

INSPECTION REPORT

2022-2023



JSS INTERNATIONAL SCHOOL L.L.C

INDIAN CURRICULUM






VERY GOOD

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SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Al Barsha
	Opening year of School	2009
	Website	www.jssisdubai.com
	Telephone	97142406353
	Principal	Lata Suresh Nakra
	Principal - Date appointed	11/24/2016
	Language of Instruction	English
	Inspection Dates	26 to 30 September 2022





STUDENTS

	Gender of students	Boys and girls
	Age range	3-17
	Grades or year groups	KG 1-Grade 12
	Number of students on roll	2806
	Number of Emirati students	0
	Number of students of determination	164
	Largest nationality group of students	Indian

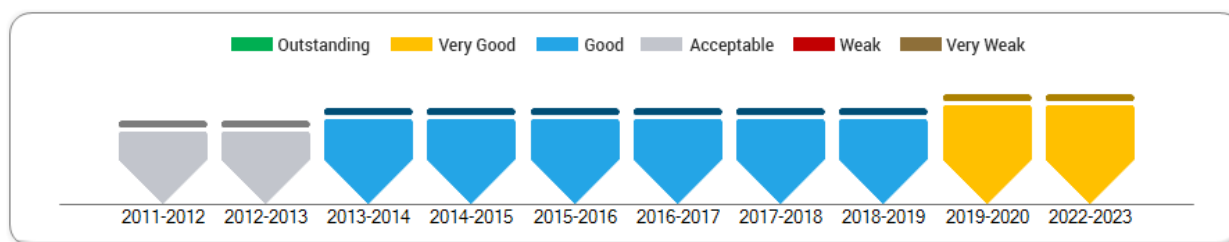
TEACHERS

	Number of teachers	163
	Largest nationality group of teachers	Indian
	Number of teaching assistants	50
	Teacher-student ratio	1:13
	Number of guidance counsellors	4
	Teacher turnover	8%

CURRICULUM

	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	ICSE
	Accreditation	N/A

School Journey for JSS INTERNATIONAL SCHOOL L.L.C



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

- Children's achievements in the Kindergarten (KG) have improved further, particularly in relation to science, and the way in which the curriculum is adapted to meet the needs of individual children. Students' academic outcomes in English, mathematics and science in the Secondary phase are very strong. Students' achievements in Arabic, as an additional language, remain a priority for improvement.
- Students' personal and social development is a particular strength in the school. Children in the KG learn quickly how to make friends and, across all phases, student behaviour is exemplary. The positive attitudes and willingness of all students to help each other contributes to a climate of respect. Examples of innovation include: a financial literacy project, involving Primary and Middle students, and senior students initiating a Student Welfare Association.

PROVISION FOR LEARNERS

- Most teachers have a strong understanding of effective teaching skills, and plan motivating lessons with clear objectives and success criteria. However, in the Primary phase the lack of consistency in the quality of teaching sometimes impairs students' progress. Teachers increasingly make effective use of assessment information to inform their teaching. Personalised challenge and support, informed by assessment information, is strongest in the KG and senior school.
- In the KG, the science curriculum provides rich opportunities for children to enhance their learning and be innovative and enterprising learners. Links with Emirati and other world cultures are a strong feature of the school. The use of learning technologies is well integrated with students researching and working on their own devices. The school offers a wide range of curricular choices. Cross-curricular links are meaningfully planned and effectively developed.
- Health and safety procedures are rigorous. Staff, students and parents are kept fully informed about child protection and reporting procedures. Medical care prioritises the wellbeing of the whole school community. Transport is safe and secure, and students are properly supervised. To support their personal and social development, students have highly experienced and empathetic members of staff available to support them.

LEADERSHIP AND MANAGEMENT

- The highly effective leadership and management of the school is recognised by the parents. They appreciated the sensitive way that the challenge of the recent pandemic and the necessary changes to implement distance-learning were handled. The school supports the students' academic and social development effectively. The leadership and management of the KG is a particular strength in the school.

The best features of the school:

- High quality of educational provision in the KG, particularly in science, and adaptation of the curriculum to suit the needs of individual children
- Students' highly developed personal and social skills, their respect for the community and strong awareness of Islamic values and other world cultures
- The safe secure environment for learning which the school provides and rigorous procedures for the safeguarding of students', including child protection
- Outstanding levels of attainment in Secondary, especially in external examinations in English, mathematics and science
- Very effective leadership of the school, particular in relation to the links which have been established with parents and the local and wider community

Key Recommendations:

- Give immediate attention to improving and developing greater consistency in the quality of teaching, learning, assessment, and curriculum in Primary.
- Increase the focus of governors and senior management on improving attainment and progress in Arabic, in particular as an additional language for the older students.

Overall School Performance

Very good

1. Students' Achievement

		KG	Primary	Middle	Secondary
<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	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable ↓	Acceptable
<p>Language of instruction</p>	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
<p>English</p>	Attainment	Very good	Very good	Very good	Outstanding
	Progress	Very good	Good	Very good	Very good
<p>Mathematics</p>	Attainment	Very good	Very good	Very good	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
<p>Science</p>	Attainment	Very good	Very good	Very good	Outstanding
	Progress	↑ Outstanding	Very good	Very good	Very good
Learning skills		KG	Primary	Middle	Secondary
		Very good	Good	Very good	Very good

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

	KG	Primary	Middle	Secondary
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	Very good	Very good	Outstanding	Outstanding

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Very good	Very good
Assessment	Very good	Good	Very good	Very good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Very good	Very good
Curriculum adaptation	Outstanding ↑	Very good	Very good	Outstanding

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

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

6. Leadership and management

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

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 assessment	Above expectations	Not applicable

- The school fully meets the registration requirements of the NAP for the academic year 2022-2023.
- There are no Emirati students enrolled in the school.

	Whole school
Leadership: data analysis and curricular adaptation	Above expectations

- Leaders at all levels support the vision and goals of the National Agenda (NA). The school's NA action plan, identifies and describes the intervention processes and curricular adaptations required to overcome, identified gaps in students' skills and knowledge. Improvements are recorded, for instance, formulation of hypothesis, experimental designs and knowledge of practical experiments were identified as weak skills in ASSET (science), tests.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	Meets expectations	Not applicable

- From Grades 1 to 12, the school has developed a literacy programme using an adapted literacy assessment for students. Most students' have improved their vocabulary skills. The introduction of 'Novel Study' and access to the reading lounge is providing more exposure to varied literary genres. Enhanced practices of enquiry are being planned to be embedded into the curriculum.

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

For Development:

- Implement a robust and recognised reading literacy assessment so that reading across the curriculum is embedded into all areas of the curriculum, including the Arabic language.
- Ensure all teachers understand the requirements of international benchmark levels, and how to adapt their teaching to address identified gaps in learning.

Wellbeing

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

- The school's commitment to wellbeing is firmly established. This is reflected in policy aspirations, in practice, and in a vision of valuing and respecting each member of the school community. A representative wellbeing committee supports the embedding of wellbeing across the school. Action planning informs wellbeing promotion. Data is analysed and informs improvement planning. The school is developing further its use of data to monitor impact and enhance future planning.
- The quality of care for students is high. The wellbeing needs of students are identified, their views respected, and supportive action is taken. The school supports staff personally and professionally, enabling them to meet the changing demands of their role. The school monitors and surveys the wellbeing of students, teachers, and parents. The wellbeing committee provides a forum for stakeholders to share their views. Staff have access to members of the senior leadership team to address any issues of concern.
- The broad curriculum addresses a variety of personal development and wellbeing aspects. This contributes significantly to the positive experiences and outcomes of students. Students are well supported in making healthy lifestyle choices through their participation in school activities and programmes, including, nutrition and healthy eating, personal safety, sports, the arts and extra-curricular clubs. Through their active engagement in the life of the school, and their personal and social responsibility, most students demonstrate a clear sense of personal, sustained wellbeing.

UAE social studies and Moral Education

- The school teaches social studies and a Moral Education programme based on the latest Moral, Social and Cultural Framework for the Salama series in the English language framework. The provision is distributed over two weekly lessons of 45 minutes each from Grade 1 to Grade 9.
- The school integrates the curriculum, and the syllabus is divided into three terms. During each term, a new book is introduced and taught as a stand-alone subject which has a vibrant curricular design. Teaching leads to active student participation and assessment, resulting in students' wider understanding and enhanced global perspective.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Students' recent work reflect good attainment outcomes across the school. Most students have a clear understanding of Islamic concepts, laws and etiquette. Memorisation skills and Tajweed are still underdeveloped. Student progress is more rapid in Primary than in the other two phases.
- Across the school, students have an effective understanding of the laws of worship and Islamic and Sharia concepts. Most can link the concepts they learn to the appropriate verses of the Hadeeth, and to their daily lives.
- The improvements in teaching for learning with an emphasis on developing skills of inquiry, research, and challenge in lessons, is supporting positive outcomes for students. Internal assessment data is not yet used as effectively as it could be to accelerate students' progress.

For Development:

- Improve the use of assessment information to enhance students' learning outcomes and accelerate their progress.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good	Acceptable ↓	Acceptable

- In all phases, internal assessment data is not used effectively to inform teaching and learning. Students' attainment is at the expected levels, based on the years of studying Arabic, as an additional language. Students' progress in Primary is stronger than the other two phases.
- Students' extended writing skills are below expected levels. Primary students are more proficient in using language in multiple contexts to express themselves. The language skills of Middle school students are not strong, especially in free expression through speaking and listening.
- The effectiveness of teaching strategies in the primary phase is helping to accelerate student progress. The absence of skilful differentiation, and effective teaching and learning in the other phases, is slowing the progress of all students, especially those who have individual needs.

For Development:

- Use assessment data effectively to plan lessons according to the linguistic needs and abilities of individual students.
- Train students in how to use language to express themselves fluently, in multiple contexts in speaking and writing activities.

English

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good	Outstanding
Progress	Very good	Good	Very good	Very good

- Student achievement is stronger in the KG, Middle and Secondary phases. After a strong start in the KG, student progress in Primary is not as strong because of inconsistencies in the quality of teaching, learning and use of assessment to support student learning.
- English language skills improve through all phases due to well-planned curriculum progression which is supported by a strongly monitored reading and literacy policy. Age-appropriate, critical thinking and independent learning skills are developing features from the KG.
- Most students in Secondary produce work in English which is consistently of a high quality. Their attainment in external examinations is above international standards. In this phase, students' written work shows mastery in English, and the ability to justify personal opinions with confidence.

For Development:

- Promote higher levels of reading in Primary to ensure that students can progress with confidence in their use and application of English language.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good	Outstanding
Progress	Very good	Very good	Very good	Outstanding

- Internal and external data confirms consistently high levels of achievement in Secondary. Students demonstrate critical thinking and innovation through projects and share their learning effectively. The ability of almost all students to make assumptions, predictions and comparisons is a positive feature of student learning.
- Students' high level of progress in the Primary and Middle phases is assisted by linking their mathematics to real-life situations. For example, Grade 5 students are skilful in finding the area and perimeter of a room using cardboard boxes to model the situation.
- Children in the KG use mathematical vocabulary to solve problems competently. Their use of mathematical terminology is strong. All students demonstrate skills in subtraction, number bonds and construct 2D and 3D shapes. In addition, they use non-standard units to measure height, distance and length.

For Development:

- Build on the existing high levels of achievement in mathematics throughout the school.

Science

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good	Outstanding
Progress	Outstanding ↑	Very good	Very good	Very good

- An increasingly large number of children in the KG make well above the expected level of progress. By the end of the middle phase, skills of enquiry are well developed. In the secondary phase, most students perform extremely well in examinations and in international tests.
- Primary and Middle students have a developing competence in all three sciences. Secondary students have exceptional understanding and can explain their thinking very well. They evaluate, analyse, synthesis and justify their reasons for their interpretations skilfully and confidently.
- Students' progress rates have been maintained and the progress of the higher attainers has improved. When high expectations are set by teachers, students attain extremely well and make rapid progress across all areas of science.

For Development:

- Enhance students' literacy skills in every science classroom.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Very good	Very good

- Students enjoy learning, are motivated, participate actively, and remain focused. They collaborate effectively in group work and communicate their learning with confidence. Student questioning in lessons is supportive of their prior learning and assimilation of new concepts.
- Students make effective use of opportunities provided to develop critical thinking and to become independent learners. They understand connections between areas of learning and appreciate how language is important in the learning of other subjects across the curriculum.
- Children in KG are given opportunities to explore, be creative and express themselves. Moving through the school, most, but not all students become innovative and enterprising. They use enquiry and research skills alongside learning technologies effectively, moving seamlessly from the use of one device to the use of another.

For Development:

- Ensure more consistent development and transfer of learning skills in the primary phase.
- Provide more opportunities for Primary students to research and present their findings to others.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Children in the KG soon become self-reliant and learn quickly how they are expected to behave. Students engage enthusiastically in their learning during lessons and willingly receive and respond to feedback from their teachers and each other.
- Students' positive attitudes and willingness to help one another contributes to a harmonious atmosphere within the school community. Their attitudes to each other and to adults are always respectful. As proud ambassadors of their school, students take their roles and responsibilities very seriously.
- Students' display a very high commitment to safe and healthy living. They eagerly participate in various sports to support healthy life-style choices. Students' rarely miss school and arrive punctually to school for lessons during the day.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Across all phases of the school, students have an excellent understanding and awareness of Islamic values. They are fully committed to tolerance and diversity. For example, students in the upper phases contribute to hosting a Ramadan Iftar for the school community.
- Students demonstrate outstanding knowledge and understanding of UAE culture and heritage. They participate in various Emirati celebrations and assemblies. Field trips to museums, and national monuments strengthen their perspective of modern and traditional local culture.
- Students demonstrate an excellent understanding of their own culture. Secondary and middle school students have a particularly deep understanding of modern and ancient cultures. Some students experience different world cultures through international travel. During International Day activities, they immerse themselves in many of the world cultures represented within the school.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Secondary students initiated a Student Welfare Association to develop and promote key leadership skills. Students' positive impact on the school and wider community is evident from events, for instance, soil awareness campaigns, faculty welfare events and sports meetings, all raise funds for charities.
- Students participated in 'Locks of Hope' project and donated hair for breast cancer awareness. Primary and Middle phase students engaged in a financial literacy programme which was linked to lesson topics on money.
- Students across all phases display sensitivity to the needs of the environment. Kindergarten children readily discuss sustainability matters. In supporting the UAE mission of 2030, "Grow your own Food" students planted vegetable and fruit seeds. Almost all students exhibit a practical commitment to energy conservation.

For Development:

- Build on the existing high level of success and achievement throughout the school.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Very good	Very good

- Teaching is more secure in the KG, Middle school and Secondary school than it is in Primary; this has a negative impact on student’s progress in key subjects. Most teachers have strong understanding of effective teaching and learning skills and most plan motivating lessons with clear learning objectives.
- In the best practice, the planning for teaching is informed by assessment outcomes and identifies provision for the differing levels of abilities in the class. Skilful questioning during most lessons prompts student thinking and tests their understanding of what is being taught.
- Since the last inspection, the school has supplemented the face-to-face classroom teaching with additional online support teaching for students who may have been absent from school or who need additional support. This extra teaching is proving beneficial to students who require it.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Very good	Very good

- Assessment data is analysed most effectively in the KG and within the senior school. These data provide accurate detailed information about student progress, which is increasingly well tracked and monitored. Personalised challenge and support are stronger in the KG and senior school.
- In the KG, the Early Years Foundation Stage Framework (EYFS) underpins the assessment policy and practice with priority given to tracking individual children's learning goals. The school is increasingly effective in its use of assessment information to inform teaching and changes to the curriculum.
- Teacher feedback to students is variable, with the best examples providing constructive evaluative feedback and guidance towards improvement. There is scope for students to be more regularly involved in assessing their own work and that of their peers.


For Development:

- Ensure school wide consistency in the use of assessment information to meet the needs of all learners.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Very good	Very good

- The curriculum is broad, balanced and is aligned to the vision and priorities of the UAE. In the KG, the curriculum offers opportunities for exploratory play-based learning. The older students enjoy a wide range of choices in science, commerce and the humanities.
- The curriculum provides continuity and progression in learning across each of the subject areas and meets the needs of almost all students. Cross-curricular links are meaningfully planned and are put into place between different subjects.
- The curriculum is reviewed and systematically developed to ensure appropriate provision in all subjects. The recovery curriculum, post COVID, is designed to fill gaps for students which also includes writing proficiency. Associated information and support material has also been provided for parents to support their children.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Outstanding 	Very good	Very good	Outstanding

- In the KG, the science curriculum provides many opportunities for children to enhance their learning and be innovative and enterprising. Links with Emirati and other world cultures are highly developed across the school. Students can discuss the history and cultures of many European, Asian and African countries with confidence.
- Opportunities for creativity, innovation and social contribution are carefully planned. Older students participate in research projects, internships to prepare them for employment opportunities and voluntary work. A highly regarded feature in the Secondary phase is the 'Skill for Success' programme for students.
- Coherent learning experiences are embedded in almost all aspects of the curriculum which develop students' understanding of UAE's culture and society. Across the school, students take pride in the cosmopolitan culture and society of UAE.
- The school provides Arabic as an additional language in KG1 and KG 2 for one 40-minute period per week, respectively.

For Development:

- Ensure that the curriculum in Primary caters for the full range of student needs and abilities.
- Make sure that the rich curricular experiences, available in the KG, help to inform and support curriculum provision in the lower primary classes.

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

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

- The school has rigorous procedures in place to ensure students' safety and security. A comprehensive register is maintained of all adults who work in or visit the school. Staff, students and parents are kept fully informed on child protection and reporting procedures.
- Risk analysis is thorough, and any potential problems recorded with potential dangers swiftly addressed. Medical care is comprehensive and prioritises the wellbeing of the whole school community. Transport is safe and secure, and students properly supervised.
- The school places a very high regard on the promotion of healthy living. Excellent arrangements are available to support physical fitness and healthy lifestyles, including access to fresh drinking water and shaded areas. Emergency and evacuation drills meet all legal and regulatory requirements.

	KG	Primary	Middle	Secondary
Care and support	Very good	Good	Very good	Very good

- The existence of very good relationships between staff and students, and amongst the students, all contribute to a positive school environment. This is clearly evident across all phases of the school community.
- The school has effective processes in place for the identification of students who require additional support in learning, and for those who are gifted and talented. Planning and coordination of provision of support for students of determination has improved and continues to develop.
- To support their personal and social development, students have highly experienced and empathetic members of staff available to them. The school actively engages in transition planning and career guidance with the older students, enabling them to make decisions about educational pathways and career options that align with their aspirations.

For Development:

- Strengthen the shared approach to addressing the learning needs of students of determination by enhancing the practice of the staff who support them.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- The commitment to inclusion of this school is evident in the involvement of senior leaders, the head of inclusion, inclusion champion and governor in the development of provision. Recent appointments of staff, and ambitious planning and policy development, have added momentum to the school's inclusive mission.
- Careful attention is given to the early identification of students with learning needs and the implementation of programmes of individualised support. This is particularly strong in the KG. Most students of determination access beneficial group and individual learning programmes across the school.
- Leaders of inclusion work closely, and have ongoing communication, with parents of students of determination. Parents are increasingly involved in the Individual Education Planning (IEP) process, strengthening the partnership between home and school.
- The school is continuing to develop and streamline its individual educational planning for students of determination. The process of establishing priority learning needs, and learning targets is increasingly collaborative and supports teaching and learning in the classroom context.
- The school provides very high levels of support, care and guidance, enabling students of determination to make good progress in their personal and academic development. A number of students have made very good progress.

For Development:

- Ensure that targets in students' individual plans are clear, support their implementation in lessons, and help the monitoring of their progress.
- Increase the use of various approaches to teaching and learning in supporting students of determination with their learning in classrooms.

6. Leadership and management

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

- Senior leaders led by the principal promote a clear vision for the school that is communicated to, and shared by, the whole school community. They are effective in establishing a positive climate for learning and are focused on improving student achievement. Leaders are successful in promoting a purposeful learning culture, and in maintaining professional and effective relationships which ensures high quality outcomes for students. All leaders ensure that the school is fully compliant with statutory and regulatory requirements.
- Systematic and rigorous self-evaluation and regular monitoring of teaching and learning are an integral part of the school's improvement planning processes. School improvement plans are coherent, based on self-evaluation and consider the context of the school. These plans contain strategic and operational actions which address both the school's and the UAE's national priorities.
- Parents are highly supportive of the school and of the senior leadership team. The school uses a wide variety of methods, including digital technology to communicate with them and to provide them with regular reports regarding their child's attainment and progress. Parents are highly satisfied with the opportunities they have to contribute to their child's learning. They report that the school is always responsive to questions or concerns raised by them.
- The Governing Board of the school includes a wide representation from the school's stakeholders who are very committed to the school. The Board systematically monitors the school's actions and holds senior leaders to account for the quality of the school's performance, including the achievements and personal development of all students. As a result of their detailed understanding of its work, governors exert a positive and direct impact on the overall performance of the school.
- Almost all aspects of the day-to-day management of the school are very well organised, impacting positively on students' achievements. The school's procedures and routines are very effective. The school is staffed appropriately to fulfil its mission and vision and all staff are suitably qualified. The premises are of high quality with specialist facilities for teaching and learning that are designed to allow access to all. The well-resourced environment is conducive to effective teaching and learning.

For Development:

- Ensure the inconsistencies in teaching, learning, assessment, and the development of the curriculum in the Primary phase are all addressed.
- Improve the quality of Arabic learning in the school by rigorously monitoring individual classrooms, and students' experiences, interaction and outcomes.

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