaking and creative writing skills are developing more slowly. Secondary students listen well and show skills in inference and deduction. However, they are less skilled in speaking standard Arabic and in producing accurate grammar, in creative writing.
- The use of an on-line Arabic reading application, regular visits to the library and involvement in Arabic competitions are improving students' language acquisition in Primary but less so in Secondary.

#### For development:

- Improve students' creative writing skills by ensuring that they have access to, and read, a wider range of Arabic literary texts in and outside of lessons.

## Arabic as an Additional Language

	Primary	Secondary
Attainment	Good	Acceptable
Progress	Good	Acceptable

- The majority of primary students demonstrate strong progress in listening, speaking, use of grammar and reading comprehension. Most secondary students understand information within short texts and audios of familiar issues. However, they do not always build fast enough on prior learning.
- Primary students understand words and phrases of familiar language. Secondary students' reading and comprehension skills are variable. In both phases, structured writing is improving but not students' creative writing. The use of simple communication tasks is insecure particularly in the secondary phase.
- The department's approach to using ability grouping, based on years of study and standards, is enabling targeted interventions. However, the lack of opportunities to read more Arabic texts is limiting the impact on achievement.

### For development:

- Enhance students' reading comprehension, speaking and independent creative writing skills.
- Provide students with more opportunities to read and extend their oral and written answers with familiar and unfamiliar topics.

## English

	Primary	Secondary
Attainment	Very good	Very good ↑
Progress	Very good	Very good

- Across both phases, internal assessment information indicates very positive outcomes for student achievement. Students' active listening and speaking skills encourage highly productive peer dialogue about all aspects of their reading and writing.
- Students' well-developed reading skills are enabling them to select key information and infer literary and factual texts with skill. Beginning in primary, students' engagement in discussions of their learning supports their highly persuasive and well-sustained creative writing for a wide range of purposes and audiences.
- Secondary students relatively weaker inferential reading skills are improving, as have students' reading skills in the lower primary phase. Across the school, students' first draft editing does not always ensure consistently accurate spelling and punctuation.

### For development:

- Ensure that students give equal attention to the 'first drafts' of their written work with spelling and grammar and presentation.

## Mathematics

	Primary	Secondary
Attainment	Very good ↑	Very good ↑
Progress	Very good	Very good

- Across the school, students enjoy solving mathematical problems and conducting research. Fluency in facts and procedures is the strength across all year groups. Students have secure knowledge of statistics and are confident in collecting and analysing data.
- Primary students are confident with the operation of numbers and in transferring this skill into other curriculum areas. Secondary students have particular strengths in geometry and measurement. The development of critical thinking and mathematical problem-solving skills are embedded features of most learning in mathematics.
- In both phases, students' attainment has improved and their progress towards learning objectives in lessons remains strong. Occasionally, students are too reliant on the methodology rather than a deeper understanding of the mathematics they are learning.

### For development:

- Improve students understanding of mathematics by more regularly planning for them to apply their knowledge of mathematics to real-life contexts and other areas of learning.

## Science

	Primary	Secondary
Attainment	Very good ↑	Good
Progress	Very good ↑	Very good ↑

- Achievement has improved overall in the primary phase. Attainment is not as rapid in Secondary because a small minority of students have gaps in their learning and knowledge of the curriculum and are not ready to develop topics further.
- Primary students have a secure knowledge of fair testing. Across the school critical thinking is a key skill in all science lessons. Students are actively involved in problem-solving, recording their work in various ways and evaluating and linking science to the wider world.
- Teachers' more effective promotion of students' skills in critical thinking and problem-solving has contributed greatly to improvements in achievement in science.

### For development:

- Ensure that there are no gaps in students' curriculum knowledge and understanding so that they can apply their critical thinking skills to learning in science.

## UAE Social Studies

### All phases

#### Attainment

Acceptable

- The school's internal assessment data suggest that the large majority of students attain levels above curriculum expectations. However, in both phases, students' recent work reflects attainment that is more in line with age-related expectations for the Ministry of Education (MoE) standards.
- Primary students can explain the features of the UAE location. In Secondary, they have an adequate understanding of how societies around the world adapt to live in different environments and can link this to the climate. However, their understanding of the national education, and national identity strands of the curriculum, are less strong.
- In the secondary phase, students' knowledge and understanding of the physical and human features of the UAE are improving as a result of a stronger focus on geographical learning.

#### For development:

- Increase students' knowledge and understanding of the national education and national identity strands of the social studies (MoE) curriculum.

## Learning Skills

### Primary

### Secondary

#### Learning skills

Very good ↑

Very good ↑

- Across the school, students work very well together in groups, where they share ideas and resources and make the most of their own special skills. They are independent thinkers who challenge each other, by asking questions, debating ideas and being receptive of critical feedback.
- In most subjects' students take responsibility for their own learning. This is not a strength in Islamic education and in Arabic, where students often lack confidence in speaking in Arabic. This is preventing them from applying their learning skills as effectively as they do in other subjects.
- Most students are becoming increasingly more innovative and enterprising in their learning and enjoy research and inquiry work. Critical thinking is developing extremely well across the curriculum, and is particularly strong in English, mathematics and science.

#### For development:

- Increase students' confidence in applying their well-developed learning skills in all subject areas and particularly, in Islamic education and Arabic.

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

	Primary	Secondary
Personal development	Outstanding ↑	Outstanding ↑

- Students are very positive, happy and enjoy being at school. They take responsibility for learning and are prepared to persevere when faced with issues that are not straightforward. This is a strength across most subjects in the school.
- At all times, students demonstrate high levels of self-discipline. This exemplary behaviour enables them to succeed well in class and when working independently. Students do not consider that bullying is an issue within the school.
- Students in group work often listen to various points of view. Relationships are strong. Most students have a very good understanding of how to lead a safe and healthy lifestyle. Attendance is high at 97 percent, and students arrive punctually to school and to their lessons.

	Primary	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good

- Secondary students have a well-developed understanding of their own and of different cultures from around the world. Students in the primary phase have an equally strong understanding of their own culture and of those represented in school but, they are not as knowledgeable about wider world cultures.
- Most students are able to explore and debate the meaning of values important to Islam, such as kindness, respect and integrity. However, their understanding of how these values influence contemporary society in the UAE is not as strong.
- A very good awareness of Emirati culture and traditions is being developed as students are active participants in the school's many events and celebrations.

	Primary	Secondary
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑

- In both phases, students' work ethic is very strong. They willingly take on responsibilities within the school and in the wider community through charitable causes. They show care for each other and are rapidly developing into responsible citizens.
- Students are always eager to take their responsibilities very seriously and are active in initiating and designing a varied range of innovative projects. They manage and evaluate the impact of these projects and help to bring about improvements to the environment of the school.
- Students care for their school and are successful in improving its environment. Their awareness of environmental challenges is stronger in Secondary than in Primary.

### For development:

- Improve students' understanding of how Islamic values influence modern day society in the UAE.

### 3. Teaching and assessment

	Primary	Secondary
Teaching for effective learning	Very good ↑	Very good ↑

- Most teachers have very good subject knowledge and plan their lessons well. Open questioning and very good use of resources are features of most lessons. A range of effective strategies offers challenge and support to students of all abilities.
- In most subjects, teachers display a strong understanding of the importance of time, pace and use of assessment information, within lessons so that student interest and learning are guaranteed. However, such practices are less successful in Islamic education and Arabic.
- Significant improvements in the development of critical thinking, reasoning and problem-solving skills, are key to the increase in students' achievement in subjects such as English, mathematics and science since the last inspection.

	Primary	Secondary
Assessment	Very good	Very good

- Internal assessment processes are coherent and consistent in most subjects across the school. They are linked well to the existing curriculum standards. However, this is less evident in Islamic education and Arabic. Across the school, and in most subjects, teachers' comprehensive analyses of assessment information to monitor students' progress are accurate.
- The school is gradually extending its participation in international benchmarking to good effect. Although students receive regular written feedback on their work, the quality of this feedback is variable and sometimes lacks clear messages regarding their next steps in learning.
- Across the school, teachers possess very good knowledge of the strengths and weaknesses of their students. The influence of assessment information on modifications to the curriculum and to teaching is evident in some key subjects.

#### For development:

- Improve the quality of teaching and assessment in Islamic education and Arabic.
- Ensure that students are provided with written feedback which includes their next steps in learning.
- Ensure that assessment analyses identify the small gaps in students' knowledge that are preventing them from higher achievement.



#### 4. Curriculum

	Primary	Secondary
Curriculum design and implementation	Very good	Very good

- In most subjects, the curriculum provides suitably balanced, challenging and stimulating learning opportunities. A varied and comprehensive enrichment programme meets students' needs and interests well. New specialist courses, alongside the established key subjects, cater for older students' needs and aspirations.
- Across the school, the implementation of the curriculum for Islamic education does not successfully result in the correct balance between the various elements of the subject.
- Regular curriculum review is well-informed and leads, for example to a renewed focus on inferential reading in English and the development of scientific investigation skills. Despite improvements in the school's implementation of the MoE curriculum, standards for Arabic students' achievements are not rapidly improving, particularly in Secondary.

	Primary	Secondary
Curriculum adaptation	Very good	Very good

- Students have many opportunities to engage in projects that promote enterprise and innovation. The school ensures that as many students as possible benefit from accessing extra-curricular activities that provide valuable learning experiences and develop a wide range of skills.
- The curriculum is thoughtfully adapted in most subjects to meet the range of students' needs. It does not always address gaps in students' knowledge and understanding as a result of changes in curriculum expectations, or any differences identified for students who have recently joined the school.
- The school has extended the range of curricular options. It is also ensuring that teachers implement the support noted in individual education plans for students of determination. Adaptations to ensure that students learn progressively, and build on prior learning, are not in place in Islamic education.

#### For development:

- Provide suitable interventions to address gaps in students' knowledge and understanding to enable all students and groups of students to learn smoothly and progressively.
- Ensure that the curriculum for Islamic education is suitably adapted to provide progression in knowledge, understanding and skills.

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

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

- The school's arrangements to keep all students safe and healthy are very strong. All policies are clear and involve appropriate safeguarding and child protection training for all staff. All necessary steps are taken to protect students from bullying, including cyber-bullying.
- The school's premises are secure, clean and well maintained. The fire evacuation procedures are regularly review, updated and checked through regular fire drills. The security team is very effective in monitoring and controlling access to the school. Students are carefully supervised both in school and on school transport.
- Healthy living is promoted systematically through the contribution of the medical staff. The students are fully aware of making informed healthy food choices with the curriculum supporting the development of their well-being.

	Primary	Secondary
Care and support	Very good	Very good

- The caring ethos and respectful relationships enable students to become confident learners who enjoy school and achieve well. Supportive behaviour management and counselling have a positive impact on students' attitudes and their well-being. The school is successful in promoting very high levels of attendance and punctuality.
- The inclusion team uses effective assessment procedures to identify students of determination and those with gifts and talents. Challenge and support that is well matched to their needs are evident in most lessons. Where support is less skilful students of determination do not make strong gains in their learning.
- The school has developed effective guidance procedures that enable students to make informed choices that match their further education and career choices. Academic guidance in most subjects and high-quality support, enable students to achieve well and develop resilience.

### For development:

- Ensure that all students of determination and those with gifts and talents have their needs met across all subject areas.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- Leaders ensure that an inclusive ethos, reflected in the school's positive admission policy, permeates the life and work of the school. Improvements in the professional development of staff are having a positive effect on planning interventions in lessons, in most subjects.
- In response to the changing diversity of needs now represented in the school, leaders have extended the use of external agencies to support more accurate identification of need. This information is being used to plan intervention programmes that are carefully tailored to students' profiles.
- The school encourages parents to be involved in all stages of supporting their children, including regular reviews of their progress and the planning of their programmes. Parents value the support that is enabling their children to flourish and develop confidence and resilience.
- Curriculum modification and support, provided by specialist teachers, are very effective in building on students' prior learning and developing skills systematically. Most teachers use individual education plans to design tasks and support that are well matched to students' needs.
- Students make very good progress in developing personal and social skills, and have a strong disposition to learn. Personalised teaching and from specialist staff enable them to make strong gains in their learning. Progress in lessons is more variable and dependent on the quality of support.

### For development:

- Monitor students' learning in lessons and their work in all subject areas to gain a more accurate view of progress and to identify areas for professional development for teachers.

## 6. Leadership and management

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

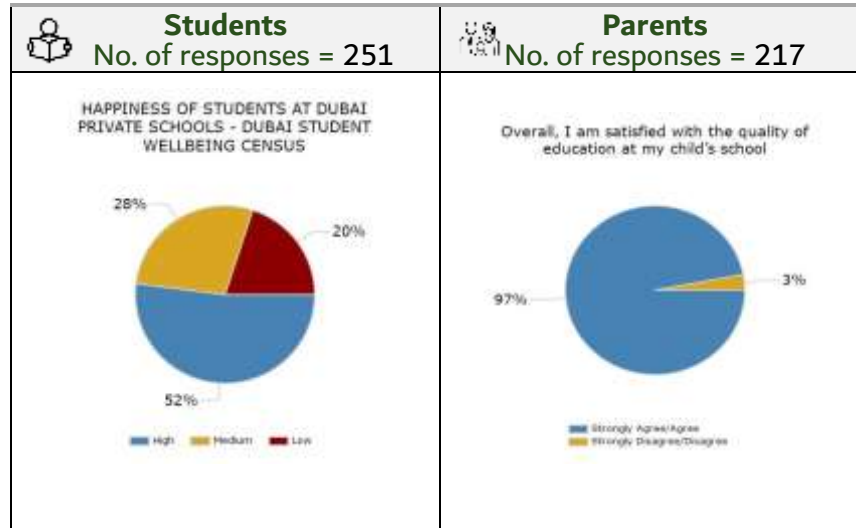
- The principal provides very strong educational direction. Together with the senior team, he ensures that the school is fully inclusive. Student academic achievement and well-being are of equal importance in the school's vision and mission statements. In most subjects, leaders have a very strong understanding of the best practice in teaching and secure curriculum knowledge. The delegation of leadership roles is mostly successful across subject areas, but is not wholly effective in Islamic education, Arabic and the UAE social studies.
- Self-evaluation processes include effective use of external assessment information as a means of analysing and regulating internal data. These processes are not secure enough across all subjects to identify critical weaknesses in provision and student outcomes. Actions taken since the last inspection to improve teaching, particularly relating to the development of students' critical thinking skills, have been highly successful. Those aimed at bringing about improvement in Islamic education and Arabic have been much less effective.
- Parents are highly supportive of the school. They appreciate the efforts made to improve communication systems and how they are encouraged to be involved in school activities. Formal reports to parents include all subjects and provide a clear insight into student personal development. However, they do not always include the next steps students should take to improve their learning. A very effective range of wider community partnerships contributes to students' academic and personal development.
- Governance is carried out by the executive board assisted by the advisory board. Together, membership represents all stakeholders. They successfully gather and share their knowledge of the school and contribute to improvement planning. The executive board exerts a strong and successful influence on developing school capacity at senior leadership level. They have been less successful in accurately measuring the impact of actions taken to improve student achievement in Islamic education and Arabic.
- School leadership manage daily operations efficiently. The timetable is effective in deploying staff. Teachers are well qualified and benefit from regular professional development programmes. The facilities are of a very high quality and enrich students' experiences. However, there are relatively few books available in the libraries to foster a rapid development of reading in Arabic.



### For development:

- Enhance the effectiveness of leadership in driving improvement in Islamic education, Arabic and UAE social studies.
- Ensure the accuracy of self-evaluation processes in Islamic education, Arabic and UAE social studies.
- Increase the library stock to support the development of reading in Arabic.

## Views of parents and students

Before the inspection, the views of the parents and students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 <b>Students</b>	<ul style="list-style-type: none"> <li>Students' responses to the well-being survey are positive and higher than from other students in Dubai. Most feel a strong sense of belonging to the school and believe that they have good relationships with each other and their teachers. Most students enjoy school and are confident in their ability to be successful. The large majority confirm that they never experience bullying in school. Inspection findings agree with the student survey.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Almost all parents are satisfied with the quality of education and communication provided by the school. They are confident that the school keeps their children safe, looks after their well-being, and provides them with the skills to be successful learners. A quarter of those responding say that they are involved in school activities at least once per month. Inspection findings are consistent with these views.</li> </ul>

## 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 [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)