

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."  
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

**Inspection Report  
2018-2019**

**Jebel Ali School**

11 YEARS OF INSPECTIONS

**Very good**

Curriculum  
**UK**



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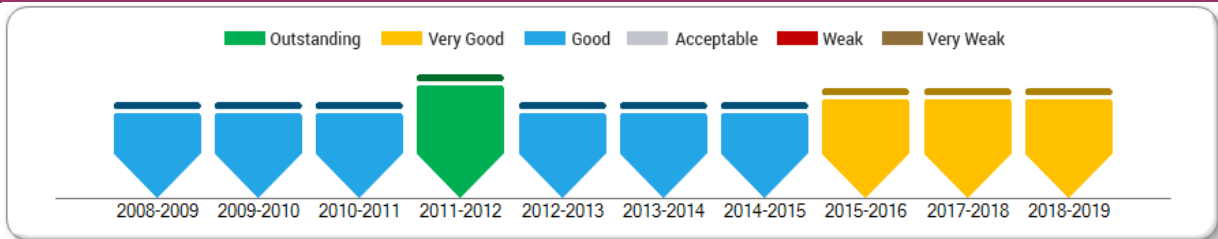
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## School Information

General Information	Location	Jebel Ali
	Opening year of School	1977
	Website	<a href="http://jebelalischool.org/">http://jebelalischool.org/</a>
	Telephone	048846485
	Principal	Peter Hill
	Principal - Date appointed	1/9/2017
	Language of Instruction	English
	Inspection Dates:	25 to 28 March 2019
Students	Gender of students	Boys and girls
	Age range	3 to 15
	Grades or year groups	FS1 to Year 9
	Number of students on roll	1168
	Number of Emirati students	6
	Number of students of determination	68
	Largest nationality group of students	UK
Teachers	Number of teachers	95
	Largest nationality group of teachers	British
	Number of teaching assistants	37
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	6%
Curriculum	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	English SATs
	Accreditation	COBIS
	National Agenda Benchmark Tests	ISA, GLPTM, GLPTE, GLPTS

### School Journey for Jebel Ali School



## Summary of Inspection Findings 2018-2019

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

### Students' Outcomes

- From the Foundation Stage (FS) onwards, students acquire very good learning skills and achieve very well, particularly in English, mathematics and science. Attainment is acceptable in Islamic education in the primary phase and in Arabic as an additional language in the primary and secondary phases. In the secondary phase, attainment is weak in Islamic education and in Arabic as a first language. Students of determination make very good progress towards their learning goals.
- Students' attitudes and behaviour are exemplary. Their sense of responsibility and their respect for others make a significant contribution to the school's inclusive, welcoming and purposeful learning atmosphere. Students fully respect Islamic values and understand the culture and traditions of the UAE. They are keen to take on leadership roles and display well-developed innovation and enterprise skills.

### Provision for learners

- In the FS, teachers use their understanding of how young children learn to plan engaging learning activities. Throughout the school, there is a strong emphasis on the development of students' higher-order thinking skills. The use of assessment information to match work to the right level for different groups of students is inconsistent in Islamic education and Arabic, and for those students with gifts and talents.
- The curriculum is designed effectively to develop students' skills, knowledge and understanding. In all years, imaginative curriculum planning promotes high achievement. Cross-curricular links and connections to everyday experiences bring learning to life. The wealth of extra-curricular activities adds a significant dimension to students' academic and personal development. Skilful adaptations to the curriculum ensure that in most subjects, most students' varying needs are met.
- Students' welfare is a matter of high priority. Safeguarding procedures are guided by very clear policies and supported by appropriate staff training. Students are supervised effectively and kept safe both within school and when on school transport. Healthy living is systematically promoted throughout school life. Very good support is provided for students of determination. However, support for students with gifts and talents is underdeveloped.

### Leadership and management

- The principal, supported effectively by governors, senior leaders and staff, ensures that students' well-being and academic achievement are at the heart of this inclusive school. Parents value their close partnership with staff. They are very supportive and hold the school in high regard. Governors hold school leaders effectively to account for the performance of the school. The day-to-day management of the school is highly efficient.

### What the School does Best:

- The very effective leadership, which ensures that students' well-being, academic achievement and strong partnerships with parents, are at the heart of this very successful school.
- The very good teaching and the effective use of assessment information promote high achievement in English, mathematics and science.
- Students' excellent attitudes and behaviour, and their outstanding personal development, make a significant contribution to the school's calm and purposeful learning atmosphere.
- The inclusive ethos of the school ensures high quality care and support for all students, particularly students of determination.
- The motivating curriculum and the very wide range of after-school activities provide students with a rich variety of learning experiences.







### Key Recommendations:

- In Islamic education and Arabic, raise attainment and accelerate progress in students' day-to-day learning by ensuring that work is suitably challenging and that teaching and learning are of a consistently high quality.
- Ensure that students with gifts and talents are systematically identified and provided with appropriately-challenging learning experiences in all subjects.

## Overall School Performance

**Very good**

### 1. Students' Achievement

		Foundation Stage	Primary	Secondary
 Islamic Education	Attainment	Not applicable	Acceptable	Weak
	Progress	Not applicable	Acceptable	Weak
 Arabic as a First Language	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable ↑
	Progress	Not applicable	Acceptable	Acceptable
 English	Attainment	Very good	Outstanding ↑	Very good
	Progress	Good	Very good ↓	Very good
 Mathematics	Attainment	Very good	Outstanding ↑	Very good
	Progress	Good	Very good	Good ↓
 Science	Attainment	Very good	Outstanding	Outstanding ↑
	Progress	Good	Outstanding	Very good ↓
<b>Learning skills</b>		Very good	Very good	Very good

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

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

## 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Very good	Very good
Assessment	Good	Very good	Very good

## 4. Curriculum

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

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

	Foundation Stage	Primary	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding
Care and support	Very 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](#).

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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:

#### Registration requirements

The school meets the registration requirements for the National Agenda Parameter (N.A.P.) for the academic year 2018-2019.

#### The school's progression in international assessments

**is above expectations.**

- The school has not yet participated in Programme for International Student Assessment (PISA) tests. Results in the Trends in International mathematics and Science Study (TIMSS) show students' overall progression to be very good. Although the school did not meet the 2015 TIMSS target set for mathematics, students' scores improved between the two assessment cycles. In science, the school met the 2015 target. N.A.P. assessments show high attainment in English, mathematics and science. Comparisons of measures of students' cognitive potential (CAT4) with N.A.P. outcomes show that most students exceed their potential.

#### The impact of leadership

**is above expectations.**

- The leadership team is fully committed to the vision and goals of the National Agenda (NA). The NA action plan is integrated into the school improvement strategy. The outcomes of detailed analyses of assessment information are used to set targets for students and to check their progress. Similarly, analyses of the General Learning (GL) test results are used to guide curriculum modifications.

#### The impact on learning

**is above expectations.**

- The school promotes effectively students' critical thinking, problem-solving and enquiry skills, particularly in English, mathematics and science. In English, students analyse literary texts and extract relevant information about themes, events and characters. In science and mathematics, they engage confidently in tasks that require the application of investigative, reasoning and problem-solving skills. However, opportunities for independent research are limited.

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

#### For development:

- Ensure that there is a consistent approach to the development of students' independent research skills.



## Reading Across the Curriculum

- Reliable assessments of reading levels show that in most subjects, students' achievement in reading is consistently well-developed. Reading skills in Arabic are less developed.
- A sound early knowledge of letters and sounds, and well-structured reading programmes, give students confidence in their ability to apply their reading skills across the curriculum.
- In the primary phase, the library plays an important part in developing students' interest in reading. The library in the secondary phase is underdeveloped in this respect.
- The cross-curricular approach to the development of reading is having a significant impact in most subjects. However, the impact on students' reading skills in Arabic is yet to be seen.

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

### For development:

- Implement a systematic approach to the development of students' reading skills in Arabic.
- Develop the secondary library as a vibrant centre for fostering students' love of reading.

## UAE Social Studies

- The curriculum is very well planned and skilfully adapted for the effective teaching of UAE social studies. It is designed to cater for the needs of all learners, and digital resources are used in innovative ways to support learning.
- Students learn effectively when exploring different topics in collaboration with their peers. Critical thinking and enquiry skills are promoted very effectively. Students are able to engage in research on a variety of topics and present their findings to their peers with confidence.
- In recent lessons and students' workbooks, the large majority of students demonstrate knowledge, skills and understanding that are above curriculum standards.
- Internal assessment information shows that the large majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.

**The school's implementation of the UAE social studies programme is above expectations.**

## Innovation

- Students collaborate very effectively in many high-quality creative activities. Their ability to be innovative is evident in many subjects, particularly in art, dance, drama and music.
- Through the junior and secondary student councils, and through the house system, students engage in a variety of projects that demonstrate their strong sense of social responsibility.
- In most lessons, teachers routinely promote deeper thinking and understanding through skilful questioning and open-ended activities. However, such strategies are not consistently evident in Arabic.
- Several curriculum adaptations are being made, including for students of determination, to promote innovation. The application of learning in everyday contexts promotes critical thinking and problem-solving.
- Senior leaders have a thorough understanding of innovation and its benefits, and they create the conditions necessary for it to flourish. They actively promote innovation in teaching and learning.

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

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Weak
Progress	Not applicable	Acceptable	Weak

- Students in the primary phase have strong recitation and memorisation skills. The gaps between the levels of students' knowledge of Islamic concepts are narrower in the primary phase than in the secondary phase.
- Students' knowledge of Islamic values and etiquette is strong. Most students demonstrate adequate knowledge of faith and key events in Islam. Their skills in recitation and the application of Tajweed rules are developing well.
- Across both phases, the introduction of a project-based approach has improved students' knowledge of Seerah. At the secondary phase, students' understanding of the rules of Tajweed has also improved. However, students' ability to provide evidence from the Holy Qur'an or Hadeeth is not a common feature of their learning.

#### For development:

- Provide more opportunities for students to engage in meaningful discussions and to gather evidence from the Holy Qur'an independently.

#### Arabic as a First Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Weak	Weak
Progress	Not applicable	Acceptable	Acceptable

- The school's internal assessments and students' work show that, although the attainment of most students is below the expected curriculum standards, attainment in the upper primary years is above these standards. Students new to learning classical Arabic make only limited progress in most year groups.
- Although students' listening skills develop well, many lack confidence and fluency when using classical Arabic. Students' ability to read with accuracy and to infer the probable meaning of text from the context is underdeveloped.
- Although there have been improvements in teaching and the curriculum, the learning tasks do not always provide sufficient challenge for most groups of students. Consequently, these improvements have not had enough impact on students' progress and attainment.

#### For development:

- Improve students' reading, writing, speaking and listening skills by ensuring that learning tasks provide an appropriate level of challenge.

## Arabic as an Additional Language

	Foundation Stage	Primary	Secondary
Attainment	Not applicable	Acceptable	Acceptable ↑
Progress	Not applicable	Acceptable	Acceptable

- Most students attain levels that are in line with curriculum standards. Although the most rapid progress is made in the lower primary years, improving progress in the secondary phase has led to a rise in attainment.
- Students show good reading comprehension. They can skim and scan various texts and use relevant clues to find the answers. Nevertheless, the ability of most students to engage in more sustained conversations is variable. Most students' independent writing skills are underdeveloped.
- A focus on the development of reading and listening skills is improving students' comprehension, particularly that of those new to the Arabic language. However, speaking and writing are developing more slowly because students do not have enough experience of using these skills in everyday contexts.

### For development:

- Improve students' speaking and writing skills by providing more learning tasks that are relevant to their own daily experiences.

## English

	Foundation Stage	Primary	Secondary
Attainment	Very good	Outstanding ↑	Very good
Progress	Good	Very good ↓	Very good

- In the primary and secondary phases, students' literacy skills develop very well from the secure base established in the FS. Students are articulate and confident in expressing their ideas. They write fluently and imaginatively, particularly in the primary phase.
- Students' reading and comprehension skills develop exceptionally well in the primary phase. Most are avid readers and read for pleasure and information. Secondary students are able to analyse increasingly challenging texts. However, their reading for enjoyment is less developed.
- Recent initiatives in the FS are ensuring greater consistency in the development of children's early literacy skills. The routine refinement of older students' written work, to improve spelling, punctuation and the use of grammar, is not fully embedded.

### For development:

- Ensure that students respond to the guidance provided by teachers in the marking of their written work.

## Mathematics

	Foundation Stage	Primary	Secondary
Attainment	Very good	Outstanding ↑	Very good
Progress	Good	Very good	Good ↓

- Children in FS 2 can identify and count numbers and distinguish two and three-dimensional shapes in the environment. They are also able to create and describe patterns using manipulatives. In the other phases, students show confidence in problem-solving and tasks that require higher-order thinking.
- Students are provided with many opportunities to engage with practical mathematics and open-ended tasks. They have a clear understanding of the approaches they can follow to solve problems and complete complex investigations. However, students' independent research skills are less developed.
- Most students, in all phases, have sustained high attainment over time. This is a result of consistently high expectations and appropriate levels of challenge and support. This is particularly true in the primary phase, where students' progress is most rapid.

### For development:

- Provide more opportunities for students to engage in independent research and investigations.

## Science

	Foundation Stage	Primary	Secondary
Attainment	Very good	Outstanding	Outstanding ↑
Progress	Good	Outstanding	Very good ↓

- In the FS, children's skills of exploration and investigation develop rapidly. The development of scientific, investigative skills continues throughout the school because of challenging, practical and enquiry-based activities. These underpin students' rapid progress and high attainment.
- Students demonstrate a secure understanding of scientific thinking and the application of scientific knowledge. They routinely make predictions and explain their reasoning. They communicate their ideas confidently and draw conclusions. In the secondary phase, students' critical thinking and problem-solving skills are strong.
- The concentration on practical laboratory work is helping students to develop their independent enquiry and research skills. In turn, these are supporting the rapid gains that students are making in scientific knowledge and understanding of scientific concepts.

### For development:

- Provide more opportunities for students to use digital technology to enhance their scientific research skills.

## Learning Skills

	Foundation Stage	Primary	Secondary
Learning skills	Very good	Very good	Very good

- Students are enthusiastic and highly motivated learners. In the FS, children develop well as keen, independent learners, and these skills are built upon as students move through the school. However, they have fewer opportunities to apply these skills in Islamic education and Arabic.
- In most subjects, students regularly evaluate their work and take the initiative in identifying areas for improvement. They collaborate well with each other and are adept at linking ideas to real-world contexts. This gives relevance to their learning.
- An increasing emphasis on the development of higher-order thinking skills enables most students to reinforce their learning by making links between different topics and themes. When given the opportunity, they confidently use digital technology to support their learning.

### For development:

- Ensure that in all subjects, full use is made of students' capacity for independent learning.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- Students' attitudes and behaviour are exemplary. In the FS, children quickly learn how they are expected to behave. In all years, students are consistently thoughtful and respectful towards adults and one another. During lessons, they are fully engaged in learning.
- Students' willingness to support one another makes a significant contribution to the school's calm and purposeful learning atmosphere. Members of the student councils, and those taking other leadership roles, take their responsibilities very seriously.
- Most students have a strong commitment to following a safe and healthy lifestyle. They are actively involved in promoting healthy living and participate in a wide range of physical activities. Students' attendance is good, and almost all are punctual to school and lessons.

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

- Students' understanding and appreciation of Islamic values are excellent. They appreciate the relevance and impact of these values on everyday life in the UAE. Tolerance of differences and respect for others are prevalent throughout the school.
- Most students are knowledgeable and appreciative of the heritage and culture that influence contemporary life in the UAE. They engage in a variety of cultural activities and visits to museums and other places of interest, strengthening their understanding of modern and traditional Emirati culture.
- Almost all students have excellent knowledge of their own cultural backgrounds and rich understanding and appreciation of wider global cultures. They respond well to opportunities to explore the similarities and differences between cultures.

	Foundation Stage	Primary	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding

- Most students make significant contributions to the school. They feel that they have a voice and their proposals will be taken seriously. They perform successful roles as school councillors, house ambassadors and as members of the students' well-being action team.
- Students have an excellent work ethic and are highly resourceful and creative. They initiate and organise many innovative projects to promote sustainability. They participate in events and activities that develop key entrepreneurial skills, such as the healthy food project.
- Students of all ages have a deep understanding of environmental issues and conservation. They show care for the school environment and have initiated recycling and green projects, such as the recently-created children's gardens.

### 3. Teaching and assessment

	Foundation Stage	Primary	Secondary
Teaching for effective learning	Very good	Very good	Very good

- In the FS, most teachers use their strong knowledge of how young children learn to plan motivating and engaging learning activities. Throughout the school, teachers use searching questioning to probe students' understanding and promote deeper thinking.
- The focus on the development of higher-order thinking often leads to thoughtful discussions between teachers and students. This promotes the use of subject-specific vocabulary and links to everyday life. Occasionally, the over-direction of learning by teachers limits students' thinking.
- In most lessons, teachers ensure that learning activities provide an appropriate level of challenge. However, there is inconsistency in the level of challenge provided for students in Islamic education and Arabic, and for those with gifts and talents.

	Foundation Stage	Primary	Secondary
Assessment	Good	Very good	Very good

- There are robust assessment systems in place that are coherent, consistent and linked to the curriculum standards. These provide both formative and summative evidence of students' progress and attainment, which guide target setting and intervention planning.
- Most teachers have a strong knowledge of their students' strengths and weaknesses. In most subjects, teaching approaches are guided by the use of assessment information. In the FS, recently-introduced procedures for providing more accurate checks on children's progress are being embedded.
- In most lessons, teachers routinely check students' understanding and correct any misconceptions. However, teachers' marking of students' written work does not always provide clear guidance on how it can be improved, and students do not always respond to the advice they receive.

#### For development:

- Ensure that, in the marking of students' work, teachers provide clear guidance on how the work can be improved, and that students respond to the advice they receive.

#### 4. Curriculum

	Foundation Stage	Primary	Secondary
Curriculum design and implementation	Very good	Very good	Very good

- In most subjects, curriculum design and implementation are very effective in developing students' skills, knowledge and understanding systematically. In the FS, activity-based learning experiences develop successfully a wide range of skills. Imaginative curriculum planning in the primary and secondary phases promotes high achievement.
- Cross-curricular links and opportunities to make links to real life are carefully planned. Continuity of learning is strong at transition points between key stages. Students are provided with numerous opportunities to develop their creative talents in art, drama, music and sport.
- The curriculum is regularly reviewed and modified by leaders and subject teachers. Increased opportunities to develop critical thinking and scientific skills, and the use of digital technology across the subjects, are enhancing students' learning. Opportunities for students to develop independent research skills are inconsistent.
- Moral education is imaginatively planned and taught to all year groups, both as a discrete subject and integrated with other subjects.

	Foundation Stage	Primary	Secondary
Curriculum adaptation	Very good	Very good	Very good

- The curriculum is refined and modified to provide stimulating and interesting learning opportunities for most groups of students. Assessment information is used well to target interventions and to provide support for students of determination. However, adaptations for those with gifts and talents are inconsistent.
- There are increasing opportunities for students to engage in enterprise and innovation and to contribute to the wider community. The excellent range of extra-curricular activities is very well attended.
- The UAE social studies programme enhances students' understanding of Emirati culture and history. This is complemented by local visits and presentations made by Emirati speakers to staff and students. Many high-quality displays reflect students' achievement in the UAE social studies.
- Arabic is taught for 30 minutes each week in FS1 and FS2.

#### For development:

- Ensure the curriculum provides consistently-planned opportunities for students to develop independent research skills.



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

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

- Rigorous policies and procedures for child protection and safeguarding are in place to ensure the safety and well-being of students and staff. All staff are given training in safeguarding and child protection. Protection from any form of abuse, including cyber-safety, are given high priority.
- The school provides a safe, hygienic and secure environment for students and staff. The school conducts regular and rigorous safety checks, and actions are taken to repair any deficiencies identified. Processes to assess and manage risk inside and outside school are effective.
- Healthy living is promoted systematically and is supported by the use of high-quality sports facilities and food provision in the canteen. The supervision of students is exceptionally effective, and the arrangements for parents at drop-off times are very well-organised.

	Foundation Stage	Primary	Secondary
Care and support	Very good	Very good	Very good

- Positive relationships at all levels are a feature of the school. Older students provide excellent role models, and mutual respect is evident in all interactions. An effective recording and monitoring system supports students' attendance and punctuality.
- Students of determination are identified quickly and accurately. The support provided for these students is managed carefully and coordinated effectively. However, procedures for the identification and support for those with gifts and talents are less developed.
- Class teachers in the FS and primary years, and form teachers in the secondary years, provide students with effective guidance and support. Older students are provided with appropriate advice on choosing appropriate pathways to meet their educational and career ambitions.

### For development:

- Introduce appropriate procedures for the systematic identification and support of students with gifts and talents.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- The inclusive nature of the school is communicated effectively through the school admissions policy, which makes clear that applications from the parents of students of determination are welcomed. Provision has been significantly improved by the recruitment of additional, suitably qualified staff.
- The identification and assessment of students of determination begins at the time of admission to the school. Effective use is made of a variety of assessment procedures to accurately identify students' particular learning needs. This information is used to plan appropriate interventions.
- The provision is well-organised and directly related to the particular needs of individual students. Care is taken to ensure that the support provided does not restrict students' independence. As a result, students gain confidence and develop valuable social skills.
- Parents value the regular information they receive about their children's progress and the guidance they get to support their children at home. A few parents indicate that there are occasions when class teachers are not fully aware of their children's particular learning needs.
- A wide range of assessment information demonstrates that students of determination are making very good progress in relation to their starting points. They make particularly good progress in their personal and social development.

### For development:

- Ensure that all teachers are fully aware of the nature of students' learning needs and of the appropriate approaches to reduce barriers to learning.

## 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

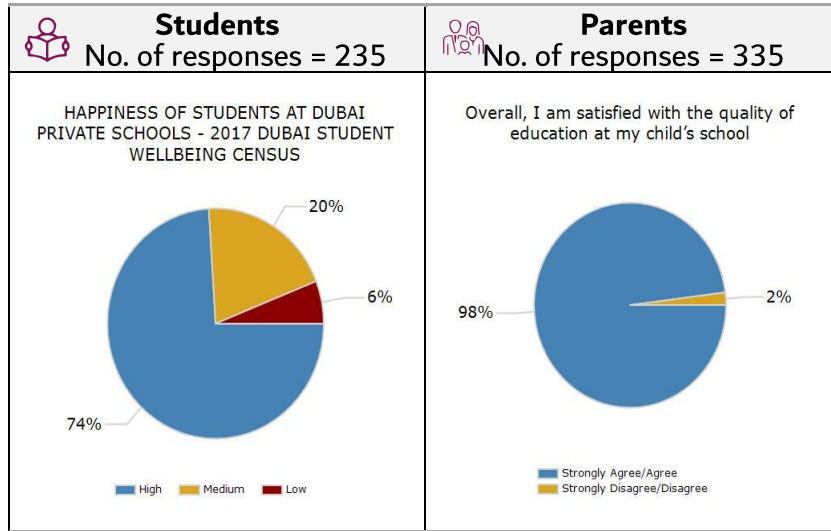
- The principal, with the full support of the senior leaders and staff, provides a clear vision for the future direction of the school. Together, they ensure that students' well-being and academic achievement are at the heart of this inclusive school. Leadership is being strengthened by the wider distribution of leadership roles, enabling all staff to make a full contribution to the drive for continuing improvement.
- Comprehensive self-review procedures provide school leaders with an accurate picture of the school's performance. This information, together with rigorous analyses of assessment information, ensures that all planning is focused on appropriate development priorities. A stable staff and excellent relationships ensure that there is a high level of commitment to continuing success. The recommendations from the last inspection report have been tackled with determination.
- Parents are highly supportive of the school. They are well-informed and consulted regularly about the work of the school through the parent-teacher association. Parents receive regular reports about their children's social, academic and personal progress. They appreciate the openness of the school, particularly the 'drop in and watch' initiative where parents get the opportunity to observe lessons.
- Governors understand their responsibilities for holding the school to account and carry out their roles as critical friends effectively. Board members are well-aware of the school's performance and support leaders actively in pursuing the National Agenda targets. They provide the school with a very good level of educational expertise but less so in terms of business and other professional expertise.
- The daily management of the school is carried out very efficiently. Teachers are suitably qualified to fulfil the school's vision and benefit from a wide range of training opportunities. The resources are generous and used well to support students' learning. The Islamic education timetable is being modified to ensure that the correct amount of time is allocated to the subject.



### For development:

- Enhance the level of skills on the governing board by appointing governors who have a high level of business and wider professional expertise.

## The Views of Parents and Senior Students

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



 <b>Students</b>	<ul style="list-style-type: none"> <li>Almost all students who completed the survey report that they feel safe in school. They say they are happy and well-cared for. The measures of students' optimism, happiness, satisfaction with life and well-being are all above the Dubai averages, as are their diets and lifestyles. Students in this school feel valued by their teachers and are prepared to work hard.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Parents who completed the survey are overwhelmingly positive about almost every aspect of the school. They are very satisfied with the quality of support and care the school provides and with their children's safety. Parents are very pleased with the way in which school leaders listen to their views. They feel that there is a genuine partnership between home and school. Inspection findings are consistent with these views.</li> </ul>

## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

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