

# INSPECTION REPORT

## Jumeira BaccaLaureate School

Report published in April 2013

Knowledge and Human Development Authority

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## GENERAL INFORMATION ABOUT Jumeira Bacculaureate School

Location	Jumeirah 1
Type of school	Private
Website	www.jbschool.ae
Telephone	04-344-6931
Address	P.O. Box 211829, Dubai
Principal	Andrew Homden
Curriculum	UK / IB
Gender of students	Boys and Girls
Age / Grades	3-17 / Kindergarten to Grade 11
Attendance	Good
Number of students on roll	629
Largest nationality group of Students	Emirati
Number of Emirati students	128 (20%)
Date of the inspection	14 <sup>th</sup> to 16 <sup>th</sup> January 2013

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## The context of the school

Jumeira Baccalaureate School is a Taaleem school situated off Al Wasl Road in Jumeirah 1. It opened in September, 2010 with about 80 students on roll. At the time of inspection there were 629 students from 21 different nations. The largest national group was Emirati, about one-fifth. Almost one-third of the students learned Arabic as a first language. Almost half were registered as having some type of special educational need. The student population had grown significantly over a short period of time.

The curriculum in the Kindergarten was the English Early Years Foundation Stage (EYFS). In the primary phase students followed the National Curriculum of England and Wales for English and mathematics, plus the International Primary Curriculum for other subjects. The middle phase students followed the International Baccalaureate Middle Years Programme (MYP) whilst older students worked towards the International Baccalaureate Diploma (DP), which was newly-established in the school. The school had ensured that transition between phases and curricula was seamless. Assessments were validated externally by International Schools' Assessment. Staffing had increased, with twelve new teachers being appointed across the Kindergarten and primary phases and a further eleven subject specialists added in the secondary phase.

## Overall school performance 2012-2013

Good

## Key strengths

- The improvements in students' progress in Arabic as a first language in the primary and middle phases;
- Students' outstanding attitudes and behaviour and the positive relationships throughout the school;
- The improvements in the quality of teaching in Arabic as a first language;
- The outstanding arrangements for students' health, safety and overall well-being;
- The success of school leaders at all levels in bringing about school improvement.

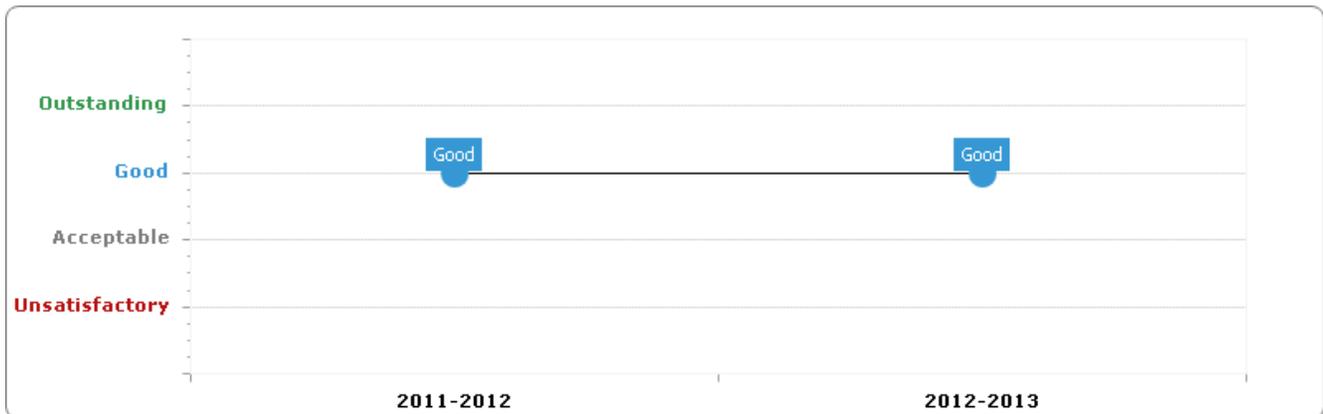
## Recommendations

- Raise students' attainment in Islamic Education and Arabic;
- Ensure that lessons consistently enable all students to take active parts in learning by understanding what and how they will learn;
- Ensure that teachers use assessment information to plan the next steps in learning for students of all abilities;
- Increase the levels of peer- and self-review in lessons so that students know their strengths and weaknesses and can improve their learning.

## Progress since the last inspection

- There had been improvement in progress in Arabic as a first language in the primary and middle phases;
- Students' attainment in English, mathematics and science in the middle phase had improved to good;
- Students had more opportunities for independence and creativity through open-ended and investigative learning opportunities;
- Improved co-operation between curriculum leaders ensured better continuity in the curriculum throughout the grades;
- Health and safety provision had improved to be of outstanding quality;
- Leadership was distributed to a greater extent and governance had improved to outstanding.

## Trend of overall performance



## How good are the students' attainment and progress in key subjects?

	Kindergarten	Primary	MYP	DP
<b>Islamic Education</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not Applicable	Acceptable	Acceptable	Acceptable
<b>Arabic as a first language</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Not Applicable
<b>Progress</b>	Not Applicable	Good	Good	Not Applicable
<b>Arabic as an additional language</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Not Applicable
<b>Progress</b>	Not Applicable	Acceptable	Acceptable	Not Applicable
<b>English</b>				
<b>Attainment</b>	Good	Acceptable	Good	Good
<b>Progress</b>	Good	Good	Good	Good
<b>Mathematics</b>				
<b>Attainment</b>	Good	Acceptable	Good	Good
<b>Progress</b>	Good	Good	Good	Good
<b>Science</b>				
<b>Attainment</b>	Good	Good	Good	Good
<b>Progress</b>	Good	Good	Good	Good

[Read paragraph](#)

## How good is the students' personal and social development?

	Kindergarten	Primary	MYP	DP
Attitudes and behaviour	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

[Read paragraph](#)

## How good are the teaching, learning and assessment?

	Kindergarten	Primary	MYP	DP
Teaching for effective learning	Good	Good	Good	Good
Quality of students' learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

[Read paragraph](#)

## How well does the curriculum meet the educational needs of students?

	Kindergarten	Primary	MYP	DP
Curriculum quality	Good	Good	Good	Good

[Read paragraph](#)

## How well does the school protect and support students?

	Kindergarten	Primary	MYP	DP
Health and Safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of Support	Good	Good	Good	Good

[Read paragraph](#)

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Outstanding
Governance	Outstanding
Management, including staffing, facilities and resources	Good

[Read paragraph](#)

## How good are the students' attainment and progress in key subjects?

Attainment was acceptable in all phases in Islamic Education and in Arabic as a first and an additional language. Attainment was good in all phases in science and in most phases in English and mathematics. It was acceptable in English and mathematics in the Primary phase. Knowledge and understanding of Islam was strong although students' awareness of how Islam relates to real life was not consistently strong amongst all classes. The application of learning to the real world was better developed in mathematics and science. Most students could apply their learning in new situations through scientific enquiry, investigation of number and problem-solving. With regard to Arabic, a few first language speakers spoke Standard Arabic confidently but reading with expression was not well developed. A few students who spoke Arabic as an additional language were above the expected levels in speaking, reading and writing skills. Students new to the primary classes often had little or no English and a minority had significant gaps in their knowledge. In most grades, speaking and listening skills were better developed than skills in reading. Although writing lagged behind reading, the gap narrowed as students moved up through the grades. Students' knowledge of number and scientific facts was strong overall.

Progress was good across the school in English, mathematics and science. Progress in the primary and middle phases was also good in Arabic as a first language. Progress was acceptable in Islamic Education and in Arabic as an additional language. Students were improving their writing skills but, in both of these subjects, progress was hindered because expectations were too low. The progress of almost all students learning English as an additional language was rapid. Students with special educational needs made acceptable progress in Islamic Education and Arabic, and good progress in English, mathematics and science.

[View judgements](#)

## How well does the school provide for Emirati students?

Emirati students made acceptable progress in Islamic Education and good progress in all other subjects. Their attainment was acceptable in Islamic Education and Arabic, and was generally good in English, mathematics and science with some minor variations. For example, despite good progress in science, they performed below expected levels in Grades 7 and 8, and in biology in Grade 9. However, in Grade 10, the attainment of Emirati students was above that of the general population and in Grade 11, some Emirati students were progressing through the Higher Level IB Diploma Programme. Overall, the variations mirrored any variations in the whole school population. Their attendance was mainly good. They behaved well and mostly had positive attitudes to learning. They were well supported both in school and at home and, when the teaching was good and expectations were high, they made good progress.

## How good is the students' personal and social development?

Students' attitudes and behaviour were outstanding. Relationships were strong and the community was inclusive and harmonious. Almost all students had positive attitudes to learning. However, a few students were passive when their teachers' expectations were not sufficiently challenging. Students enjoyed taking responsibility, for example, as playground buddies. There had been significant improvements in students' understanding of the importance of healthy eating and taking exercise. Attendance and punctuality were both good. Students' understanding of Islamic values and their local, cultural and global awareness were good. Most students demonstrated behaviours that reflected tolerance, friendship and respect for all people. They discussed the influence of Islam on life in Dubai. They identified the local traditions and heritage of UAE and appreciated living in the multi-cultural society of Dubai. Almost all students proudly described basic details of their own cultures. However, their awareness of other cultures around the world was limited. Students' involvement in the community and their responsibility for the environment were good. All students cared for their school, respected school property and understood the need to maintain a clean and safe environment. Through the Student Council, students suggested improvements to their school and the environment. Students understood the concept of environmental sustainability and took active roles in the school community and led many projects. All secondary students were required to plan and initiate community and service activities, which they carried out very well.

[View judgements](#)

## How good are the teaching, learning and assessment?

Teaching for effective learning was good across the school. Almost all teachers knew their subjects well and planned lessons effectively to ensure that all students were actively engaged. They used a variety of resources and strategies to motivate students and ensured best use was made of the time available. They shared their learning objectives with students so that all were aware of what they should know, understand and be able to do by the end of their lessons. When teachers had high expectations, learning was better. However, lessons were not consistently planned to meet the full range of abilities, including those with additional needs. The more effective teachers facilitated student-led investigative work whereby students tested out ideas and developed critical and higher order thinking skills. However, such teaching was not provided frequently enough across the school.

The quality of students' learning was good across all phases. Most students enjoyed lessons and readily took responsibility for their own learning when opportunities were provided. They were able to work independently to prepare and present materials for others. They communicated their learning well to others and collaborated in groups to share ideas, plan and discuss tasks. For example, students made high quality videos and gave classroom presentations. Most students made relevant connections with other learning, which was promoted through cross-curricular themes. They were adept at finding things out and researching for themselves. They used information and communication technology effectively. When students were given responsibility for evaluating and reviewing learning, they developed their critical thinking skills effectively. In a small minority of lessons, students with additional needs did not fully understand what they were doing or why.

Assessment was good across the school. The assessment system ensured internal grades were accurate and consistently moderated at the phase and subject levels. Assessment data were collected at regular times and used to track students' progress from their starting points. Teachers had good knowledge of individual students' strengths and weaknesses. However, teachers did not use data consistently enough to plan learning and match support to meet individual needs. A majority of students were involved in assessing some aspects of their own learning. They knew what criteria they were meeting and what to do to improve. However, this was not consistent across all phases. Some teachers' comments on students' written work were not sufficiently detailed and specific to inform students what they needed to do to improve.

[View judgements](#)

## How well does the curriculum meet the educational needs of students?

The curriculum was good in all phases. It had a clear rationale, and was broad and balanced to meet the needs of the community it served. It provided continuity and progression, and enabled a smooth transition for students moving between phases. To ensure it was relevant, interesting and continued to meet the needs of all students, it was regularly reviewed and adapted. Recent developments had been the introduction of Arabic in the Kindergarten and more relevant topics in science to facilitate cross-curricular links. Enrichment activities in Arabic and Islamic Education had been introduced, with age-appropriate clubs and competitions for students. There was a varied programme of extra-curricular activities for all students to choose from.

[View judgements](#)

## How well does the school protect and support students?

Arrangements for the health and safety of students were outstanding. The school provided a safe, hygienic and secure environment for its community. Updated measures included improved security cameras, the appointment of a Head of Security, safer traffic management of school transport and excellent supervision of students. Buildings and equipment were maintained in excellent condition. Child protection policies were thorough and understood by staff members and students. Two school nurses kept teachers informed of their students' health and the care plans. Healthy eating was effectively promoted. The senior nurse, counsellor and Deputy Heads worked together to address health issues such as obesity.

The quality of support was good. Relationships and care were strengths of the school and formed a firm foundation for an effective system of personal support. There were effective systems in place to promote good attendance and punctuality. Behaviour was well managed. Support for students with English as an additional language was effective. There were good links with outside agencies, parents and careers organisations.

[View judgements](#)

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

Provision for students with additional learning needs resulted in students making good progress. Key staff understood students' needs extremely well and there were rigorous systems in place to ensure early identification of need. Dedicated staff provided good support both in the classroom and in small group work. Students with behaviour, emotional and physical difficulties often received outstanding support, although teachers did not always make effective use of assessment information and individual education plans to ensure lessons met the needs of students who found learning difficult.

## How good are the leadership and management of the school?

The quality of leadership was good. Leaders at all levels had a clear, shared vision for raising achievement by improving teaching and learning. Leadership had been distributed further to share responsibility for monitoring the increased number of teachers. However, school leaders were aware that establishing consistency takes time. Relationships at all levels were professional and channels of communication were clear. Staff members were aware of their responsibilities and expectations, and they were growing in confidence. Consequently, morale was high. The recent record of developments confirmed the school's good capacity for further improvements.

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Self-evaluation and school improvement planning were good. Processes for evaluating the school's performance were an integral part of the leaders' work. Parents, students and teachers were consulted regularly about the school's performance and provided useful information for improvement planning. The analysis of assessment data did not fully reflect the increasing and diverse nature of the school population or how results compared with international benchmarks. Significant progress had been made in addressing the recommendations from the last inspection report.

Partnerships with parents and the community were outstanding. The school respected parents as first educators and encouraged them to support their children's learning both in school and at home. Communication channels were clear and parents were involved, influencing policy and practice. They appreciated the personalised progress reports which provided accurate and helpful information. The Parents and Friends Association effectively supported the school by organising social events. Partnerships with the wider community were extensive.

Governance of the school was outstanding. An Advisory Board had been established to represent the interests of parents. Its membership reflected the diversity of the school community. It complemented the Executive Board, was increasingly instrumental in determining the direction of the school and acted as a critical friend. The Executive Board held the Principal to account through its performance management procedures. It had provided significant additional resources including staffing, building extensions and refurbishment to meet the needs of the increasing numbers of students.

The management of the school was good. Despite the increase in numbers of new students and staff, the school ran efficiently. All staff members were suitably qualified and well deployed. Professional development opportunities were extensive. The premises and facilities were of high quality and had been extended and refurbished to a high standard. Ramps enabled access to the ground floor but, although there was a lift in the library, other multi-storey buildings did not provide for wheelchair access. Library resources were plentiful and covered a range of subjects and topics. Interactive whiteboards in the classrooms enhanced learning.

[View judgements](#)

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

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form 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	116	25%
	Last year	152	41%
Teachers	31		40%
Students	34		74%

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

About a quarter of parents responded to the survey, fewer than last year. Most were positive about most aspects of the school's work. They were satisfied with the quality of education provided and believed the school delivered well on its promise. Less favourable responses were about the identification of, and support for, students with special educational needs, progress in Islamic Education and Arabic, the school's provision for Emirati heritage and involvement in projects within Dubai. A minority of teachers responded to their survey. Teachers' responses were almost all very positive. About three-quarters of senior students responded to their survey. They were positive about most aspects of the school's work. The least favourable responses were about their progress in the key subjects.

## What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This 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 inspection will report on the progress made by the school.

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

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