

Inspection Report



Jumeira Baccalaureate School

2014-2015



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School information



General information

Location	Jumeirah 1
Type of school	Private
Opening year of school	2010
Website	www.jbschool.ae
Telephone	04-3446931
Address	Street 53B off Al Wasl Road, Jumeira 1, Dubai
Principal	Dr. Bruce Robinson
Language of instruction	English
Inspection dates	24 th – 27 th November 2014



Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	Pre K - Grade 12
Number of students on roll	922
Number of children in Pre-K	40
Number of Emirati students	195
Number of students with SEN	162
Largest nationality group of students	Emirati



Teachers / Support staff

Number of teachers	89
Largest nationality group of teachers	UK
Number of teacher assistants	25
Teacher-student ratio	1:10
Number of guidance counsellors	1
Teacher turnover	26%



Curriculum

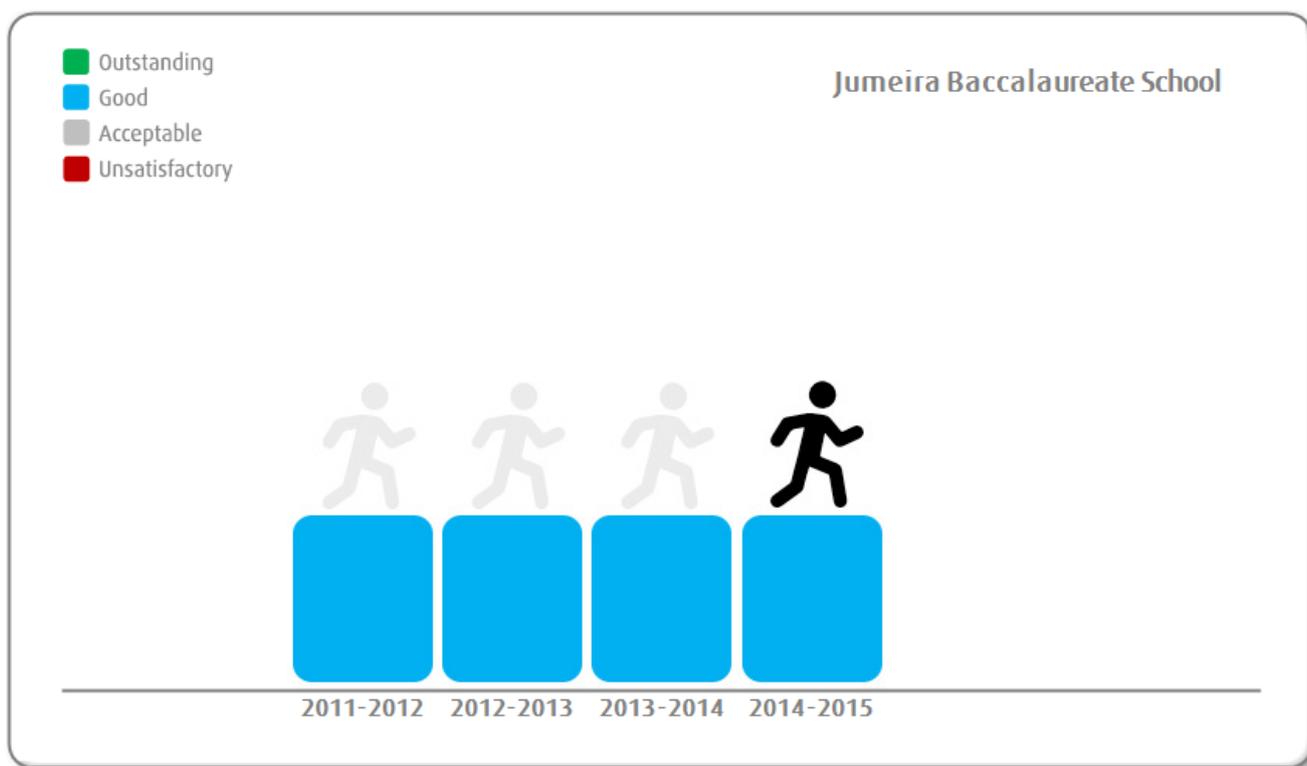
Educational Permit	IB
Main Curriculum / Other	UK/IB/IPC/BTECH
Standardised tests / board exams	IBDP/IBCC/BTECH
Accreditation	IBO



Dear Parents,

Jumeira BaccaLaureate School was inspected by DSIB from 24th - 27th November 2104, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Students demonstrated outstanding personal responsibility in all phases of the school.
- Outcomes improved in primary and middle school English and science, achieved through very effective curriculum design and better teaching of literacy, enquiry and scientific method.
- Parents played an increasingly key role in the life of the school with a wide variety of committees, classroom involvement and senior leadership liaison.
- Governors continued to support the development of the school through effective professional development and by continuing to recruit high-quality leaders, teachers and teaching assistants in order to further implement the International Baccalaureate philosophy.
- Outstanding management of the programme for teaching English as an additional language was delivering rapid and excellent outcomes for students as they accessed the main curriculum.

Areas for improvement

- Further improve teaching and students' outcomes in Arabic by:
 - making learning experiences more interesting and relevant for students
 - linking learning, planning and assessment in Arabic to that in other additional language learning
- Further develop the leadership and direction of the Kindergarten and the provision for students with special educational needs students through:
 - the allocation of more time for the management of special educational needs
 - better monitoring of the quality of teaching and learning
 - supporting teachers with continuing professional development.
- Amend the timetable for primary students and Kindergarten children to improve the balance and integration of all curricular areas.
- Ensure that the entire school community understands the specific steps to be taken in order to implement child protection arrangements.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Jumeira Baccalaureate School



How well does the school perform overall?

Overall, Jumeira BaccaLaureate School provided a **'Good'** quality of education for its students.

- Students' attainment and progress in Arabic as a first Language, English, mathematics and science were at least good across all phases of the school. Students' progress had improved across a range of areas, particularly in Islamic Education and Arabic.
- Students' personal responsibility was outstanding across the school.
- The school had increased its focus for the establishment of a highly-engaged learning community. This was being achieved through better-distributed leadership. This enabled senior and middle leaders to take full responsibility for improvements across the school.
- Parents had become a central element in the improvement journey of the school. They assisted on projects and liaised with specific departments on curricular issues. Positive communication and effective progress reports built a good dialogue between home and school. This was having a direct bearing on students' improved learning experiences.
- There had been significant improvements in the areas recommended for improvement from the previous inspection. The school knew itself very well and this accuracy provided a realistic view of what was needed to ensure sustained improvements.
- Overall, there was a strong capacity for further improvement. This was supported by an informed leadership that had a clear sense of direction for the school; aligning well with the vision of parents and governors.

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



- Most students who received additional support made good progress across key subjects. A few made outstanding progress and moved successfully into mainstream learning without the need for additional support.
- The identification of needs was carried out early and accurately, as soon as students started in the school or concerns were raised by teachers or parents. This resulted in effective and prompt action to meet individual needs.
- Where support was excellent, students' learning objectives were closely matched to their class activities. Teachers gave them quality feedback to help the next steps in their learning. This happened most often in small groups with specialist learning support, and in classes to support English as an additional language.

1. How good are the students' attainment, progress and learning skills?

		kindergarten	Primary	MYP	DP
 Islamic Education	Attainment	Not Applicable	Acceptable	Acceptable	Good ↑
	Progress	Not Applicable	Good ↑	Good ↑	Good ↑
 Arabic as a First Language	Attainment	Not Applicable	Good ↑	Good ↑	Good
	Progress	Not Applicable	Good	Good ↑	Good
 Arabic as an Additional Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Good ↑	Good ↑	Not Applicable
 English	Attainment	Good	Good ↑	Outstanding ↑	Good
	Progress	Good	Outstanding ↑	Outstanding ↑	Good
 Mathematics	Attainment	Good	Good ↑	Good	Good
	Progress	Good ↓	Good	Good	Good
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Outstanding ↑	Good
		kindergarten	Primary	MYP	DP
Learning skills		Good	Good	Good	Good

↑ Improved from last inspection

↓ Declined from last inspection

2. How good is the students' personal and social development?

	kindergarten	Primary	MYP	DP
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

3. How good are teaching and assessment?

	kindergarten	Primary	MYP	DP
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Good

4. How well does the curriculum meet the educational needs of all students?

	kindergarten	Primary	MYP	DP
Curriculum quality	Good	Good	Good	Good
Curriculum design to meet the individual needs of students	Good	Good	Outstanding 	Outstanding

5. How well does the school protect and support students?

	kindergarten	Primary	MYP	DP
Health and safety	Good 	Good 	Good 	Good 
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding

6. How good are the leadership and management of the school?

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Outstanding 
Parents and the community	Outstanding 
Governance	Outstanding
Management, staffing, facilities and resources	Good

Overall school judgement

Good

Key strengths

- Students demonstrated outstanding personal responsibility in all phases of the school.
- Outcomes had improved in primary and middle school English and science, achieved through very effective curriculum design and better teaching of literacy, enquiry and scientific methods.
- Parents were playing an increasingly key role in the life of the school with a wide variety of committees, classroom involvement and senior leadership liaison.
- Governors continued to support the development of the school through effective professional development and by recruiting highly-skilled and competent leaders, teachers and teaching assistants in order to further implement the International Baccalaureate philosophy.
- Outstanding leadership of the programme for English as an additional language was delivering rapid and excellent outcomes for students as they accessed the main curriculum.

Changes since the last inspection

- New leadership had increased the emphasis on positive communication, parental relations, senior leader empowerment and collective decision-making.
- Outcomes had improved for students in Islamic Education, Arabic as a first language and for many studying Arabic as an additional language, as well as in other areas.
- The involvement of parents in the life of the school had improved significantly.

Recommendations

- Further improve teaching and students' outcomes in Arabic by:
 - making learning experiences more interesting and relevant for students
 - linking learning, planning and assessment in Arabic to that in other additional language learning
- Further develop the leadership and direction of the Kindergarten and the provision for students with special educational needs students through:
 - the allocation of more time for the management of special educational needs
 - sharper monitoring of the quality of teaching and learning in relation to groups of students' progress in lessons
 - supporting teachers with high quality professional development.
- Amend the timetable for primary students and Kindergarten children to improve the balance and integration of all curricular areas.
- Ensure that the entire school community understands the specific steps to be taken in order to implement child protection arrangements.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Kindergarten		
Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good 
Science	Good	Good

- Children listened carefully and followed instructions in class and during group activities. They spoke confidently to teachers and other adults. Most matched initial letter sounds to words and their names. Almost all had developed mark-making to represent writing, and the majority in Kindergarten 1 could write simple words.
- Children counted and added numbers in play and used positional language such as 'beside', 'above', and 'underneath'. In Kindergarten 1, they were developing skills in using turning and direction commands when playing with programmable toys. They made models and pictures describing 2D shapes.
- Children were developing good skills as explorers and in asking questions during play in Pre-Kindergarten. They enjoyed using magnifying glasses accurately to look closely at natural objects and insects. In Kindergarten 1. Children's age-appropriate skills in predicting and independent investigation were less well developed.

Primary		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Good 	Good
Arabic as an Additional Language	Acceptable	Good 
English	Good 	Outstanding 
Mathematics	Good 	Good
Science	Good	Good

- In Islamic Education, students had a sound knowledge of the Prophet Mohammad's (PBUH) family and prayers. They made good progress in reciting the verses and were performing ablution correctly.
- In Arabic as a first language, most students were good at listening, responding and understanding. They had improved their skills of comprehension and independent reading. The majority of students had improved their functional writing skills, summarising text and extended writing. However, a minority of students were not making sufficient progress in the development of their basic writing skills.
- In Arabic as an additional language, students had good listening skills, used appropriate vocabulary and had adequate oral expression. They made good progress in writing sentences about their daily routines.

- In English, the introduction of writing targets had improved students' skills of summarising text, developing self-expression and responding to comprehension passages in a focused manner.
- In mathematics, the majority of students confidently worked with numbers, shapes, and data. They were beginning to apply critical thinking to their work in solving problems.
- Most students in science were developing an early knowledge of enquiry through the incorporation of the scientific method into planning for, and carrying out experiments.

MYP		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Good 	Good 
Arabic as an Additional Language	Acceptable	Good 
English	Outstanding 	Outstanding 
Mathematics	Good	Good
Science	Good	Outstanding 

- In Islamic Education, students could adequately explain the cause of Surah revelation and reasons behind the prohibition of alcohol. They made good progress in understanding scientific explanations of verses and linking them to the real world.
- In Arabic as a first language, the majority of students were able to read literature texts and analyse these confidently and accurately. Students had high reading, comprehension and oral expression standards. A few made grammatical mistakes when writing.
- Students of Arabic as an additional language understood spoken language accurately and they could start short prepared conversations. They made good progress in writing dialogues about the weather and the environment.
- In English, most students made good progress in their writing, reading and speaking skills, with a focus on the acquisition of grammatical skills. Students used these skills across all curricular areas.
- In mathematics, the effective use of technology and analytic and independent learning skills were, for most students, developed above international expectations. Numeracy, algebraic skills and strong understanding of functions were well developed only in a minority of the students but this was improving.
- Science students had strong practical, research, enquiry and information technology skills which enabled the development of critical thinking abilities in laboratory and research work.

DP		
Subjects	Attainment	Progress
Islamic Education	Good 	Good 
Arabic as a First Language	Good	Good
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Islamic Education students had a deep understanding of the significance of dialogue and made good progress in drawing out dialogue methods from Qur'anic and Hadeeth texts.
- In Arabic, the majority of students read global literature texts to a high level of comprehension. They produced informed writing when analysing the deeper meanings of rich literature texts.
- In English, students demonstrated good understanding of literary texts and many developed sufficient language skills to study complex passages and express well-considered opinions and ideas.
- Analytical, associative and visual skills were well developed in the majority of the students. Students were making good progress in developing their communication and reasoning skills as they worked independently on complex problems before presenting them to their peers and teachers.
- Science students were particularly skilled in conducting and reporting scientific experiments accurately.

	kindergarten	Primary	MYP	DP
Learning skills	Good	Good	Good	Good

- Across the school, students enjoyed, and took responsibility for their learning experiences. They were occupied in tasks, eager for the next steps and confident in their knowledge of what they needed to achieve.
- When given the opportunity, students worked well together. They were clear in their roles, respected each other's actions and listened when necessary to form complete collective response.
- Many students applied their learning skills routinely to practical and real-life situations. Effective curriculum design enabled cross-curricular opportunities for these links to be used by students of all ages.
- While many students were keen enquirers and used technology effectively, there were other groups of students for whom this still not the regular practice.

2. How good is the students' personal and social development?

	kindergarten	Primary	MYP	DP
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> • Almost all students had mature, responsible and very positive attitudes to school life. They were very responsive to feedback. • They were self-disciplined and demonstrated excellent behaviour. • Almost all students were very respectful and courteous to staff and visitors. • They adhered to healthy eating and participated in a wide range of physical activities. • Students' attendance was very good and almost all students were punctual to classes. 				
	kindergarten	Primary	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
<ul style="list-style-type: none"> • Senior students demonstrated a clear appreciation of Islamic values and of each other's cultures. • They had a strong appreciation and demonstrated a secure understanding of the heritage and traditions of the UAE. • Students understood and respected their own culture during International Day and trips. 				
	kindergarten	Primary	MYP	DP
Community and environmental responsibility	Good	Good	Good	Good
<ul style="list-style-type: none"> • Students understood their responsibilities well and participated actively in a range of school activities, often taking the lead in these projects. • A few groups of students in the secondary phase initiated some projects and joined internships, but this display of initiative was inconsistent. • Many students took part in recycling and were well aware of environmental issues. • Older students were developing their voice across the school in a range of meaningful contexts. 				

3. How good are teaching and assessment?

	kindergarten	Primary	MYP	DP
Teaching for effective learning	Good	Good	Good	Good

- Almost all teachers across all key subjects and phases knew their subjects well.
- The quality of lesson planning was good but varied. It focused on engaging students' interest, intellect and creativity. Teaching involved a range of activities, resources and groupings that promoted a strong momentum for learning.
- Teacher-student interaction was outstanding and a supportive climate for active learning was evident in almost all lessons. This enabled most students to make good progress in the key subjects. Where teaching was better than good, students were consistently challenged in their learning. In such cases, teachers were focused and skilled at understanding how much a student could actually achieve and consistently set challenging expectations.
- Most teachers adapted their teaching to make the content of lessons relevant and meaningful to meet the needs of different groups of students.
- Students in all phases were expected to investigate, question and analyse, and to work either independently or collaboratively, while taking responsibility for their own learning. Technology was effectively used to promote high-quality critical thinking and research skills.
- In Arabic as a first language the majority of teachers promoted a high quality of collaboration, analytical skills, independent learning and high-order thinking abilities in their lessons.

	kindergarten	Primary	MYP	DP
Assessment	Good	Good	Good	Good

- A good range of assessment techniques was observed in all phases. Valid and reliable data linked to the school's curriculum was available to teachers. Many used this well to address most students' needs and aptitudes well.
- International Baccalaureate world average data and UK national average data were used as the main benchmarks, along with other international standards.
- Assessment data was analysed to inform a more targeted approach to teaching and learning. All parents were well informed in relation to the internal and external assessment results.
- The use of assessment to inform differentiation was inconsistent across the subjects and phases, in particular, in Arabic as an additional language and Islamic Education. Consequently, teaching strategies used in some lessons were not always aligned to students' learning needs
- Teachers had good knowledge of students' progress and achievements. In general, students received detailed verbal feedback or written comments to allow them to know how to further improve their work. In most lessons, students were involved in self-assessment with clearly stated success criteria. Consequently, students knew what was expected of them.

4. How well does the curriculum meet the educational needs of all students?

	kindergarten	Primary	MYP	DP
Curriculum quality	Good	Good	Good	Good

- The subject choice offered to students at MYP, IBCP and IBDP provided breadth and balance. The innovative vocational education programme (BTEC) offered within this non-selective academic environment as part of the IBCP, allowed practical and creative experiences as an alternative to the more academic diploma pathway. This allowed all students to experience challenge and success.
- The well-planned transition, from one phase of the school to the next, prepared students for change within a supported environment.
- A number of subjects such as modern languages, visual and performing arts, design, physical and health education and Islamic recitation helped to enrich the curriculum and broaden students' experiences.
- Cross-curricular links, research, independent learning and critical thinking were common features, although further development of these was needed in some subjects and phases. In particular, further review was needed to ensure that teachers' expectations of their students was consistently at the highest level.
- The curriculum was reviewed to ensure that more personalised learning opportunities were available.

	kindergarten	Primary	MYP	DP
Curriculum design to meet the individual needs of students	Good	Good	Outstanding 	Outstanding

- The school had modified the curriculum to better meet the needs of all students, especially in the MYP and DP phases. Identified students were supported well in special education and English as an additional language programmes. The majority of students across the ability range were sufficiently challenged. The distribution of curriculum areas over a two-week cycle in the Kindergarten and primary phase needed to be reviewed to ensure a more balanced distribution of learning areas.
- A range of curriculum pathways at the senior level catered for all students' abilities, interests and aspirations. These included an IBDP, IBCP and the BTEC vocational course. An outstanding MYP curriculum was in place in the secondary phase. Students were supported with their career decisions and university applications.
- A range of extra-curricular and community links allowed students to extend their learning outside the classroom with sporting, creative and enterprising activities developed within and outside the school.
- Arabic as a first language was provided in Kindergarten.

5. How well does the school protect and support students?

	kindergarten	Primary	MYP	DP
Health and safety	Good ↓	Good ↓	Good ↓	Good ↓
<ul style="list-style-type: none"> The school operated an effective and safe recruitment policy. However, the understanding of the required child protection procedures among staff members was not as consistent as it should be. The school was safe and secure, and effective systems for the arrival and departure of students were in operation. The school complied with all fire regulations and risk was assessed on a daily basis. The health and well-being of students was a high priority and, to that end, the menu in the canteen had been significantly improved. 				

	kindergarten	Primary	MYP	DP
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Relationships between staff and students were mutually respectful, leading to high standards of behaviour across the school. Students responded very well to teachers' high expectations of behaviour and conduct. Attendance was monitored carefully and absences followed up on the first day to ensure students were safe and any concerns raised. This had led to improvement over the year resulting in very good attendance rates. The school had very effective and inclusive arrangements for identifying students who needed additional support in their learning. Admission arrangements clearly indicated that the school accepted students whose needs it could meet. High-quality support was provided to students with special educational needs. School specialist staff were qualified and experienced in ensuring the range of students' needs was well met. Extended learning groups for specific subjects were particularly helpful across a range of activities. Effective links with external professionals and agencies offered additional expert advice and assessment. Very well-organised systems for advice and counselling ensured students had ready access to a trusted member of staff if they needed support to address their educational, emotional or social concerns. Career advice was well organised for students moving to their next stage of education. 				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Good
<ul style="list-style-type: none"> The new Principal had already planned to improve the extent and quality of student support, and to provide further professional development for staff to address their identified training needs. However, the management system in place did not enable the monitoring of support in mainstream 	

classes to be sufficiently rigorous. As a result, there were inconsistencies in students' experiences and progress.

- Identification of needs was carried out as soon as students started in the school. This led to an effective and prompt response to meet individual needs. Where necessary, external support was sought from other specialists and professionals.
- Outstanding support included, students' learning objectives being closely matched to activities, and assessment and feedback being provided to help enable students' next steps in learning. This was most evident in small groups with specialist learning support and in support for English as an additional language.
- The school had very effective communication with parents from the time their children started at school. This allowed all parents to be actively involved in supporting the development and implementation of individual education plans.
- The majority of students who received additional support made good progress across key subjects. A few made outstanding progress and successfully made the transition to mainstream learning without additional support.

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> • The new Principal had established an effective, positive and collegiate approach to improving the school. • Most senior and middle leaders had embraced the opportunity presented, to use their skills to improve systems, accountability and outcomes for students. • Relationships and communication between all leaders were professional and effective. • Most leaders had good capacity to plan for, and implement strategies for further improvement. • Leaders' combined actions had been very successful in a short time to achieve improvements in a number of areas. 	

	Overall
Self-evaluation and improvement planning	Outstanding 
<ul style="list-style-type: none"> • School leaders had a very accurate view of the school's strengths and weaknesses. • Key to leaders positive approach was the level of ownership allocated to those responsible for change. A new appraisal system was evaluating teaching quality accurately. • The school community was involved in the development of the school and suggested actions were quickly considered and completed. • Strong improvement planning, strategic appointments, and innovative curriculum design had resulted in a major improvement in the areas of recommendation from the previous report. 	

	Overall
Parents and the community	Outstanding 
<ul style="list-style-type: none"> Parents played a central role in many aspects of school life. They attended core school functions and celebrations and were demonstrably active in several committees focused on supporting the school. A large number of parents were a constant and visible presence around the campus. New processes were established to enhance communication channels for parents and what was reported to parents about their children's progress. The Parent Advisory Council, organised well-attended sessions on improving attainment in Arabic, reading in general and understanding how MYP supported their children's academic development. Extensive links with the community were in place as students and teachers supported many projects across Dubai and beyond. 	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> Committed and competent governors had managed the recent leadership transition process smoothly. They held school leaders to account, while providing meaningful and focused support to ensure sustained improvement of the school's performance. The school's action plans for the development of the curriculum, the capacity of middle leadership and for ensuring greater consistency of outstanding teaching were thorough. Governors actively sought, and responded to, stakeholders' opinions and suggestions. 	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> The school effectively operated on a daily basis. While there were sufficient numbers of qualified staff, occasionally, deployment and excessive workloads did not result in the best outcomes for students. For example, there was only one leader responsible for the large number of students with special educational needs and those for whom English was an additional language. Resources were ample in supply but not always used to their greatest effect in, for example, in some IB DP mathematics lessons. The learning environment displays reflected a strong student input and were generally of a high quality. 	

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

Before the inspection, the views of the Principal, 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. 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	95	14%
	Last year	158	26%
 Teachers	58		63%
 Students	46		39%

- While a minority of parents responded to the KHDA survey, a significant minority of students and a majority of teachers contributed.
- Of those who responded, most parents, teachers and students were satisfied with the quality of education provided. A majority of all respondents felt the school was well led. There were high levels of satisfaction, overall, with the provision for students with special educational needs and the level of safety in the school.
- Most parents felt the school listened to their views. Parent comments reflected a developing appreciation of the school's attention to their voice regarding, for example, provision in Islamic Education and Arabic. A significant minority of students expressed concern about their voice being heard. They were clear however, in their comments that structures were being put in place to improve this.
- Most teachers and students and a majority of parents were confident regarding the qualification they would gain at the end of their final year in school.
- A majority of students, parents and most teachers felt progress was good in Islamic Education and Arabic. Almost all students felt they made their best progress in English, while only a majority were satisfied with progress in science and mathematics. However, almost all respondents were very satisfied with the learning skills being developed over time.
- Most parents and teachers reported satisfaction with behaviour while only a majority of students agreed. There was a high level of satisfaction, overall, with the focus on respect for Emirati and wider world cultures across all respondents.
- Almost all parents and students felt that teaching was good and that the school offered a wide range of subject choice and extra-curricular activities. Almost all teachers agreed with the range of activities on offer.
- Almost all teachers and most parents and students were satisfied with the quality of assessment, feedback and identification of the next steps in learning provided. Similar levels of satisfaction were reported by respondents in relation to the provision of the resources required for learning.

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

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

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