

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

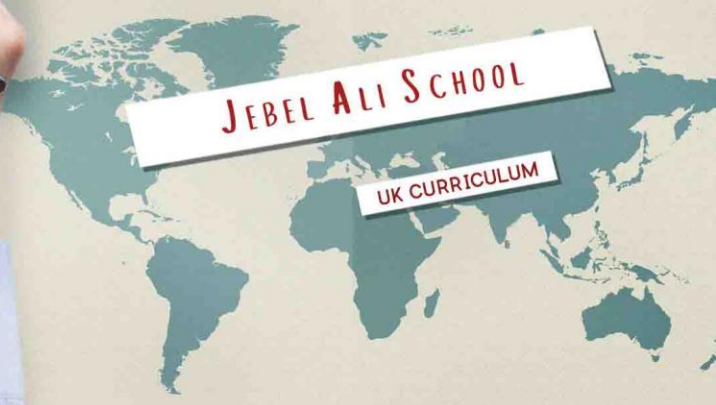
VERY GOOD



INSPECTION REPORT

2017-2018

Jebel Ali School
Celebrating 10 years of inspections



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School information

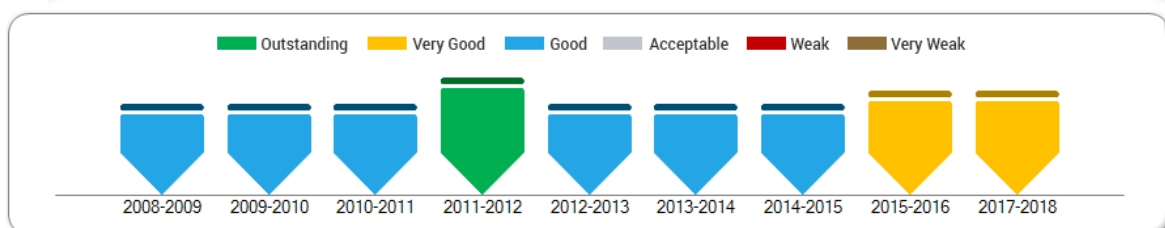
General information	
Location	Damac Hills
Type of school	Private
Opening year of school	1977
Website	http://jebelalischool.org
Telephone	0097148846485
Address	Hessa Street P.O. BOX 17111 Dubai
Principal	Peter Hill
Principal - Date appointed	9/1/2017
Language of instruction	English
Inspection dates	15 to 18 January 2018

Teachers / Support staff	
Number of teachers	86
Largest nationality group of teachers	British
Number of teaching assistants	36
Teacher-student ratio	1:13
Number of guidance counsellors	0
Teacher turnover	7%

Students	
Gender of students	Boys and girls
Age range	3-14
Grades or year groups	FS1-Year 8
Number of students on roll	1107
Number of children in pre-kindergarten	0
Number of Emirati students	5
Number of students with SEND	62
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	English SATs
Accreditation	COBIS
National Agenda benchmark tests	GL

School Journey for Jebel Ali School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

Outstanding	Quality of performance substantially exceeds the expectation of the UAE
Very good	Quality of performance exceeds the expectation of the UAE
Good	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
Acceptable	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
Weak	Quality of performance is below the expectation of the UAE
Very weak	Quality of performance is significantly below the expectation of the UAE

Summary of inspection findings 2017-2018

Jebel Ali School was inspected by DSIB from 15 to 18 January 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

Leadership and management at senior and other levels are very effective overall. More management time is required at the Foundation Stage and there is a need for more leadership capacity in Islamic education. With clear direction from the governing board and senior leaders, school self-evaluation is more accurate. Partnerships with parents and the community continue to be exemplary.

Students' achievement

Students' progress in Arabic as an additional language in the primary phase has improved. Progress and attainment in English, mathematics and science are very positive in the primary and secondary phases. Progress in these subjects at Foundation Stage is less positive, though good overall. Achievement in Islamic education and Arabic is not as positive as in the other core subjects. Students' learning skills develop very well.

Students' personal and social development, and their innovation skills

Students' personal and social development continues to be exemplary. Students benefit from opportunities to show social responsibility and be innovative. Their behaviour, work ethic and attitudes to learning and to others are beyond reproach. Their knowledge and understanding of Islamic values, Emirati and global cultures, and enterprise concepts are extremely well developed.

Teaching and assessment

The quality of teaching is, on the whole, consistent across phases, though there is slightly less consistency within the Foundation Stage. Assessment is done very well at the primary and secondary phases, and less well at the Foundation Stage, though it is good there. Teachers have strong subject knowledge in almost all subjects, and they plan and deliver motivating lessons that involve students.

Curriculum

Staff are doing well in implementing changes to the National Curriculum of England, introducing new UAE requirements such as moral education, and overseeing the expansion of the school. The curriculum is adapted very well to include reference to UAE culture, enterprise and innovation aspects. Modification to meet the needs of students with SEND and those who are gifted or talented is less successful, though good overall.

The protection, care, guidance and support of students

The school's arrangements for health promotion, safety, security and child protection are of a high quality. Staff implement them very well. Students are cared for very effectively and supported very well in their personal and social development. Students with SEND are helped effectively to make good academic progress.

What the school does best

- Many aspects of leadership and management are carried out very effectively and innovatively, including development of partnership with parents.
- The very effective curriculum design and adaptation, and high-quality teaching and assessment lead to good and often better progress and attainment in English, mathematics and science and learning skills.
- With support and nurturing from the school, students in all phases develop exceptional personal and social skills.
- The school pays close attention to ensuring that all are safe, secure and lead healthy lifestyles.
- The school's provision for achieving National Agenda targets is above expectation.







Key recommendations

- Improve progress and attainment in Arabic and Islamic education by;
 - raising teachers' expectations of what students can achieve;
 - providing effective opportunities for students to discuss issues and collaborate in groups;
 - developing students' higher-order thinking skills more effectively.
- At the Foundation Stage, improve monitoring of lessons and effective use of accurate assessment information to ensure that all children are suitably challenged and make more rapid progress.
- Develop a strategic vision for inclusion that;
 - embraces systematic monitoring and tracking of students' progress;
 - ensures support is targeted to improve academic progress for students with special educational needs or disabilities.

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 ↑	Weak
	Progress	Not applicable	Acceptable	Acceptable
English 	Attainment	Very good ↓	Very good ↓	Very good
	Progress	Good ↓	Outstanding	Very good
Mathematics 	Attainment	Very good ↓	Very good ↓	Very good
	Progress	Good ↓	Very good ↓	Very good
Science 	Attainment	Very good ↓	Outstanding	Very good
	Progress	Good ↓	Outstanding	Outstanding
		Foundation Stage	Primary	Secondary
Learning skills		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 ↓

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, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- Attainment in English, mathematics and science when measured against the National Agenda Parameter (N.A.P.) is above expectations.
- The school meets the registration requirements for the National Agenda Parameter.
- School leaders and governors have a strong commitment to the National Agenda and UAE priorities. Leaders' analyses of data are accurate and are used well in action planning.
- External assessment results are thoroughly analysed and align well with internal test results of different groups of students. High quality training has ensured that teachers are able to make good use of the analysis.
- Leaders use assessment analyses effectively to modify the primary and secondary curricula. Differences in the performance of boys and girls remain an issue in mathematics and science in the primary phase.
- Teachers use data extensively and effectively to determine interventions and vary their teaching approaches. Teachers' questioning ensures a good balance between assessing and extending learning.
- Problem solving, critical thinking and reasoning are features of most lessons. Similarly, students' skills in assessing their own performance are developing rapidly.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- The Champion for Emirati achievement is invited to meetings with members of the leadership team. School leaders accurately monitor the progress of Emirati students through various forms, including formative teacher assessment and standardised tests. A whole-school approach is used to support Emirati progress and attainment and students are carefully tracked. Progress and attainment is discussed with parents and reported formally through the end-of-year reports.
- In lessons, Emirati students are positive and take responsibility for their learning. The school analyses data to ensure that Emirati students are reaching or exceeding their potential. Progress against the targets is tracked by the school. Clear expectations are given to all staff and all data is tracked individually on the Emirati Progress Tracker. Academic potential and cognitive ability (CAT4) data is shared with parents and students.
- The school implements curriculum adaptations for the Emirati cohort. Emirati progress trackers contain individual targets and are shared with staff. Class teachers liaise with the leadership team and curriculum leaders to ensure a whole-school approach to the support of Emirati students. Differences between student attainment in verbal and non-verbal reasoning are tracked and addressed.

The school's provision for raising the achievement of Emirati students is meeting expectations.

Moral Education

- The moral education programme is taught throughout the school. It is carefully integrated across other curriculum subjects but is also addressed as a separate subject.
- Teachers ensure that lessons are personalised, engaging and challenging when discussing values of character, morality and kinship. Life skills, such as first aid within the home, are very well taught as part of community and personal responsibility.
- Students are active participants in lessons. They share their prior knowledge and understanding as they explore the concepts of the moral education programme in their own way and at their own level.
- Students' learning in the moral education programme is assessed in a range of ways and takes account of how students feel, think and act.

The school's implementation of the UAE moral education programme is well developed.

Social Studies

- All UAE social studies learning outcomes are very well planned throughout the school. The curriculum is imaginative and motivational in developing students' knowledge, skills and understanding.
- Teachers plan purposeful, well-resourced lessons that engage students to make connections to their prior learning and personal experiences, and to extend their knowledge and understanding about current affairs locally and globally.
- Students interact and collaborate well while exploring the concepts of the UAE social studies. They use research and critical thinking skills effectively to find things out for themselves.
- UAE social studies learning outcomes are assessed using a range of strategies to provide valid and clear measures of students' progress.

The school's implementation of the UAE social studies programme is well developed.

Innovation in Education

- Most students demonstrate proficiency in using technology to support their learning. They often use educational software and hardware, such as programmable robots, in ways that develop innovation skills.
- Staff take full account of students' views and ideas, and support them effectively to complete entrepreneurial and innovation projects.
- Teaching provides numerous opportunities for innovation and activities to develop critical thinking in most subjects. Students regularly use their initiative to solve problems.
- Innovation is developing across the curriculum in a wide range of subjects. After-school clubs promote imaginative approaches and encourage students to lead entrepreneurial activities.
- Senior leaders have completed an audit of innovation across the school and are supporting staff to be innovative in their teaching and to help students to show initiative.

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

Main inspection report

1. Students' achievements

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

- Achievement is stronger in the primary phase, particularly for the non-Arab learners, where understanding of Islamic concepts and principles is more evident. In the secondary phase, learning is often limited to imparting basic knowledge that is below age-related expectations.
- Students' acquisition of knowledge is stronger than application of skills. Their ability to make inferences and to see connections to real life is underdeveloped. Arab learners' ability to provide sound interpretation of the prescribed Hadeeth and Holy Qur'an verses is affected by their under-developed linguistic skills.
- Students in the primary phase are making the expected gains in knowledge and skills. They have more opportunities to recite and memorise the Holy Qur'an.

For development

- Improve students' progress so that they move rapidly towards reaching age-appropriate expectations.

		Foundation Stage	Primary	Secondary
Arabic as a first language 	Attainment	Not applicable	Weak	Weak
	Progress	Not applicable	Acceptable	Acceptable

- Although most students in both phases are making adequate progress in line with curriculum expectations, attainment is weaker. Variations in attainment outcomes are partly due to new students entering the programme at different starting points.
- A majority of students can read and understand appropriate texts. However, some read with hesitation and sometimes only at a decoding level. Writing abilities are inconsistent across phases and years. When speaking, students' responses are often short and they sometimes revert to dialect or English to express themselves.
- The school is providing adequate support and modification to accommodate the needs of low achieving and new students, which leads to only acceptable progress in relation to their starting points.

For development


- Provide students with frequent and extended opportunities to improve their reading and writing skills.

		Foundation Stage	Primary	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable ↑	Weak
	Progress	Not applicable	Acceptable	Acceptable

- Although most students make acceptable progress against their starting points, attainment in the secondary phase is weak. In the primary phase, students' attainment is better and most students are working at a level that is in line with curriculum standards.
- Most students have adequate listening skills. They can follow teachers' instructions and understand some detail. They have adequate vocabulary to write about themselves. Conversation skills are underdeveloped in relation to their years of study.
- The implementation of new curriculum standards that focus more on developing language skills along with grouping of students according to years of study, has led to improved attainment in the primary phase.

For development

- Enable all students to extend and develop their conversation skills.

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

- At the Foundation Stage, children make better progress in reading than in writing. The variability in progress reflects a degree of inconsistency in teaching. Progress in the other phases is rapid, particularly at primary, and reading and writing skills improve consistently over time. Across the phases, a large majority of students achieve beyond curriculum expectations.
- Most students demonstrate a very good understanding in English. They write intelligently and expressively, although weaknesses in spelling and punctuation lower overall standards for some students. Primary students demonstrate fluent reading skills and a love of reading. Secondary students' reading for pleasure is developing.
- A large majority of students are confident, articulate speakers who present thoughtful opinions in debates. They are developing analysis skills quickly and can extract information from texts. By Year 8, almost all students are able to construct lively descriptions with a fluent command of vocabulary.

For development


- Ensure students regularly review and correct their written work to improve accuracy, particularly in spelling and punctuation.
- Provide secondary students with opportunities to explore a wider range of literature.

		Foundation Stage	Primary	Secondary
Mathematics 	Attainment	Very good ↓	Very good ↓	Very good
	Progress	Good ↓	Very good ↓	Very good

- Students in all phases attain similar high levels. Their progress, from their starting points, in the primary and secondary phases is more rapid than in the Foundation Stage because focused teaching at those phases is linked more closely to the development of mathematical understanding, knowledge and skills.
- In the primary and secondary phases, progress over time, as reflected in assessments, is stronger than is evident in lessons. Students' understanding of mathematical concepts develops well and is linked to real life applications in a range of areas including number, shape and relationships.
- In the primary and secondary phases, students can solve multi-step problems, apply existing knowledge to new situations and reason to very good levels. They have well developed skills for calculating mentally.

For development

- Teachers in the Foundation Stage should improve the planned opportunities to develop individual children's mathematical knowledge, skills and understanding through their 'free play' activities.

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

- Attainment in the primary phase is strongest and has remained strong over time with results that are well above other schools internationally. Attainment at the Foundation Stage is positive, particularly in relation to enquiry, but some aspects have declined. Most students in the primary and secondary phases make better than expected progress.
- In all phases, students are becoming independent scientists and show confidence in investigation and enquiry, using correct scientific methods and vocabulary. They use critical thinking and problem-solving skills competently and regularly in real life contexts.
- Following analyses of data, the school is enabling students to develop problem solving skills in open-ended investigations. This is particularly successful in the primary phase and in secondary school extra-curricular activities.

For development

- Enable children in the Foundation Stage to develop a deeper knowledge and understanding of scientific aspects of the world around them.

	Foundation Stage	Primary	Secondary
Learning Skills	Very good ↓	Very good ↓	Very good

- Students' learning skills are very well developed at all phases. They are highly motivated and keen to learn. They interact and collaborate purposefully and can work independently. Most students take responsibility for their learning, but they are not always given the opportunity to develop their skills consistently in different subjects.
- Child-initiated learning is a strength in the Foundation Stage. Although most students are reflective learners, they do not always engage in meaningful discussions about their learning outcomes.
- The school's increasing focus on innovation allows most students to benefit from effective use of technology to support their learning and develop critical thinking and problem-solving skills. They can make connections with real life situations and are successful and confident learners.

For development

- Enable students to identify their strengths and areas for development in learning, in all subjects, more effectively.
- Provide frequent opportunities for students to apply their learning skills in all subject areas and across all phases.

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

	Foundation Stage	Primary	Secondary
Personal development	Outstanding	Outstanding	Outstanding

- A strong ethos of mutual respect and exemplary behaviour are evident in all phases. Students embrace feedback from their teachers and are keen to persevere to improve their learning.
- Students adopt healthy lifestyles. Most participate in one or more sports club. School teams perform strongly in local sports competitions and tournaments. The embedded healthy lifestyle programme is having a very positive impact on students' food choices.
- The school recognises individual students' achievements on a regular basis during assemblies and on social media, which is contributing to a strengthening of self-discipline and an excellent work ethic.

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

- Students across the school demonstrate excellent understanding of the impact of Islamic values and practices on the culture of the UAE. Older students are highly knowledgeable and are able to identify features of Dubai that have changed over time, such as housing and education.
- Students appreciate the Islamic values of generosity, honesty, selflessness and kindness. They understand that Dubai and the UAE represent all of these values. Students are very well aware of their own culture. Their knowledge of other world cultures is not as strong.
- The school successfully initiates community links with Islamic associations, such as the Ro'yati Society, and carries out regular events in the school to enhance students' knowledge of Islamic values and to familiarise students with UAE heritage features.

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

- Students show social responsibility to a consistently high level across the school. In the Foundation Stage, children are innovative in their self-directed learning. Through the primary and secondary phases, students respond very well to opportunities that enable them to contribute to the school and wider community.
- Students show a very strong work ethic. They play a key role in decisions on real-life aspects such as the school environment. As a result, older students, in particular, have a very well-developed understanding of environmental issues.
- The expansion of the school to include secondary phase groups, and an increasing focus on innovation, are helping the school to sustain outstanding performance in developing students' social responsibility.

For development

- Deepen students' understanding of other world cultures.

3. Teaching and assessment

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

- Across all phases teaching is very strong overall but with a marked difference between the quality in Arabic and Islamic studies compared to the high standards in English, mathematics and science. There is greater variability in the quality of teaching within the Foundation Stage than within other phases.
- Lesson planning effectively supports learning and the development of critical thinking and problem-solving skills. In the Foundation Stage, teaching develops children's independent learning skills well. Questioning is generally effective. In a few lessons, the development of critical thinking is less evident and expectations are not sufficiently high.
- The school has been focusing on developing teachers as reflective practitioners with some success. There is a developing culture of action research, the results of which are being applied to improve lessons.

	Foundation Stage	Primary	Secondary
Assessment	Good ↓	Very good	Very good

- Systems for assessment are thorough across all phases. However, there are differences in consistency between the primary and secondary phases in some subjects, which are influencing teachers' understanding of achievement at the transition stage. Foundation Stage teachers' use of assessment to plan lessons and guide learning is not as strong as in other phases.
- The use of assessment to inform teaching, learning and the curriculum is a strength in English, mathematics and science. In Arabic and Islamic education, assessments are linked to the curriculum, but analysis of results is not used sufficiently to provide challenge for students and accelerate their progress.
- Leaders are successfully developing strategies in the majority of primary and secondary subjects to develop students' skills of assessing their own strengths and weaknesses. The revised student tracker in the Foundation Stage is comprehensive and supports on-going assessment.

For development

- Use the data in the Foundation Stage progress tracker to provide activities that challenge and accelerate children's progress in developing knowledge and understanding.
- Improve the consistency of teaching in all subjects, and particularly in the Foundation Stage, through sharing best practice.

4. Curriculum

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

- The curriculum has a clear rationale and is well aligned to the school's values and vision. The primary curriculum is particularly effective in supporting the development of students' learning skills and personal development. The secondary curriculum has been successfully implemented to include Years 7 and 8.
- The social studies and moral education curricula have been imaginatively designed to offer students well-planned, meaningful links that enable them to relate their learning to UAE society and culture. Moral education is very effectively integrated with other subjects, such as English.
- Several initiatives, including adoption of the mastery approach in mathematics, are having a significant impact and are improving the primary curriculum. Communication is strong, ensuring a smooth transition between phases and continuity and progression in most subjects.

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

- Across several subjects, such as science, computing and mathematics, the curriculum has been modified imaginatively to offer online resources that enable students to access self-directed and independent learning. Modification to meet the needs of gifted or talented students is not fully developed.
- Enhancement, enterprise and innovation are developing very well inside and outside the classroom. Extra-curricular activities foster creativity and enhance personal development. After-school clubs offer a broad range of opportunities for students, including cross-curricular initiatives.
- UAE culture and society are given appropriate attention and links are implemented in the curriculum through integrated and free-standing projects. However, the time allocation for Islamic education is not compliant with MoE and KHDA requirements in Years 1 to 3.
- At the Foundation Stage, provision of Arabic is one lesson per week for FS2 children.

For development

- Ensure that Islamic education has the full entitlement of lesson time in order that continuity, progression and transition between phases are successful in that subject.

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 procedures to ensure the protection, care, guidance and support of students are applied consistently throughout the school. Safeguarding arrangements and staff training are given high priority, as are medical care and the guidance for students regarding healthy eating.
- The new building is well designed and spacious. It provides an excellent, safe learning environment for all students. Risk assessments are particularly well done and regular routine checks and maintenance ensure the building remains safe and hygienic.
- The school has maintained the high standards successfully and made improvements where necessary. For example, there have been improvements to recruitment and child-protection training, and a lock-down policy and related procedures have been produced, but these have not been communicated to all staff, students and parents.

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

- The well-being of students is at the heart of the school and staff-student relationships are very positive. There is an ethos of mutual respect. The school works closely with students and parents to promote the importance of regular attendance.
- The school provides an inclusive and caring environment for students with SEND. Identification is rigorous and leads to accurate categorisation, resulting in very good provision. In some classes, students identified as gifted or talented are given challenging activities matched to their abilities.
- The school does not have a dedicated counsellor, but tutor groups and class teachers ensure effective support for students' personal and social needs.

For development

- Develop the identification and provision for students who are gifted or talented and ensure consistently very good provision for students with SEND across all phases.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good ↓

- Leaders and governors facilitate an inclusive ethos within the school. The inclusion champion and learning support team are supported in their roles by the principal and senior leaders. Systems of review and planning are in place but are not fully embedded.
- The school uses a range of approaches to identify students with SEND. There is a small number of students with complex needs, particularly in the Foundation Stage and lower primary, and the school is developing its provision for these students.
- Parents are successfully encouraged to be actively involved in the education of their children and their views are sought. Communication is ongoing, but there are inconsistencies across phases.
- Students with SEND receive well-targeted individual support and challenge. The curriculum is effectively modified in response to their personal needs and expectations are high. However, the impact is not always visible across all subjects and phases.
- The school monitors students' progress to ensure good outcomes in line with curriculum objectives and individual potential. Tracking is not always rigorous enough to identify appropriate interventions. Challenge and sustained progress over time are evident in the marking and feedback provided to students.

For development

- Ensure that the monitoring and tracking of progress is systematic to enable high quality provision and better student outcomes.

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 ↓




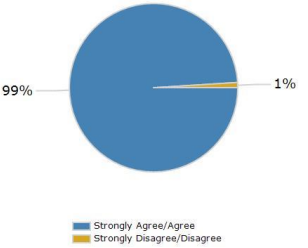
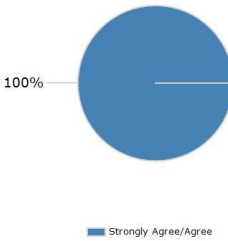
- The new principal and primary head teacher, together with the relatively new head of secondary, have given a renewed impetus to the direction in which the school is being taken. They are successfully promoting teamwork and reflective practice throughout the school. Collegiate working and relationships are strengths. Leaders have been successful in maintaining very positive outcomes in many aspects of provision.
- Senior staff gather much information and data, including the views of stakeholders and observations of lessons, and produce an almost fully accurate view of the quality of the school's work. There is a range of appropriate improvement plans. Senior staff are expanding the school and implementing a wide range of changes to the curriculum successfully, although outcomes for students have declined in some subjects and phases.
- Parents have a wide range of opportunities to have their views taken into account and to be involved in the life and work of the school. Two-way communication channels are very effective. Parents are kept up-to-date very well with their children's progress. Links with the business and government communities are strong and result in considerable benefit to students.
- The governing board takes full account of parents' views by having parents, including the chairperson of the Parent Teacher Association, on the board and through communication with the group of parent class representatives. A new sub-committee structure is helping governors to oversee all key aspects such as finance, human resources, and teaching. It is also helping them to hold senior leaders accountable and influence the school's development.
- The school runs smoothly. In Islamic education, the time is deficient at some years, and the placing of lessons in the timetable is not well thought out. The school is very well staffed with suitably qualified and experienced teachers. A few leaders do not have sufficient time for undertaking monitoring and improvement activities. Facilities and resources are of very high quality.




For development

- Strengthen leadership with training and support for Islamic education and at Foundation Stage.
- Ensure that the Islamic department staff are appropriately qualified and demonstrate a thorough knowledge of the curriculum.

The views of parents, teachers and senior students

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

 Students No. of responses = 0	 Parents No. of responses = 205	 Teachers No. of responses = 48										
<p>Not Applicable</p>	<p>Overall, I am satisfied with the quality of education at my child's school</p>  <table border="1"> <caption>Parents Satisfaction Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>99%</td> </tr> <tr> <td>Strongly Disagree/Disagree</td> <td>1%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	99%	Strongly Disagree/Disagree	1%	<p>Overall, I am satisfied with the quality of education at my school</p>  <table border="1"> <caption>Teachers Satisfaction Data</caption> <thead> <tr> <th>Response</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>Strongly Agree/Agree</td> <td>100%</td> </tr> </tbody> </table>	Response	Percentage	Strongly Agree/Agree	100%
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 Students	<p>DSIB surveys the views of senior secondary students only. The school does not yet have any senior secondary students, and so no questionnaires were issued. The views of parents and teachers are broadly in line with inspection findings.</p>
 Parents	<p>Parents' views are very positive. Almost all who responded are satisfied with the quality of education at the school. They feel that their children are happy, well cared-for, and safe. They think that teaching is effective. They have positive views on the curriculum, personal and social development, and resources. A few parents do not agree that the school promotes literacy and love of reading in Arabic well.</p>
 Teachers	<p>Teachers' views are very positive. Almost all who responded are happy to work in the school. They feel that the school is led well. Almost all think that there is trust and collegiality among staff members, and most feel that professional development has helped them to become better teachers.</p>

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