



المعرفة Knowledge



JEBEL ALI SCHOOL

(BR OF TAALEEM MANAGEMENT (L L C))

UK CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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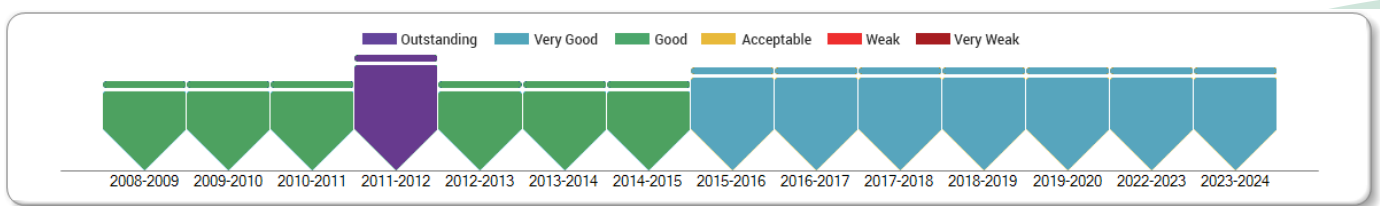
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Jebel Ali
	 Opening year of school	1978
	 Website	jebelalishool.org
	 Telephone	97148846485
	 Principal	Simon Alun Jodrell
	 Principal - date appointed	1/7/2022
	 Language of instruction	English
	 Inspection dates	08 to 12 January 2024
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1979
	 Number of Emirati students	13
	 Number of students of determination	233
	 Largest nationality group of students	British
 <p>TEACHERS</p>	 Number of teachers	142
	 Largest nationality group of teachers	British
	 Number of teaching assistants	60
	 Number of guidance counsellors	2
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	A Level, GCSE, BTEC,
	 Accreditation	BSO

School Journey for JEBEL ALI SCHOOL (BR OF TAALEEM MANAGEMENT (L L C))



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Students display positive attitudes towards their learning and are focused on improvement. This is seen to greatest effect in the successful outcomes in science. In both English and mathematics, students continue to perform consistently well. In Primary, progress in both Islamic Education and Arabic has improved. Performance in the other phases has not altered.
- Most students regularly display high levels of maturity and responsible attitudes. Students demonstrate a secure awareness and understanding of the values of Islam. They have a very positive work ethic. They care about helping others and sharing knowledge. They contribute to sustainability throughout the school. Young students care for the learning environments, pick up litter and reuse materials when creating models.

Provision For learners

- Teachers in all phases have secure subject knowledge and a good understanding of how students learn. Digital technologies are used appropriately. Positive interactions between teachers and students are features of most lessons. Students participate in a range of tests to benchmark their performance against international standards. External assessments are linked to curriculum expectations. Improving consistency in the use of assessment information is a priority for leaders.
- The curriculum is broad and balanced. It provides continuity and progression, notably in Foundation Stage (FS) and Primary, where it is outstanding. In both phases, it promotes creativity and social responsibility and has an appropriate focus on the development of knowledge and skills. Extensive after- school activities provide a rich learning experience, and offer many opportunities for students to extend their knowledge of practical situations.
- Rigorous policies and procedures safeguard students. Regular training for members of staff ensures that safeguarding is a high priority. Care and support are evident in all aspects of school life. Relationships between members of staff and students are exemplary. They foster excellent behaviour. Attendance and punctuality are efficiently monitored, ensuring a consistently high level. There is a nurturing and inclusive environment for all groups of students.

Leadership and management

- Leaders at all levels, led by a very resolute principal, ensure an inclusive philosophy which focuses on improving students' outcomes. Strategic plans have yet to prioritise targeted improvement planning. Relationships with parents are a key strength of the school. Parents are fully involved in all aspects of school life. Priority planning by governors is insufficiently focused. The management and operation of the school are highly effective. Leaders and governors ensure that the school is resourced and maintained to very high standards.

Highlights of the school:

- Students' outstanding achievement in science in Primary and Secondary, along with good progress in Islamic Education and Arabic in Primary.
- Students' outstanding levels of care, courtesy and respect, and the very positive classroom climate.
- The outstanding design and implementation of the curriculum in FS and Primary.
- The involvement and engagement of parents in their children's education and their support for inclusive provision.
- The management of daily routines, outstanding facilities and resources

Key recommendations:

- Ensure that self-evaluation arrangements inform and prioritise realistic and measurable improvement planning, which is shared with all.
- Improve consistency in the use of assessment information across phases and subjects.
- Ensure that all teachers allocate sufficient time in lessons for students to reflect on their own learning.



OVERALL SCHOOL PERFORMANCE

Very good

01 Students' Achievement

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

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 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	Outstanding

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Meets expectations

- With an average score of 641, the school exceeded its set target in the Progress in International Reading Literacy Study (PIRLS) 2021 by 36 points. In benchmark assessment over two years, students sustained an outstanding level in science. They improved by one level in English and mathematics, thus becoming outstanding in all three subjects.

C. Leadership: International and Emirati Achievement	Very good	
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- Most leaders understand how subject skills and content align to the proficiency levels in the Programme for International Student Assessment (PISA) and international benchmark levels in the Trends in Mathematics and Science Study (TIMSS) and PIRLS. They implement international assessment action plans and reading literacy plans to address the gaps identified in the benchmark assessment reports. The monitoring of the impact of the implemented curriculum modifications on students' progress is a strong feature at the school. Not all leaders are well enough informed about international benchmark assessments.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Meets expectations

- The school's most recent reading literacy skills assessment reveals that the majority of students' reading literacy scores are above age-related expectations. Results of monitoring the impact of interventions suggest that most students in the school are making at least the expected progress in reading proficiency. The school is working closely with families to foster a strong reading culture in all curriculum areas.

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Ensure that all leaders are well informed about international benchmark assessments.
- Improve the level of students' English reading literacy skills.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains, leading and pursuing wellbeing, engaging and enabling stakeholders, and students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at a very good level.

- Senior leaders are committed to the wellbeing of the whole school community. Policies that support wellbeing provision clearly outline the roles and responsibilities of members of staff, students and parents. They encourage students to support their own wellbeing as well as that of others. When evaluating the school's performance, wellbeing indicators are not fully incorporated into lesson observations. Leaders carefully analyse feedback from surveys and from other stakeholders to identify areas for further improvement.
- Leaders are responsive to students' suggestions, revising school provision and daily routines accordingly. Parents appreciate teachers' prompt, purposeful and highly personalised support for their children. Students have immediate access to trusted adults when needed. A wide range of impactful wellbeing initiatives includes many extra-curricular clubs. Members of staff appreciate leaders' commitment to achieving a positive work-life balance. They feel very well supported and appreciated. They enjoy high work satisfaction.
- Leaders effectively promote students' capacity to manage their own and others' wellbeing. Students are enabled to express their feelings and opinions and to consider issues which affect their happiness and self-esteem. They promote their own wellbeing and that of their colleagues, guided by school values, 'Believe, Belong and Become.' Strong teacher-student relationships lead to positive classroom climates which significantly enhance students' wellbeing. Students are proud of their school. They consider it to be a safe and happy environment in which to learn and grow.

For Development:

- Include wellbeing indicators in lesson monitoring records.

UAE Social Studies and Moral Education

- The school teaches UAE social studies and moral education based on the UAE Moral, Social and Cultural Studies (MSCS) framework, through the medium of English. Social studies is taught from Year 2 to Year 10, and moral education from Year 2 to Year 13. Two lessons are allocated to each subject per week. They are also integrated into the wellbeing curriculum and the humanities. Time allocated for the subjects exceeds the minimum requirements. The official MSCS textbooks are used, and the curriculum is planned appropriately.
- Teaching and learning in MSCS are based on the official materials, usually supported by digital and audio-visual resources. In Primary, students' work is assessed by on-going projects, two formal tests, and teachers' judgements. Outcomes are reported to parents. In Secondary and Post-16, three written assessments are completed annually, and the results reported to parents. Most students enjoy MSCS lessons. They participate in projects which focus on exploring environmental and global issues.

Arabic in Early Years

- Arabic is taught in FS1 and FS2 for 90 minutes per week and divided into two sessions. The curriculum is based on simplified Year 2 standards with a focus on basic vocabulary such as numbers, colours and the days of the week. It is linked to the weekly topics of the core subjects. Assessments are made during lessons through observation. The children are taught by a qualified teacher who uses activities such as storytelling, songs and games. The focus is on the development of the four language skills. Appropriate teaching materials include flashcards and videos.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- Most students achieve levels that align with expectations. In Primary, they memorise short Surahs and the Five Pillars of Islam. In Secondary and Post-16, students interpret rulings from divine revelations. However, they show gaps in their knowledge and the ability to justify their views with evidence.
- Arabic speaking students show better memorisation of the Holy Qur'an. Students' understanding of the Holy Qur'an and knowledge of Seerah and Fiqh are slowly developing, especially in upper secondary classes. Older students' recitation, and their knowledge and application of Tajweed rules, are underdeveloped.
- Dedicated time for Holy Qur'anic recitation is in place at the beginning of lessons, as well as additional support. However, this has yet to have a positive impact on students' outcomes.

For Development:

- Encourage students to justify their answers with evidence from the Holy Qur'an and Hadeeth, especially in Secondary and Post-16.
- Improve students' recitation skills and their knowledge and application of Tajweed.

ARABIC AS A FIRST LANGUAGE

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

- Across the phases, reading and comprehension skills are improving because of the focus on direct questioning. In Secondary, students can analyse elements of texts and interpret and reflect on what they read.

- Language acquisition skills are developing more rapidly in Primary. Students' reading and speaking skills are strengthening well. They can respond orally and in writing to familiar topics. Listening and independent creative writing, particularly in Secondary and Post-16, are underdeveloped.
- Recent changes to teaching strategies, the tracking of student's language skills, and the use of online reading materials have resulted in some improvement. Most students in upper primary classes can converse using a range of newly acquired vocabulary.

For Development:

- In Secondary and Post-16, develop students' listening and writing skills.
- Provide opportunities for students to apply their reading skills in unfamiliar topics.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- In Primary and Secondary, students speak confidently when engaging in short conversations, but they struggle to hold lengthy conversations in standard Arabic. Listening and creative writing skills are underdeveloped especially in Secondary, because learning activities are not always well matched to students' levels.
- In general, students' comprehension skills are improving. The linguistic skills of students in the primary grades reflect their years of study more than in the secondary grades. Secondary students achieve higher standards in reading than they do in writing.
- Teachers' professional training, the provision of additional online reading resources, and students' engagement in projects, research and independent learning activities are strengthening student's linguistic skills, especially in Primary.

For Development:

- In Secondary, use information from assessments more effectively to ensure that learning activities are more closely matched to students' levels.
- Improve students' writing and speaking skills, and ensure that they use standard Arabic.

ENGLISH

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

- Children and students are engaged in their learning and are making progress in all English lessons. A large majority of children leave FS with literacy skills which exceed age-related expectations.

- Reading and literacy skills improve rapidly because of a consistent focus on the development of language skills, in both oral and written work. In FS, children learn to write sentences using simple punctuation. They write for different purposes as they learn through play activities.
- Students in Primary and Secondary visit school libraries on a regular basis. In Primary, learning intentions and success criteria are consistently shared and reviewed with students. This is not always the case in Secondary or Post-16.

For Development:

- Ensure that learning intentions and success criteria are shared with students in Secondary and Post-16.

MATHEMATICS

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

- Students' achievements in external assessments are strong in Primary, Secondary and Post-16. Students in Secondary perform with the greatest consistency. The progress of boys and girls is equal throughout the school.
- Children in FS know the difference between odd and even numbers. Number work is a strength of students in Primary. Students in Secondary can find the surface areas of three-dimensional shapes. In Post-16, students use differentiation to solve tasks in mechanics.
- Students' skills in using correct mathematical terminology have improved. Activities to develop students' research and critical thinking skills are not extensive enough. Technology to support independent learning is insufficiently used across the phases.

For Development:

- Provide activities aimed at developing students' critical thinking skills.
- Improve the use of technology to support independent learning during lessons.

SCIENCE

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

- In most lessons, students are engaged and have well-developed skills in practical learning, research and enquiry-based investigations. As a result, most students in Primary and Secondary make rapid progress and attainment is above curriculum expectations. In Post-16, a large majority attain above international benchmarks.

- In FS, children can create rain clouds in jars. In Primary, students understand the properties of electrical circuits. Students in Secondary successfully use potential of hydrogen (pH) scales to explore and identify antacids, and in Post-16 students build on molecular knowledge to identify isomers.
- Increased opportunities to develop critical thinking skills in FS and Post-16 are encouraging the improvement of independent enquiry and research skills. In Primary and Secondary, these skills are very well developed, and students make rapid gains in their understanding of scientific concepts.

For Development:

- Ensure that, in Post-16, students’ attainment and progress align with those in Primary and Secondary.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Very good	Very good	Very good

- Students across all subjects and phases show positive attitudes to learning. Almost all are focused and on task in lessons. Students are confident users of digital devices. Their use for research is a common feature in most lessons in Islamic Education, English and science.
- Classroom learning routines are embedded in all lessons. These routines enable students to be productive and engaged in cooperative and collaborative learning activities, particularly in Arabic and science.
- Students have regular opportunities for independent learning. These activities are an integral part of most lessons, especially in Primary science and Arabic. In mathematics, students do not always have opportunities to make connections to other areas of learning and the outside world.

For Development:

- Ensure that opportunities for students to make appropriate connections to other areas of learning and the outside world are provided in mathematics.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

- Across all phases, students consistently exhibit commendable levels of maturity and responsible attitudes. They understand the importance of respectful relationships with their fellow students and adults. They benefit from a positive classroom climate.
- Students enjoy coming to school. Their behaviour is extremely good. Almost all demonstrate self-discipline and adhere to school rules both inside and outside classrooms. Attendance is very good. Students are punctual to school and to their lessons.
- Students demonstrate an excellent awareness of the importance of having a balanced and healthy diet. They are aware of the need to make appropriate food choices. They engage willingly in physical education lessons and participate in a wide range of extra-curricular sports and competitions.

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

- Children and students demonstrate a secure awareness and understanding of the values of Islam. They successfully relate Islamic values to school values. They are considerate and tolerant. They participate in celebrating Ramadan, Iftar and Eid.
- Students exhibit a strong appreciation and respect for the heritage and culture of the UAE. They are actively engaged in events and activities that celebrate Emirati culture and heritage, such as National Day.
- Students take pride in their own cultures. They show an excellent awareness and appreciation of the diverse cultures represented in the school. They initiate and participate in events and projects that promote other world cultures.

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

- Student leaders, and particularly older students, have a range of opportunities to initiate, lead or support various events. However, students have fewer opportunities to contribute to the wider community.
- Across the school students have an extremely positive work ethic. They are enthusiastic about helping others and sharing their knowledge. Older students support others to develop business skills through innovative enterprise projects. Opportunities for all students to develop their innovation skills are increasing.
- Students contribute to sustainability throughout school. Young students care for their learning environments, pick up litter and reuse materials when creating models. Older students recycle materials such as plastic from disposable pens, and consider food sustainability and energy conservation in projects.

For Development:

- Increase the opportunities for students of all ages to make a positive contribution to the wider community.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good	Very good	Very good	Very good

- Teachers in all phases have secure subject knowledge and understand how students learn. Digital presentation technologies are used appropriately. Positive interactions between teachers and students are a feature of most lessons.
- In FS and Primary, lesson plans are based on a common template and have clear learning intentions and success criteria. Across all subjects and phases, teachers have some flexibility in how they resource, customise and deliver their lessons.
- Most teachers effectively use a range of questioning strategies, which provide opportunities to develop students' critical thinking and independent learning. However, in some lessons teachers do not allocate enough time for students to reflect on their learning experiences.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good	Very good	Very good	Very good

- Internal assessment processes align well with curriculum standards across the school. In each phase, the tracking of academic progress, and of personal and social development, is mostly consistent and informative.
- Students participate in a range of tests to benchmark their performance against international standards. External assessments are linked to curriculum expectations. Rigorous and comprehensive analysis of available assessment information enables leaders to obtain an accurate and detailed picture of students' progress.
- Teachers have very good knowledge of their students and often offer personalised challenge and support. The use of assessment information is not yet standardised across all subjects or phases. Students receive feedback on their work in a variety of ways, including by video. The quality of the feedback is inconsistent.

For Development:

- Ensure that all teachers allocate sufficient time in lessons for students to use shared success criteria to reflect on their own learning experiences.
- Improve consistency in the use of assessment information across all subjects and phases.

04 CURRICULUM

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

- Children’s learning is based on the Early Years Foundation Stage (EYFS) framework. Leaders have developed their own version of official guidance to ensure consistency and enhanced learning opportunities. All other phases follow the National Curriculum for England (NCfE).
- The curriculum is broad and balanced, providing continuity and progression, notably in FS and Primary. It promotes creativity and social responsibility and develops both knowledge and skills. In the upper phases, the curriculum provides a secure basis for the next stages in learning.
- Enterprise, innovation and extra-curricular provision enhance academic and personal learning throughout the school. A Year 6 enterprise project to make items for sale was enhanced and enriched by Year 12 students who worked in partnership to advise on business strategies and designs.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Very good	Very good	Very good	Very good

- The curriculum is refined and modified to provide stimulating and interesting learning opportunities. Students of determination benefit from a wide range of personalised modifications. Adaptations to meet the needs and abilities of higher-achieving students are continuing.
- Extensive programmes of after-school activities provide a rich learning experience. Students have many opportunities to extend their learning to everyday situations. The newly introduced curriculum for science, technology, engineering, the arts and mathematics (STEAM) provides further enhancement.
- Adaptation of the core curriculum ensures the promotion of students’ knowledge, understanding and appreciation of Emirati culture and heritage.

For Development:

- Ensure that the learning needs of higher-ability students are appropriately and effectively met.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Rigorous policies and procedures to safeguard students are in place. Regular staff training ensures that safeguarding is a high priority, and that all adults fully understand their child protection duties.
- Supervision of students is highly effective almost all of the time. However, there are occasional lapses in the science laboratories. Comprehensive safety checks and maintenance ensure the excellent condition of the school’s premises. Efficient traffic control systems prioritise the safety of students and other pedestrians.
- The medical personnel and school staff successfully promote safe and healthy lifestyles. Members of staff ensure that students know how to keep themselves safe online and where to seek help should they need it.

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

- Care and support are evident in all aspects of school life. Relationships between members of staff and students are exemplary and characterised by mutual respect, fostering excellent behaviour. Attendance and punctuality are closely and efficiently monitored.
- The school ensures a nurturing and inclusive environment for all. Detailed and well-informed systems identify barriers to learning. Support for students of determination is effective in most lessons. However, monitoring the progress of all students of determination lacks consistency in some lessons.
- Students’ wellbeing is of the utmost importance, with close monitoring and awareness of their individual concerns. Members of staff offer well-considered advice, whenever needed, to foster students’ personal and academic development and to inform older students about future careers.

For Development:

- Regularly review procedures to ensure that the supervision of students in science laboratories is always effective..
- Ensure greater consistency in measuring the progress of all students of determination.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
<ul style="list-style-type: none"> • Senior leaders and governors ensure the provision of inclusive education within the school. The inclusion leader, who is well qualified, provides clear direction for the work of the department. Monitoring ensures high-quality support for students of determination in most lessons. • Highly effective identification procedures are in place. They use a range of diagnostic assessments and referrals to external specialists when necessary. Using students' Individual Education Plans (IEPs), most teachers successfully adapt their teaching. Individual and group tuition is provided to support learners. • The school effectively engages parents as partners in their children's education. Parents appreciate the school's inclusive ethos and the responsiveness of leaders. Highly effective communication keeps parents consistently well informed about their children's progress. • Positive classroom climates engage, motivate and empower all students. Learning support assistants (LSAs) play a key role in supporting students to develop independence and resilience. Alternative education pathways in Secondary offer limited but appropriate choices and progression in learning. • The tracking system is not yet sufficiently refined to record students' academic progress and their personal development with accuracy. Engaging learning experiences and well-designed curricular adaptations facilitate progress for most students. A large majority of students make better than expected progress in both learning and personal development. 	

For Development:

- Enhance the programme of alternative pathways so that they are fully aligned with students' needs and abilities.

06 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	Outstanding ↑

- Leaders at all levels, led by a very resolute principal, have a vision that aligns to National Agenda priorities. It is based on an inclusive philosophy that focuses steadfastly on improving students' outcomes. A strategic plan outlines the aims and objectives for the academic year. However, it is not clearly enough defined. Staff morale is strong and continues to be a core strength through the school's focus on the wellbeing and professional training of all members of staff.
- Self-evaluation processes involve most stakeholders. They seek to ensure that leaders and governors have an accurate picture of the school, including teaching, learning and students' progress. Governors and leaders have developed long-term strategic planning. However, these strategic plans have yet to inform and prioritise realistic and measurable improvement planning. Leaders have addressed recommendations from the previous inspection report. Consequently, aspects of Islamic Education and Arabic have improved in Primary.
- Relationships with parents are a key strength of the school. Parents are stakeholders and are represented on the Governing Board, School Advisory Board (SAB) and Parent-Teacher Association. Regular parental workshops and information meetings engage parents in their children's learning. Reporting is detailed and comprehensive, and includes the sharing of targets which are informed by assessment information and external benchmark tests. The school continues to develop strong partnerships, locally and internationally, that support students' academic and social development.
- A governing board oversees school management on behalf of the owners and is supported by an operational SAB. The perspectives of all stakeholders are considered in strategic and operational improvement plans. The SAB collaborates with school leaders and contributes to development plans. Governors do not scrutinise teaching, learning, and students' progress rigorously enough, considering the significant percentage of new teachers recruited this academic year.
- The management and daily operation of the school is highly effective. Leaders and governors ensure that the school is maintained to a very high standard. Learning spaces are exceptionally well used. The school environment actively promotes engaging learning opportunities in all areas. All teachers are highly qualified, including an expert inclusion team. Professional training continues to be a significant priority. Excellent recreation and sports facilities enhance the learning experiences of all students.

For Development:

- Ensure that self-evaluation arrangements inform realistic and measurable priority planning, agreed by all stakeholders.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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