

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



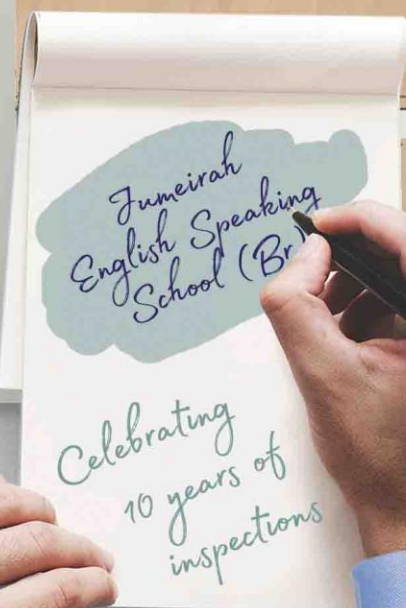
VERY
GOOD



المعرفة
Knowledge

INSPECTION REPORT

2017-2018



Jumeirah
English Speaking
School (Br)

Celebrating
10 years of
inspections

JUMEIRAH ENGLISH
SPEAKING SCHOOL (BR)

UK/IB CURRICULUM



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School information

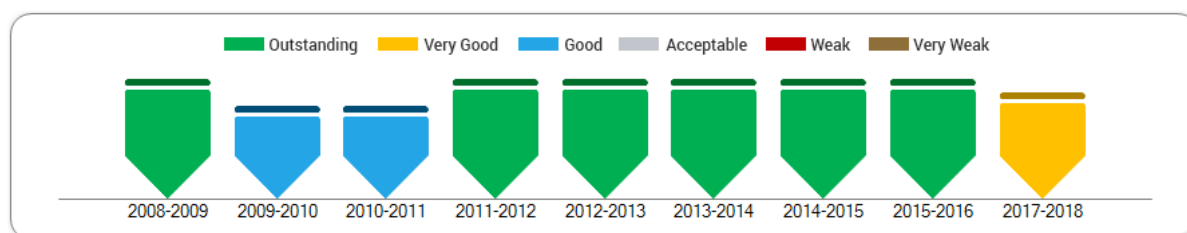
General information	
Location	Arabian Ranches
Type of school	Private
Opening year of school	2005
Website	www.jess.sch.ae
Telephone	04-3619019
Address	Arabian Ranches - Dubai- P.O.BOX:24942
Principal	Mr Mark Steed
Principal - Date appointed	9/1/2015
Language of instruction	English
Inspection dates	20 to 23 November 2017

Teachers / Support staff	
Number of teachers	123
Largest nationality group of teachers	British
Number of teaching assistants	40
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	15%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	FS1-Year 13
Number of students on roll	1394
Number of children in pre-kindergarten	NA
Number of Emirati students	24
Number of students with SEND	45
Largest nationality group of students	UK

Curriculum	
Educational permit / Licence	UK
Main curriculum	UK/IB
External tests and examinations	IGCSE/IB
Accreditation	COBIS; IAPS
National Agenda benchmark tests	GL

School Journey for Jumeirah English Speaking School (Br)



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

Jumeirah English Speaking School (Br) was inspected by DSIB from 20 to 23 November 2017. 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

The director and leadership team have an innovative and coherent vision for the school as a beacon of educational excellence. Effective strategic planning and monitoring have resulted in a number of improvements and excellent practice, particularly in the Foundation Stage and primary phase, where evaluation of school performance is generally accurate. School leadership is distributed and creates an ethos of collective responsibility, for the most part, with most leaders feeling empowered.

Students' achievement

High standards of student performance in external examinations have been sustained and generally improved at the secondary and post-16 phases. However, achievement in science and progress in mathematics have declined in these phases. Progress in Arabic has also declined in the secondary phase. Excellent student achievement has been sustained across most core subjects in the Foundation Stage and primary phase. Students' learning skills continue to be very strong although they are less evident in Years 9 to 11.

Students' personal and social development, and their innovation skills

Students have a strong sense of personal and social responsibility, respect for themselves and others, and a love of learning. Students' understanding and awareness of world cultures remain very strong. They enjoy participating in activities to develop their skills in innovation and leadership. Almost all students are engaged in innovative, creative and entrepreneurial projects either within or beyond the school.

Teaching and assessment

Teaching and assessment practices remain of the highest quality across Foundation Stage and the primary phase. In the post-16 phase, examples of exciting and inspiring teaching are seen in almost all subjects, especially in the arts, humanities, business and languages. Assessment practices in the secondary and post-16 phases do not make use of the fullest range of data to identify individual students' progress and ensure optimum achievement.

Curriculum

Curriculum implementation is excellent in most areas of the school, which results in overall high levels of achievement in those areas. Students with special educational needs and disabilities (SEND) benefit from specific curriculum adaptations. The school exceeds the requirements of the National Agenda in the range of opportunities it provides for enterprise, creativity and innovation, particularly in the Foundation Stage and the primary phase.

The protection, care, guidance and support of students

The care and protection of students is a strength of the school. The environment is very safe, hygienic and secure. The school promotes excellent attendance and punctuality. The identification of need and the support for students with SEND ensures that they make very good progress in both academic and personal development programmes.

What the school does best

- The school instils in students a sense of personal and social responsibility, respect for UAE values and culture, and a love of learning.
- The care, guidance, and support for students are excellent.
- Parents and governors are integral to the success of the school.
- Most school leaders are effective and innovative role models to their staff.
- High levels of performance are sustained across the school, particularly in English.







Key recommendations

- Raise student attainment in Arabic and Islamic education by improving students' progress rates.
- Refine teaching strategies to ensure the needs of all students are fully met through the use of exemplary and appropriate assessment processes.
- Improve school leadership and self-evaluation to a consistently high standard, particularly in the secondary and post-16 phases, and increase commitment to the UAE local and national priorities.

Overall School Performance

Very good ↓

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable ↓	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Very good ↓
Science 	Attainment	Outstanding	Outstanding	Outstanding	Very good ↓
	Progress	Outstanding	Outstanding	Outstanding	Very good ↓
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Outstanding	Outstanding	Outstanding

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

The effectiveness of leadership			Very good ↓
School self-evaluation and improvement planning			Very good ↓
Parents and the community			Outstanding
Governance			Outstanding
Management, staffing, facilities and resources			Outstanding

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:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Attainment as measured by the N.A.P. tests exceeds expectations in English, science and mathematics.
- The governing board and senior leaders have a sound understanding of the National Agenda and its testing parameters. The action plan identifies key areas for improvement.
- Data from the N.A.P. are analysed by senior and middle leaders to identify accurately the strengths and weaknesses of groups and individuals.
- Modifications to the sequencing and depth of coverage within the curriculum, in the primary and secondary phases, are made when N.A.P. data are received.
- National Agenda data are not always available to teachers and are not well used by those who do have access.
- The use of National Agenda data has little impact on student learning as students and teachers often do not have the relevant data. Research skills are developing well.

Overall, the school's provision for achieving National Agenda targets meets 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

- There is a strong commitment to ensuring that all Emirati students have high aspirations and achieve their potential. Senior leaders and governors are aware of Emirati students' achievements through regular meetings to discuss performance data. Parents feel that the school monitors learning well and keeps them informed of their children's achievements.
- Emirati students are eager to learn, enjoy school and collaborate well with others. They take increasing responsibility for their learning and know their strengths and areas for development. Systems are in place to monitor progress and identify under-performance. Insufficient use is made of the analyses of data to plan interventions in order to increase progress, particularly in English and mathematics in the post-16 phase.
- The school modifies the curriculum to meet the needs of Emirati students very well. In the primary phase, the development of speaking, reading comprehension skills and writing is given a high priority and parents are encouraged to support their children's learning at home. A few students expressed the view that they would like their teachers to explain difficult concepts more clearly.

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

Moral Education

- Moral education is delivered as discrete sessions, reflecting the core and social values in the school and also the required curriculum.
- Teaching offers opportunities for students to explore a variety of topics in relation to respect, social responsibility, fairness and moral issues, such as displaced persons around the world.
- Students' learning benefits from the cross-curricular approach as this adds greater dimension and depth to the topics under review and enables critical analysis and shared sustained thinking.
- Assessment is in line with current school arrangements. Moral education books have been introduced and these are developing into informative journals.

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

Social Studies

- UAE social studies is integrated well across the curriculum, with the inclusion of history, geography and economics and also aspects of UAE study, such as the foundation of the Union.
- Teaching, supported by good subject knowledge, with clear and relevant learning objectives, promotes an awareness of issues, such as adaptation to challenging environments in Year 9.
- Students are engaged and motivated in their learning. Older students take issues of statelessness and migration seriously and understand the impact on peoples' lives.
- Assessment procedures reflect those used in the school. Students have specific books for social studies in which to record their work.

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


Innovation in Education

- Students are effective users of learning technologies. They are reflective and independent learners in most subjects but are not always given the opportunities to be creative.
- Older students run Youth Enterprise workshops, where their peers can share their entrepreneurial experiences, including running a business.
- The school is well resourced with sophisticated learning technologies and provides a very well designed and adapted curriculum to promote a culture of innovation across all areas of the school.
- Innovation is limited in the secondary phase and in the Diploma Programme by the focus on the development of examination techniques.
- The school's leadership is in the forefront of technological developments in the use of digital applications to support effective teaching, leadership and management. Examples of this are improving the effectiveness of their teacher appraisal system, and a paperless digital notebook system for all Year 7 and 8 students.

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

Main inspection report


1. Students' achievements

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

- Attainment is stronger in the primary phase. Students demonstrate strong understanding of Islamic concepts and principles. Secondary and post-16 students' achievement is broadly in line with age-related expectations. Students make gains of basic knowledge and skills although application and in-depth understanding is less developed.
- Students' application of skills, such as Holy Qur'an recitation, and their interpretation of verses and the context of revelation, are underdeveloped. Older students' competence in using technology has improved their ability to make inferences for the wisdom behind rulings in Islam.
- Primary students are making notable gains in knowledge, skills, and understanding. Better opportunities are given for those students to recite and memorise the Holy Qur'an in contrast to older year groups. A deeper level of understanding is enhanced by inquiry-based tasks, which are more evident in Islamic lessons for non-Arab learners.

For development


- Students' attitudes to Islamic education, and their recitation skills, require systematic development across the school.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable ↓	Not applicable

- Students' progress is better in the primary phase than the secondary phase. Secondary students' attainment is broadly in line with age-related expectations, but with some gaps in their skills, especially in writing.
- In the primary phase, students make good progress in the majority of lessons. Their progress is better in reading comprehension and word acquisition than in speaking and writing. In the secondary phase, progress in these skills is adequate. Students' writing skills in the secondary phase are weak.
- Students' attainment and progress remain similar to the previous inspection except for secondary students' progress, which has declined. This is due to the lack of effective modifications to ensure students' gaps in attainment are addressed.

For development


- Modify the Arabic curriculum so that students are able to make rapid progress.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable


- The majority of students across both phases of the school make better than expected progress in speaking, listening and understanding. Students' attainment is better in the primary phase. Students in the secondary phase do not consistently apply their knowledge to unfamiliar contexts.
- Students' listening skills across the school are good. Students are able to understand and respond to basic questions. Students in the primary phase write about their families and their likes and dislikes. Secondary students are learning to describe using basic words and sentences.
- Across the school, students' skills in reading and writing for different purposes are underdeveloped. Overall, students' attainment and progress are similar to the previous inspection. Students often make good progress in lessons, although progress over time is inconsistent.

For development

- Provide opportunities for students to apply their knowledge consistently to unfamiliar contexts.

		Foundation Stage	Primary	Secondary	Post-16
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding


- The sustained high levels of attainment and progress, which are reflected in external and internal assessments, are consistent with the high standards that are evident in lessons and in students' responses in their books and electronic portfolios.
- Across all phases, speaking and listening are strengths. Inferential understanding is very well developed. By the time students reach the secondary phase, they can draw evidence from texts that contain a variety of grammatical constructions to engage the reader.
- In the primary phase, initiatives such as Accelerated Reader, the Talk for Writing pilot project and the renewed focus on spelling, punctuation and grammar, are having a positive impact on standards. The latter initiative is well supported by parents and is being extended to students in Year 7.

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

- Foundation Stage children, and primary and lower secondary students demonstrate well-developed inquiry-based skills. In the upper secondary phase, inquiry and investigation become less prominent, leading to a slowing of progress in these areas.
- Across the school, students are increasingly able to respond to open and searching questioning. The strong progress made in the primary and secondary phases is reflected in a range of data. Post-16 students do not develop conceptual understanding sufficiently well.
- The introduction of reasoning in the primary phase, and re-designing projects in the secondary phase, have been effective in improving critical thinking skills. In the upper primary and lower secondary phases, strategies to boost girls' confidence in mathematics are having a positive effect on both attainment and progress.

For development

- Provide more opportunities for inquiry-based activities and conceptual learning in the upper secondary phase and in the IB diploma programme.

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

- Almost all students in Foundation Stage, primary and secondary phases make better than expected progress and attain above curriculum standards. In the post-16 Diploma Programme, a large majority of students achieves above expectations, although performance in biology is not as high.
- In the Foundation Stage and the primary phase, students are excited about science. Results in external benchmark tests are above expectations especially at GCSE. Students' skills in analysis and evaluation are a limiting factor on achieving the highest grades in the Diploma Programme.
- The practical approach to learning science in the Foundation Stage and primary phase has a positive impact on students' achievement. This approach is extended into Year 7 and Year 8 through the introduction of a Science, Technology, Engineering, Mathematics (STEM) class. Older students have fewer opportunities to develop their inquiry-based, investigation skills.

For development

- Increase the opportunities for all students to develop their investigative and problem-solving skills.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate very well developed and effective, age-related learning skills across all phases. In most subjects, but especially in the Foundation Stage and primary phase, students are enthusiastic and able to take responsibility for their own learning. They respond well to constructive feedback.
- Strengths, in most subjects across all phases, include students' purposeful collaboration in a variety of situations to achieve common goals. They also understand how their work relates to other subject areas, the real world and to their personal experiences. Additionally, in the large majority of lessons, students make effective use of learning technologies.
- The recent introduction of e-learning into Years 7 and 8 is providing opportunities for innovative learning and for students to enhance their learning technology skills. Students' electronic portfolios are developing steadily.

For development

- Extend the application of students' skills in analysis and evaluation to develop a broader and deeper conceptual understanding.

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

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

- Students possess a strong sense of personal responsibility. Young children settle very quickly and interact with adults appropriately. Over time, students become more resilient. Older students can independently identify the best way to improve their learning.
- Students demonstrate exemplary socialisation and commitment to peer support through a buddy system from Foundation Stage up to Year 6. Students have an extensive knowledge of how to keep safe and live healthy lives. Students' positive attitudes are promoted by plentiful leadership roles, such as House Captains and membership of the Student Council.
- Students gain recognition for excellent behaviour and self-discipline. The 'Make a Difference' (MaD) award has been launched to encourage them to develop a diverse set of life skills that will help them to become independent, and develop a strong sense of community.

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

- Students have an excellent appreciation of how Islamic values influence life in the UAE. Older students can reflect freely on the cultural aspects and religious beliefs of the Arab world, as those topics are integrated into the Theory of Knowledge, history and geography curricula.
- Students studying business and economics and the Diploma Programme understand the merits of Islamic banking. Students are gaining a strong sense of solidarity by participating in charitable acts locally and internationally. Younger students can talk in detail about the cultural celebrations in school.
- Cultural diversity is celebrated in school to encourage students to form a deeper appreciation of their own culture. International links, and trips, alongside a range of topics from all corners of the globe are included within the curriculum to foster the students' understanding of the wider world.

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

- Students' work ethic is excellent and nurtured from the Foundation Stage. Older students take their responsibilities seriously, showing enthusiasm and effectiveness in their roles. They are proactive and demonstrate high levels of independence, taking on different roles with the emphasis on developing leadership.
- Students are resourceful and initiate their own projects such as the entrepreneurial opportunities to design, make, market and sell items at a profit. Students consider the values underpinning education in its true sense and seek ways to enhance their own capacity to make a difference to themselves and others.
- Students' environmental awareness is strong; they have a very good understanding of the importance of protecting the environment. For example, energy saving tips are placed clearly in classrooms. Student initiatives such as the 'Green Team' extra-curricular club are designed to promote awareness and change habits.

For development

- Provide more opportunities for students to develop leadership qualities from an early age.

3. Teaching and assessment

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

- Almost all teachers in most subjects have strong subject knowledge and, particularly in the Foundation Stage and the primary phase, understand how students learn. In Arabic and Islamic education, however, teachers' knowledge of how students learn effectively is not as evident.
- The strengths of teaching in the large majority of lessons include the effective use of a wide range of strategies and resources, which helps all groups of students to learn successfully. Successful teaching also includes the use of questioning techniques that challenges students in their thinking.
- Collaborative planning by teams is having a positive impact on students' learning in the Foundation Stage and the primary phase. In the upper secondary phase and in the Diploma Programme, many lessons are focused on examination questions, and opportunities for deepening students' understanding are missed.

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

- Assessment is most effective and consistently used in the Foundation Stage and the primary phase and includes a range of external benchmarking. In the upper secondary and post-16 phases, assessment practices revolve around examination questions.
- The full range of external benchmark data available to the school is not always used effectively, especially in the secondary phase. Assessment is used well to identify those students needing support. The quality of feedback to students in the secondary and post-16 phases is variable.
- In the Foundation Stage, the Target Tracker app now provides more comprehensive tracking of achievement. The introduction of aspirational targets in the secondary phase provides long-term goals and the means to measure progress. The 'Close the gap' approach to marking is beginning to improve feedback in some subjects.

For development

- Improve the use of external benchmarking data and assessment of students' understanding by using a variety of assessment tools.

4. Curriculum

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

- The curriculum is compliant with the National Curriculum for England, the International Baccalaureate's Diploma Programme and the requirements of the Ministry of Education. This results in a curriculum that is broad, balanced and very effective in all phases of the school.
- Enrichment activities promote students' gifts, talents and interests. The activities provide very good opportunities for students to excel in the performing arts and sports. The curriculum choices prepare students very well for their next steps in learning in and beyond school.
- In the Foundation Stage and the primary phase, effective use is made of the analysis of assessment data to support curriculum review to meet the needs of the students better. The introduction of the Business and Technology Education Council (BTEC) level 3 awards in Years 12 and 13 is providing students with additional pathways to tertiary education.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Curriculum adaptation is very strong across all phases of the school. The curriculum is tailored to the needs of most students and across most curriculum areas. The modifications to enable students with SEND to make rapid progress in the Diploma Programme are very effective.
- Links to the UAE and its history are very well embedded across most areas of the curriculum. The school's curriculum provides excellent opportunities for students to develop their enterprise and innovation skills both inside and outside of classrooms.
- The adaptation of the social studies curriculum to embed links to the UAE is highly effective. However, the 'Arabic as a first language' curriculum lacks effective modification to enable all students to make accelerated progress from their existing levels.
- In Foundation Stage 1, the school provides one lesson to children for whom Arabic is not their first language and two lessons to children for whom Arabic is their first language. In Foundation Stage 2, the school provides twice the number of lessons. The programme focuses on letters and basic vocabulary.

For development

- Modify the 'Arabic as a first language' curriculum to ensure all students make rapid progress across the four skills.

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

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

- There is an appropriate delegation of roles and responsibilities to staff and students, whilst the lead person for this important area retains an excellent overview of health, safety and safeguarding. Training is extensive and effective.
- Arrangements for the monitoring of the detailed and comprehensive policies, are thorough. Appropriate attention, as befits an e-learning school, is given to internet safety. The premises are suitable to meet the learning needs of nearly all groups of students. Parents, staff and students agree that safety has the highest priority.
- The school promotes healthy lifestyles through its emphasis on providing nutritious food, its range of sporting opportunities and the input of the well-qualified medical team to the health education programme.

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

- The school identifies the needs of students with SEND accurately, and parents and students are fully involved in the process. Teachers' lesson plans make specific reference to students with SEND and identify adaptations to materials and additional support for the students. As a result, students make very good progress.
- Staff/student relationships are excellent in all phases. The introduction of a tool to measure students' attitudes and self-image in the primary phase is very effective. Attendance and punctuality are promoted well. Children and students enjoy coming to school.
- Career guidance effectively helps students to make appropriate choices for examinations at Years 9 and 10. The appointment of an additional guidance counsellor has allowed the school to be proactive with regard to addressing issues that are of high importance to parents and students.

For development

- Improve, as opportunities arise, the school learning and social areas so that these can support the inclusion of students who may have mobility problems.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Outstanding

- The inclusion managers, governor and inclusion champion all promote an inclusive ethos in the school. They rigorously review the provision for students with SEND and formulate innovative and well-considered improvement plans. However, this ethos is not reflected in the school's admission policy.
- The school uses a wide range of effective identification procedures to ensure accurate identification of need, including the use of external providers for more complex cases. The information is used effectively, with parental contributions and teacher observations, to plan well-designed and individualised education programmes.
- The strong partnership with parents contributes significantly to the progress students make. Parents are fully involved at each stage of the process, including planning interventions and reviewing progress. A few parents have concerns that their children are under pressure to achieve the school's high examination expectations.
- In the primary phase, students with SEND have access to high-quality, individualised programmes in small tutorial groups with specialist teachers. Teachers are very skilful in planning tasks that build on students' prior learning. They provide appropriate challenge and support that enable students to make very good gains in their learning.
- Students' progress is tracked and information is used well to plan the next steps in learning and to make adjustments to curriculum plans. As a result, almost all students in tutorial groups and in lessons consistently make very good gains in their learning.

For development

- Ensure the admission criteria reflect the inclusive ethos promoted in the inclusion policy.
- Ensure that students with additional needs receive appropriate support in Arabic to enable them to make good gains in their 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	Outstanding
Management, staffing, facilities and resources	Outstanding

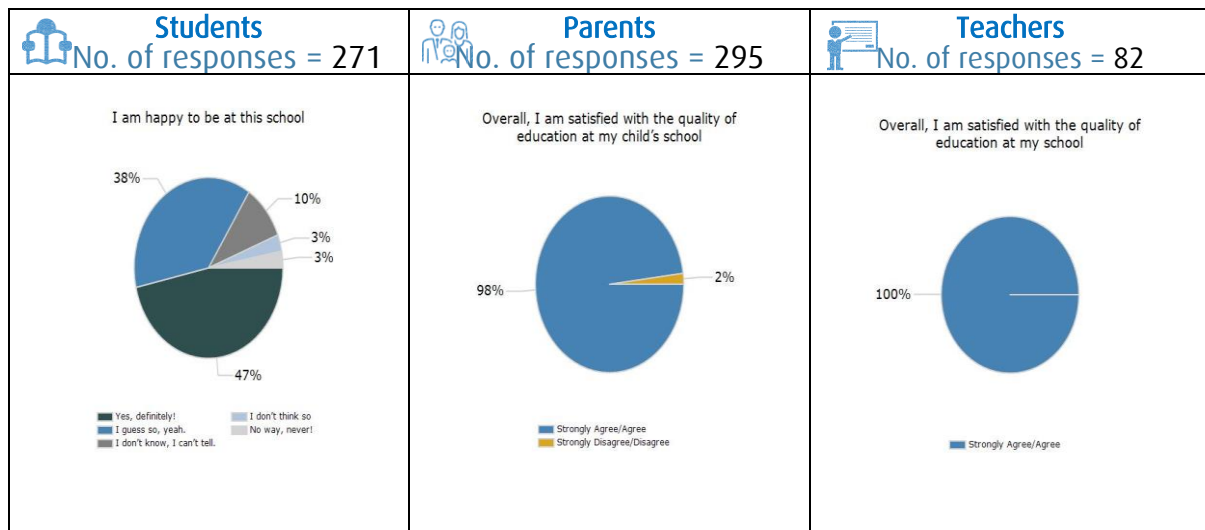
- The director and leadership team have an innovative and coherent vision for the school as a beacon of educational excellence. A positive culture of learning has been established, particularly in the Foundation Stage and the primary phase. Effective strategic direction has resulted in sustained high performance in external examinations in the other phases. Distributed leadership creates an ethos of collective responsibility with most leaders feeling empowered.
- School leaders understand the strengths and areas for development and have clearly identified key priorities. They work diligently to evaluate school initiatives. Middle leaders contribute their expertise, although this is variable in the secondary phase. They design innovative and creative solutions to address the school's priorities. This has had a limited impact on students' achievement in Arabic and Islamic education.
- Parental engagement remains highly effective. Parents are willingly involved in all aspects of their children's schooling and would like to contribute more to their children's learning. Parents are satisfied with the quality of education provided and with the committed leadership of the school. School leaders have developed further their links with networks of schools to provide more learning opportunities for students and adults.
- Governors continue to provide expert and supportive leadership. They hold leaders to account for students' examination outcomes. They know the school well and have recruited governors with specialist knowledge of, for example, inclusion, safeguarding and Emirati students' achievement. Governors are committed to strategies to sustain the recruitment and retention of high quality teachers. They have not fully embraced the challenges placed upon them by the National Agenda priorities.
- The stimulating learning environment caters for the needs of almost all of its students. Resources, facilities and the premises enhance the promotion of critical thinking, independent learning and innovation. Teachers are well qualified and value the opportunities for focused, personalised, professional development. The leadership team provides highly effective and efficient management of personnel, procedures and premises.




For development

- Build capacity within the leadership team and emerging leaders.
- School leaders should evaluate the impact of all activities upon student learning outcomes.
- Governors should consider and implement strategies to raise the profile of Arabic and Islamic education, for example more prominent timetabling, both within the school and with all stakeholders.

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	<p>Almost all students who returned the survey, express high levels of satisfaction with the quality of education. Some seem concerned about learning to read Arabic; having enough time to get from one class to another; their lack of influence in decision making; and the lack of opportunity to develop leadership skills. Specific comments relate to the school's 'pre-occupation with grades'. Inspection findings confirm these views.</p>
 Parents	<p>Almost all parents who responded to the survey, express high levels of satisfaction with the quality of education and the quality of leadership and teaching. Some concerns are about the promotion of literacy in Arabic, and children reading for pleasure at home. Specific comments relate to weak teaching in Arabic; the selective nature of some school activities such as sport; the excessive use of technology. Inspection findings confirm these views in part.</p>
 Teachers	<p>Teachers returning the survey are highly satisfied. Specific concerns relate to, too high a level of security and the school's loss of connection with its community. There is a suggestion about the benefit of earlier student careers education. The plentiful professional development opportunities, encouraged by the leadership team are highly valued by teachers. These views are largely confirmed by the inspection.</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