

Inspection Report



Jebel Ali Primary School

2014-2015



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School information



General information

Location	Jebel Ali
Type of school	Private
Opening year of school	1978
Website	www.jebelalischool.org
Telephone	04-8846485
Address	Jebel Ali Dubai
Principal	Jacque Parr
Language of instruction	English
Inspection dates	23 rd - 25 th March 2015



Students

Gender of students	Boys and Girls
Age range	4-11
Grades or year groups	Foundation Stage 2 - Year 6
Number of students on roll	637
Number of children in Pre-K	0
Number of Emirati students	1
Number of students with SEN	53
Largest nationality group of students	UK



Teachers / Support staff

Number of teachers	49
Largest nationality group of teachers	British
Number of teacher assistants	24
Teacher-student ratio	1:13
Number of guidance counsellors	0
Teacher turnover	14%



Curriculum

Educational Permit	UK
Main Curriculum / Other	UK
Standardised tests / board exams	PiMS
Accreditation	None



Parents' Report

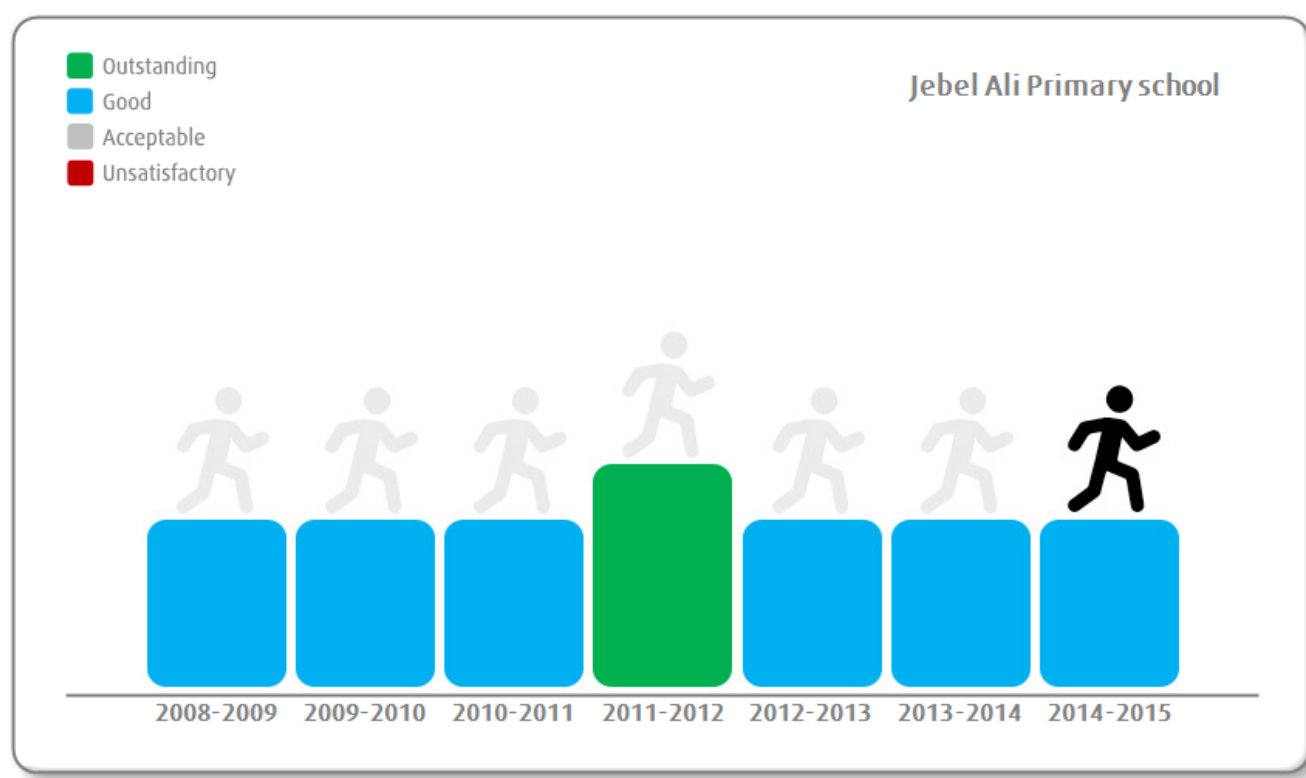




Dear Parents,

Jebel Ali Primary school was inspected by DSIB from 23rd - 25th March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- The inspiring teaching in the Foundation Stage and the primary phase in English, mathematics and science resulted in all students' having outstanding performance in these key subjects.
- The very positive personal and social development of students supported their enthusiasm for learning.
- There was a wide range of extra-curricular activities in the school.
- The support, care and protection provided for students across the school were outstanding including the provision for students with special education needs.
- The high involvement of parents in the life of the school enhanced students' experiences.

Areas for improvement

- Improve the progress and attainment of students in Islamic Education.
- Improve the quality of teaching and the progress which students make in Arabic language lessons.
- Improve the effectiveness of leadership of Islamic Education and the Arabic languages.
- Align standards in key subjects by using external validation or benchmarking against international standards.
- Governors should ensure the full recommendations of this report are met.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Jebel Ali Primary school



How well does the school perform overall?

Overall, Jebel Ali Primary School provided a 'Good' quality of education for its students.

- The performance of students in the Foundation Stage and primary phase was outstanding in English, mathematics and science. In Arabic, the standards achieved by students were unsatisfactory and in Islamic Education students achieved acceptable standards. Students were motivated and displayed initiative and took responsibility for their own learning. They collaborated very well and offered both support and challenge to each other. When given the opportunity, students applied their skills, knowledge and understanding confidently to new learning contexts. However, in Arabic, students had few opportunities to connect their learning with their own experiences.
- Students had very positive attitudes and a strong sense of personal responsibility. Their behaviour was excellent throughout the school. They were strongly committed to healthy living and appreciated the impact of Islamic values on modern life in Dubai. Students had a very strong work ethic and understanding of their responsibilities towards the community and the environment.
- Most teachers knew their subjects well and successfully helped students to learn. They used a variety of motivating activities to enthuse students who gained enjoyment from their lessons. The less successful lessons were mainly in Islamic Education and Arabic languages. Lesson plans were not well implemented and teachers' expectations were low. The school had strong internal assessment processes in the majority of subjects.
- The curriculum met all the requirements of the National Curriculum of England in full. It had a strong focus on the progressive development of knowledge and skills. However, the curriculum in primary for Islamic Education and Arabic languages was less effective. The curriculum design provided a wide range of curricular and extra-curricular activities that met the learning needs of students.
- The school's provision for the health and safety of all of its students was outstanding. Students thrived in the caring and supportive learning environment. The provision for special educational needs was outstanding.
- The school's leader was committed to improving the school whilst retaining its unique community ethos. Leadership of Arabic and Islamic Education was weak. The governing body had not done enough to ensure that staff with the correct skills were a recruitment priority. They had not ensured that the school made sufficient progress in improving performance in Islamic Education and Arabic languages. The school was very well resourced across the two sites.

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



- Most students with special education needs made good or better progress in the development of their academic work, social skills and emotional well-being as a direct result of the very positive caring support received at the school.
- A detailed education plan was developed for each student. Teachers used this to personalise their planning to ensure that all students in the classroom were properly challenged and given the correct amount of targeted support by specialist staff.
- The teacher who coordinated the special needs provision effectively managed a team of well-qualified learning support teachers and assistants across the school. This resulted in all students with special educational needs receiving the specialist support they required to make progress.

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

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

↑ Improved from last inspection

↓ Declined from last inspection

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

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

3. How good are teaching and assessment?

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

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

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

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

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

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

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



School **Inspection** Report

Overall school judgement

Good

Key strengths


- The inspiring teaching in the Foundation Stage and primary phase in English, mathematics and science resulted in all students' having outstanding performance in these key subjects.
- The very positive personal and social development of students supported their enthusiasm for learning.
- There was a wide range of extra-curricular activities in the school.
- The support, care and protection provided for students across the school was outstanding including the provision for students with special education needs.
- The high involvement of parents in the life of the school enhanced students' experiences.


Changes since the last inspection

- A new school leader had been appointed in September 2015.
- Progress in Islamic Education had declined to acceptable.
- Progress and attainment in Arabic both as first language and as an additional language had declined to unsatisfactory.
- The quality of assessment had declined to good in both stages.
- Leadership in Arabic and Islamic Education was weak and the overall judgement for leadership in the school had declined to good. The quality of governance had also declined to good.

Recommendations

- Improve the quality of teaching to enhance progress of students in Arabic as a first and as an additional language by reviewing the curriculum and raising teachers' expectations.
- Improve the progress and attainment of students in Islamic Education by improving the quality of teaching.
- Align standards in key subjects by using external moderation or benchmarking against international standards.
- Improve the effectiveness of leadership of Islamic Education and Arabic languages.
- The governing body should ensure that the school meets in full the recommendations of this report by the next inspection.

 Improved from last inspection

 Declined from last inspection

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

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In the Foundation Stage, the provision of a language-rich environment enabled children to make outstanding progress in English. Almost all children were able to recognise and blend letter sounds to decode words. There was an emphasis on purposeful writing and reading for pleasure. Children were highly motivated to learn and made very strong progress.
- Teachers' focus on active learning and providing practical experiences ensured that children used mathematical resources enthusiastically. This resulted in excellent attainment and progress in their mathematical understanding. Children had many opportunities to think mathematically and to deepen their understanding of number, shape, space and measurement. Almost all could count confidently up to twenty and add and subtract up to ten. A few could add and subtract orally up to twenty.
- In science, children were active explorers. They developed excellent skills of questioning, observation and investigation. They used language to describe their scientific thinking. Almost all children were able to record, predict, and look for similarities and differences.

Primary

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

- In Islamic Education, most students knew the five Pillars of Islam, the prayer and 'wudou' in line with curriculum expectations. They made steady progress in understanding Islamic values and morals. They developed their knowledge of Islamic concepts. However, they were slow in developing recitation skills and using Hadith or Qur'an as points of reference.
- In Arabic as a first language, students' listening skills were adequate. Only a few could read simple sentences. Their speaking and writing skills were weak due to the limited opportunities for practise. Students could not use modern standard Arabic in simple conversations. They did not make sufficient progress across the language skills.

- In Arabic as an additional language, most students demonstrated relatively strong listening skills. However, in their pronunciation and writing of letters, words and simple sentences, they made repeated errors. Students' reading skills were well below expectations. The progress they made in lessons in listening, reading, speaking and writing was limited. Teachers had low expectations and there was a lack of challenge.
- In English, students were able to use their strong speaking and listening skills to make very effective contributions to group work. Older students could apply their knowledge of language to create outstanding independent written work. Students made excellent progress in the development of reading skills and could analyse text accurately.
- In mathematics, younger students could record data using tally charts and explain their results. Older students could plot coordinates accurately, construct frequency tables and draw conclusions from their findings. Year 6 students were very competent and worked with confidence. They were able to talk about the processes and methods they had learned. Over time, students excelled and developed knowledge and skills well above those expected for their age.
- Students developed a very good understanding of scientific concepts. They could apply these well to the real world. They could link their knowledge of sound to an understanding of how musical instruments work. They had knowledge of nutrition and the human body and linked this to healthy living. They made very good progress in practical work which resulted in the development of secure investigative skills.

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Students were motivated learners who displayed initiative and took responsibility for their own learning. In the Foundation Stage, children demonstrated an eagerness to decode and write words and sentences. This enthusiasm was evident also in Year 6 when students applied their problem-solving skills to explore forensic science problems. Students were aware of their progress and strengths in learning.
- Students collaborated very effectively in a wide range of learning situations. They offered both support and challenge to each other during group tasks. In English, for example, older students reviewed each other's questions when exploring the Five Pillars of Islam. In science younger students questioned each other in different ways about the data represented in their bar graphs.
- When given the opportunity, students applied their skills, knowledge and understanding confidently to new learning contexts. Children in the Foundation Stage, were able to apply their knowledge of sand timers, when measuring time, to their learning about the clock face. In mathematics, in Year 3 students were able to plot co-ordinates on a map to identify locations in Dubai. However in the Arabic languages, students had few opportunities to connect their learning with their own life experiences.
- In most lessons, students displayed independence in their learning and were able to find things out for themselves. In the best lessons, critical thinking and reflection were intrinsic aspects of student learning. In science, for example, students engaged in independent research using technology and were able to explain and justify their conclusions.

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

	Foundation Stage	Primary
Personal responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> Students had very positive attitudes and a strong sense of personal responsibility. They were able to give and receive critical feedback. Students' behaviour was excellent throughout the school. They were self-disciplined, self-confident and responded very well to their peers and adults. Students enjoyed coming to school and felt safe, valued and supported. They displayed genuine concern for, empathy towards and tolerance of others. They were sensitive to the needs of others including those with special educational needs. Students knew the benefits of, and were strongly committed to, healthy living. They made healthy eating choices and were active in play and in sports. Levels of attendance were good. Students were punctual when arriving at school and for lessons throughout the school day. 		

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
<ul style="list-style-type: none"> Students demonstrated outstanding knowledge and understanding of the impact of Islamic values on modern life in Dubai and their own lives Students could explain features of the Emirati culture very well, including some aspects of traditional music and dance. Students were proud of their own cultures and could compare it with the local culture. They valued the richness of the mixed cultures in Dubai very much. They showed high appreciation of the other cultures in the school, the UAE and around the world. 		

	Foundation Stage	Primary
Community and environmental responsibility	Outstanding	Outstanding
<ul style="list-style-type: none"> Throughout the school most students demonstrated their commitment to civic responsibility through fund raising for national and international causes. They participated in the Pink Day for 'Breast Cancer Awareness'. The student voice had a significant impact on the school's development. Students were actively involved in consultations about buying new sports equipment, the design of the school uniform and rails around the play areas to improve safety. Students had excellent work ethic. They were enterprising, determined and positive about achievement. The Student Council took their responsibilities seriously. They influenced school life and organised their own projects, such as 'Battle of the Bands'. Students showed a very good understanding of the environment and how they could 'green the desert' in Dubai. They played a major role in an ECO Day. They supported a range of activities and discussions focused on the importance of reducing, reusing and recycling waste in order to protect the environment. At each stage, students were actively involved in recycling and conservation initiatives. 		

3. How good are teaching and assessment?

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Good
<ul style="list-style-type: none"> Teachers had very good subject knowledge in English, mathematics, science and music. In Islamic Education subject knowledge was weaker. Subject knowledge in Arabic languages was inconsistent although most teachers, particularly primary, exhibited a confident understanding of their subject. Most teachers demonstrated a good understanding of how students learn and were able to engage them effectively. The innovative and imaginative lessons engaged and enthused learners. This was particularly so in Foundation Stage and good examples were seen in most of the key subjects in the primary phase. In Year 4 mathematics, students created a budget for a film company and had to plan for unexpected changes. In Arabic, the plans contained objectives which were shared with students and there was a stimulating learning environment. However, not all of the Arabic lesson plans were well implemented. Interactions between teachers and students were good. Students in mathematics readily questioned the teacher and responded positively to well-constructed questions that not only tested knowledge but also developed understanding. Teachers ensured that students were fully involved in the lesson through appropriately designed activities. In an English lesson students were asked to create a new character within the story setting and were able to think about the impact their character would have on the story line. In many of the lessons observed, teachers used a range of effective strategies and had high expectations of students. Through the variety of strategies used, teachers were able to meet the needs of students. The extensive knowledge that teachers had of their students enabled them to provide an appropriate level of challenge. However, this good practice was less evident in Islamic Education and Arabic language lessons. Foundation Stage teachers ensured that children were given opportunities to work independently and develop critical thinking skills with effective support from high quality teacher assistants. Strategies used in most subjects encouraged students to reflect on what they were learning, for example students in English were using big dice to generate questions and think about what they had learned. 		

	Foundation Stage	Primary
Assessment	Good ↓	Good ↓
<ul style="list-style-type: none"> The school's internal assessments were strongly linked to the curriculum, which had been undergoing revision in light of the changes to the National Curriculum for England. For most subjects the internal assessments provided an accurate and valid evaluation of students' academic and personal development. In Islamic Education and Arabic languages the assessment information was not valid. The school leaders had introduced action plans in response to international assessment data, recognising the need to look at gender imbalance in some key subjects. Plans were being developed to extend the use of the external benchmark tests used in mathematics, to other key subjects. However, the school did yet not have a robust and comprehensive system in place to benchmark students' performance in key subjects against international standards. Information from assessment was collected and analysed to identify strengths and weaknesses in students' attainment and to identify trends. The learning review process, now in its second year, 		

made very good use of progress data. All teachers had access to the information and ensured that they were developing programmes appropriate to students' needs.

- Assessment information was used effectively by most teachers for curriculum modification and the planning of lessons to meet the needs of all students. The learning reviews had provided enhanced information and gave teachers a clear and detailed view of student needs, which in turn helped students to improve.
- Teachers had very good knowledge and understanding of individual students' strengths and weaknesses. Students were able to evaluate their own and others' work. Teachers knew what level of challenge was required to encourage students to improve. Teachers gave comprehensive feedback to which students responded. Students were also able to carry out their own evaluations. Workbooks were marked well and included informative comments which helped students to improve their work.

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

	Foundation Stage	Primary
Curriculum quality	Outstanding	Good

- The curriculum met in full all the requirements of the Early Year's Foundation Stage and National Curriculum for England primary programmes. It was rich, diverse and focused strongly on the progressive development of knowledge and skills. Teachers had not implemented effectively the curriculum for Islamic Education and Arabic languages.
- Teachers' planning for progression was very effective in most subjects. Physical education teachers planned very well for the development of skills. Most students in most subjects were very well prepared to progress through the school and onwards to secondary education. Teachers' planning for progression in Islamic Education and Arabic languages was less well developed. The school scheduled some lessons outside the school day. These did not meet the Ministry of Education requirements for teaching Islamic Education in Years three to six, or Arabic as a first language in Years one and two. However, these issues were addressed by the school during inspection.
- The curriculum in most areas was interesting and imaginative. It included innovative events such as a crime day focussed on forensic science where students were motivated and inspired to learn. The curricula implemented in Islamic Education and Arabic languages were less rigorous and stimulating.
- Teachers incorporated cross-curricular links, for example the science of sound linked to musical instruments. Cross-curricular themes included healthy living and 'Dubai then and now'. These enabled students to make connections across subject areas and significantly enhanced learning. The rich curriculum provided very good opportunities for students to think critically and to research independently.
- The school reviewed the curriculum regularly and systematically. This ensured that the high quality provision in most subjects focused on meeting students' needs.
- The curriculum in Arabic as a first language was unsatisfactory. It did not develop the four language skills sufficiently.

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

- Overall, the school had designed the curriculum very well across both phases. It met the diverse needs of its students.

- Most subjects offered a range of learning styles and modified work well to suit different needs. The Foundation Stage curriculum provided enjoyment, challenge and choice for children with different learning needs. In primary, Arabic as a first language was taught to very small groups often through individual tuition.
- The school provided a very rich variety of extra-curricular activities both sporting and academic including field trips locally and abroad. Students had outstanding opportunities to develop musical talents. Cross-curricular events and theme days made excellent use of community links. The healthy living day was supported by parents, local businesses and the local clinic. These excited and motivated students and significantly enhanced their academic and personal development.

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

	Foundation Stage	Primary
Health and safety	Outstanding	Outstanding

- The school had rigorous and well understood Child Protection and Anti-Bullying procedures. Teachers taught effectively the possible dangers of the internet and social media. The school had planned to involve parents more in this area of Child Protection.
- Both school sites were very safe, hygienic and secure. Students were supervised very well in school and on school transport.
- The school maintained very good records of all health and safety procedures including regular fire drills. There were very good risk assessments for school visits. The clinic staff cared very well for the students and kept meticulous records.
- Staff maintained the school premises to a very high standard. The school's facilities provided very well for the educational needs of all students, especially for those in the Foundation Stage.
- Healthy living was promoted very well both by the clinic staff and across the curriculum, especially in science and physical education.


	Foundation Stage	Primary
Quality of support	Outstanding	Outstanding

- Staff-student relationships were excellent in lessons and throughout the school. Students were very well behaved and teachers managed behaviour very well in lessons.
- The school had developed an effective policy to promote attendance and punctuality. The policy included a range of strategies which were used to celebrate excellent school attendance.
- The school was fully inclusive and students with all learning needs were welcomed. The special needs department had developed an outstanding set of systems to identify and support students' individual learning needs.
- The warm and caring learning environment, supported students' academic progress and personal development. The specialist team knew their students' learning needs extremely well and provided an outstanding level of support to help them achieve their targets.
- Teachers produced detailed reports which provided an update on student progress and the next steps needed in learning. The school arranged helpful events for students and their parents to ensure a smooth transition to their next phase of education.

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


	Overall
The overall effectiveness of provision for students with special educational needs	Outstanding
<ul style="list-style-type: none"> The special education needs department was well resourced and staffed with a lead teacher who coordinated a well-qualified team of learning support teachers and assistants. Each year group was allocated a learning support teacher and assistants who were deployed according to need. This ensured excellent coverage across the whole school. The school ensured the accurate assessment of students' needs through the use of external professionals or by teachers using specialist screening assessments. Modifications made to lesson planning by teachers were of a consistently high quality in almost all phases and subjects. All teachers had received detailed strategies to support students with special education needs in lessons. They used these strategies to differentiate the content of lessons to challenge and target support for the students. This led to consistent progress in key subjects and phases. Excellent links had been established with parents. The targets for individual education plans were developed with the full participation of parents and children as well as school staff. This constructive approach ensured ownership by all of the stakeholders. Evidence collated in school confirmed that the progress of most students with special educational needs was at least good. Good progress was made in the development of students' social skills and emotional well-being as a direct result of the very positive caring ethos of the school. 	

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

	Overall
The effectiveness of leadership	Good 
<ul style="list-style-type: none"> The new school leader had successfully gained the support of the school community while establishing a new vision for the school. She was playing a major role in the project to design and locate the new school. During her seven month tenure she had improved the effectiveness of senior and middle leaders by empowering them to take more responsibility for their areas of work. However, leadership in Islamic Education and Arabic languages was weak and underdeveloped. There were very good relationships and communication between the all senior leaders, middle leaders and staff. Leaders had introduced more rigour to many aspects of the school. The school's leader was committed to improving the school whilst retaining its unique community ethos. A number of improvements had been initiated but they had not yet impacted on students' performance. 	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> • The school had a systematic approach to quality assurance. Its calendar set out clearly important dates for evaluative processes. This included lesson observations, learning environment evaluations and work scrutiny. • Leaders had introduced a new, more rigorous process to evaluate teaching and learning. This was used by other senior leaders. Joint observations of lessons were introduced to align judgements with those of the senior leadership team. Information from lesson observations was used by managers when reviewing the performance of teachers. These processes worked well in English, mathematics and science, but had little impact in Islamic Education and Arabic languages. • The school had a three year strategic plan with a more detailed, well-structured and ambitious improvement plan to address the school's priorities. A major thrust was to take account of the changes in the National Curriculum of England. The action plans for improving Islamic Education and Arabic languages were not sufficiently distinct or detailed. • The steps taken to improve self-evaluation by the leadership team were well-considered. However, they needed to be fully embedded and applied more rigorously across the school to be effective. 	



	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> • Parents supported the school very well. They gave their time to help teachers in class. Some Arabic and British parents read stories to children in their own language. One parent explained the Pillars of Islam to a year group. Parents also supported National Day and other whole school celebrations. • Communication between the school and parents was excellent. Weekly bulletins from year leaders informed parents about the topics which were being studied by their children. In addition, the very good informal contact between teachers and parents helped to build the sense of community among the staff and parents. The school leaders further improved communication by introducing an app. to enable parents to hear news and access information on a more frequent basis. • The school informed parents of their children's progress by arranging two parent teacher meetings each year and with a comprehensive written report. This approach provided parents with good information on students' progress and what they needed to do to improve. • The school had good links with the wider community, including with the high schools to which most of the students progressed at the end of Year 6. The Crime Day in Year 6 helped children to meet local police officers and gain an appreciation of their work. 	

	Overall
Governance	Good 
<ul style="list-style-type: none"> The school had a very good approach to involving parents in the governance of the school. The board brought a wide range of appropriate experience to the table. The chair of the Parent Teachers' Association had a seat on the board with full voting rights. Board members were frequent visitors to the school and were known by parents and staff. The board supported the school positively. It held the schools leaders to account for the performance of the school. It accepted responsibility for the quality of staff the school recruited as well as for the long term lack of progress in Islamic Education and Arabic languages. The board provided effective strategic guidance to the school. It had formed a steering committee, with representatives from parents and other stakeholders to guide the school in its major project of designing a new school and relocating to a new site. 	

	Overall
Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> The school was managed very efficiently on a day-to-day basis across the two sites. A shuttle bus service linked them very efficiently, enabling access to facilities for all students. The school was staffed with well qualified teachers. A significant proportion had experience of teaching in United Kingdom schools. The building for the younger children provided a particularly good environment for the teaching approaches used in the early years. The site also had a range of appropriate facilities suited for the older students. Teachers had created rich and colourful learning environments in all classrooms with excellent displays of students' work. The school was very well resourced with books, learning materials and learning technologies. The music room was particularly well resourced with a good variety of instruments, including traditional Arabic percussion instruments. 	

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	126	26%
	Last year	157	36%
 Teachers	34		68%

- Approximately one quarter of parents responded to the survey. All were satisfied with the quality of education provided by the school.
- Approximately two-thirds of teachers responded to the survey and they were very positive about the school. All were satisfied with the quality of education provided by the school. They felt that students behaved well and developed good self-awareness and awareness of other cultures. No students were eligible to complete a survey.
- Almost all parents and teachers said students were developing good learning skills and they enjoyed attending the school.
- Almost all parents agreed that their children learned well as a result of the good teaching and that teachers helped students to develop good learning skills. They thought the school provided appropriate resources, including technology to support learning. They also considered that the school provided good opportunities for their children to learn about community and environmental responsibility.
- Almost all parents agreed that the school's academic reports and meetings with teachers kept them informed about the progress their children made. Almost all agreed that their children made good progress in English, mathematics and science. Most said their children made good progress in Islamic Education and a majority said their children made good progress in Arabic languages.
- Most parents and teachers felt the school listened to their views and acted upon them.

*The percentage of responses from parents is based on the number of families.

What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

How to contact us

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

Knowledge and Human Development Authority

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