

Jebel Ali Primary school...



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Jebel Ali Primary school

Curriculum: UK

Overall rating: Very good

Read more about the school



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“Great achievements remind us to be humble, but we should always be determined to do more”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Jebel Ali
Type of school	Private
Opening year of school	1977
Website	www.jebelalischool.org
Telephone	04-8846485
Address	PO Box 17111, Jebel Ali, Dubai
Principal	Jacque Parr
Language of instruction	English
Inspection dates	23 to 25 November 2015

Students



Gender of students	Boys and girls
Age range	4 - 11
Grades or year groups	Foundation Stage 1 to Year 6
Number of students on roll	645
Number of children in pre-kindergarten	0
Number of Emirati students	1
Number of students with SEND	47
Largest nationality group of students	British

Teachers / Support staff



Number of teachers	46
Largest nationality group of teachers	British
Number of teaching assistants	25
Teacher-student ratio	1:14
Number of guidance counsellors	0
Teacher turnover	6%

Curriculum



Educational permit / Licence	UK
Main curriculum	National Curriculum for England
External tests and examinations	SAT; GL; CAT4
Accreditation	None
National Agenda benchmark tests	GL

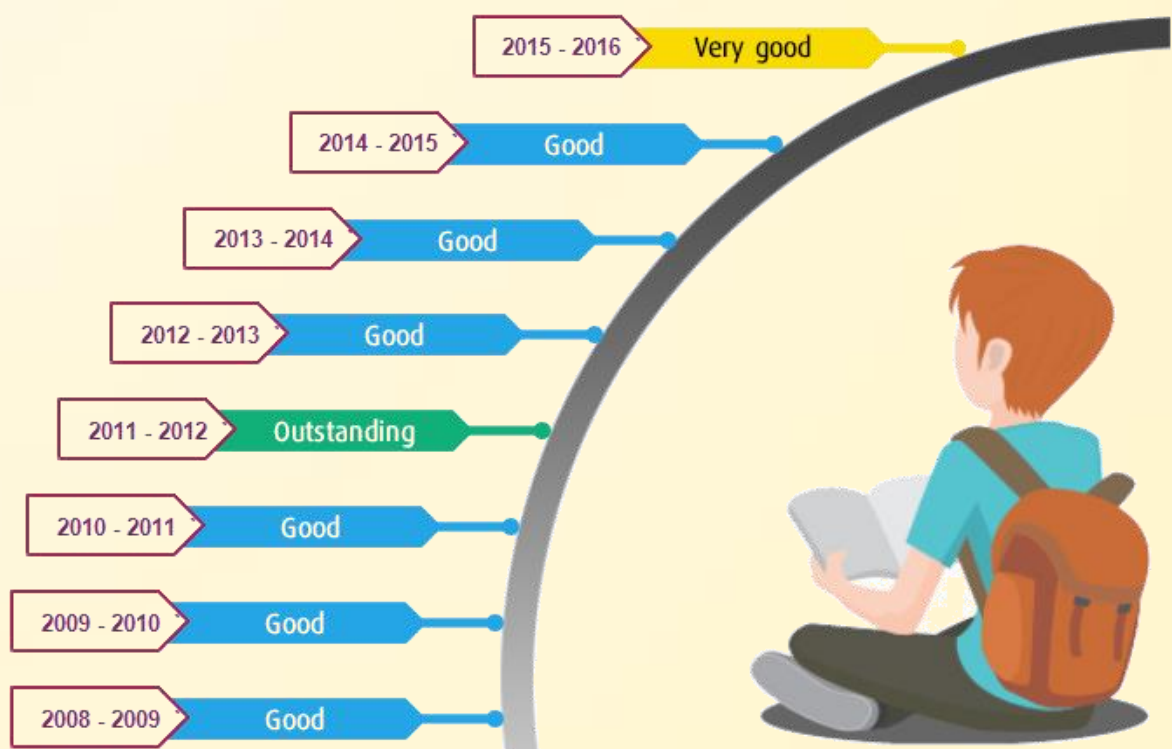


Summary for parents and the community

Jebel Ali Primary school was inspected by DSIB from 23 to 25 November 2015. The overall quality of education provided by the school was found to be **very good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall **Jebel Ali Primary School** provided a **very good** quality of education for its students.

- Students' attainment and progress in English, mathematics and science were outstanding across the school. Acceptable standards were achieved by students in Islamic education. Students' attainment and progress in Arabic was weak, but improving. Overall, students' learning skills were exceptional, particularly their critical thinking and independent research skills.
- Students' personal and social development was outstanding across the school.
- Teaching in English, mathematics and science was of high quality. A varied range of internal assessment processes and a comprehensive range of external tests were used to accurately assess students' attainment and progress.
- A diverse curriculum, with the UAE and Emirati culture embedded, was offered to students. The curriculum was complemented by an impressive extra-curricular programme.
- The school provided a safe and secure environment for students to thrive academically as well as personally.
- Effective leaders, supported by proactive and committed governance, had embedded a culture of excellence and continuous improvement across the school.



What did the school do well?

- The clear leadership of the headteacher, supported by increasingly capable senior leaders
- Students' strong learning skills and exceptional personal and social development
- The very good teaching in the primary phase and outstanding teaching in Foundation Stage that led to students' outstanding outcomes in English, mathematics and science.
- The high-quality curriculum that provided children with multiple opportunities to self-select, initiate their own learning and achieve outstanding outcomes in the Foundation Stage.



What does the school need to do next?

- Improve students' achievement in Arabic and Islamic education so that their progress is at least good by:
 - raising teachers' expectations of what students can do and achieve in lessons
 - refining the curriculum to ensure that appropriately challenging work is set for students of different abilities.
- Refine teachers' analysis of assessment information to more accurately match work in lessons to students' ability levels, particularly, the most able.
- Continue to build the capacity of middle leaders to support outstanding outcomes for students by:
 - creating more opportunities to monitor the quality of teaching in relation to student achievement
 - matching their professional learning to the school's improvement priorities.



How well did the school provide for students with special educational needs and disabilities?

- As a result of excellent support, students with special educational needs and disabilities (SEND) made at least good progress in the majority of key subjects.
- Reporting to parents was of the highest quality and teachers provided valuable feedback, both orally and in writing, on a regular basis. The reports were balanced in terms of reporting on social, emotional and academic progress. As a result, parents were fully informed of their children's progress.
- Transparent and sensitive communication with parents was central to the ethos and philosophy of the school. Any barriers to effective communication were swiftly removed to ensure effective two-way communication between parents and teachers.
- Parents were active and involved participants and made significant contributions to the school's high-quality provision for students with SEND. They were involved in the development and review of personalised programmes for their children.
- Parents were particularly appreciative of the high-quality guidance and support received from the school.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school had met the registration requirements of the National Agenda Parameter. The progress towards meeting the National Agenda targets was not secure.
- Governors, owners and the headteacher promoted awareness and understanding of the National Agenda among most of the school's stakeholders.
- The curriculum was adequately aligned to TIMSS requirements for most grade levels, in both content and skills. The development of students' analytical skills, prediction and interpretation of the experimental results in science were strongly embedded into the curriculum.
- In English, the focus on reading comprehension, questioning and debating skills was a particular strength. In mathematics, the integration of algebraic skills and understanding of mathematical functions was developing. Application and problem-solving strategies were evident in many lessons.
- Students used a wide variety of resources to support the development of their research and investigation skills.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.








Promoting a culture of innovation:

- The headteacher understood the UAE national innovation agenda and the value of promoting a culture of innovation in the school. In preparation for the move to the new school premises, the governors and school leaders had carefully considered how the design and use of spaces would promote innovation in teaching and learning. The ability to influence the innovation agenda was considered when making new leadership appointments. Strategic plans to embed innovation into the curriculum, teaching and learning skills, leadership development, and in the recruitment and retention of staff, were in place. Although the school was developing a culture of innovation, it had not yet promoted this to parents or the wider school community.

Overall school performance

Very good ↑

1. Students' achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable ↑
Arabic as an additional language 	Attainment	Not applicable	Weak
	Progress	Not applicable	Acceptable ↑
English 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Science 	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Very good ↑
Assessment	Very good ↑	Very good ↑

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Very good ↑
Curriculum adaptation	Outstanding	Outstanding

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

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

6. Leadership and management

	All phases
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	Outstanding



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Foundation Stage

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	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In English, children's attainment and progress were outstanding when compared to curriculum expectations for this age group. From when the children first started school, they were well supported to refine their knowledge, skills and understanding of the English spoken language. Children listened carefully and followed instructions, which helped them to develop into very confident communicators. As they progressed, children could increasingly write independently using cursive script, creating simple explanations and descriptions and sometimes more complex stories. Reading was characterised by children's ability to decode print, discriminate between different sounds and to read simple sentences. All groups of children made outstanding progress.
- Children's attainment in mathematics was well above curriculum expectations for this age group. Children made outstanding progress in lessons. Younger children could accurately count small groups of objects and older children confidently solved problems. For example, older children created their own combinations of numbers to complete number patterns to 10. They had very secure knowledge and understanding of shape, space, measure, pattern making and sequencing. Children were at the early stages of understanding measurement, capacity and volume. Well-planned practical activities in lessons accelerated children's progress. All groups of children made better than expected progress against curriculum expectations and against their individual starting points.
- Children's attainment in science was exceptional. Scientific enquiry was a major part of the activities planned for young children. They used the outdoor area to explore and develop their ideas and their scientific skills developed rapidly. The excellent practical work in which they were frequently engaged encouraged children to think critically. For example, children found a solution to water leaking from an 'aqueduct' they had made and were able to make predictions when asked to solve the problem of saving 'frozen, stranded animals'. They tested their hypothesis by placing ice blocks in the sunshine. They confidently used iPads to research warm and cold blooded animals. All children made outstanding progress against age related expectations.

Primary

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Weak	Acceptable ↑
Arabic as an additional language	Weak	Acceptable ↑
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic education, most students attained levels in line with the UAE's curriculum expectations. They knew the stories of the prophets and demonstrated age appropriate knowledge of the Five Pillars of Islam, the six articles of faith and Islamic morals. Students in Year 2 recalled important facts about the year of the elephant and in Year 5, students narrated the story of Prophet Ibrahim. Most students made steady progress in recitation of the Holy Qur'an and the application of basic rules of Tajweed. However, their understanding of the practical application of Islamic education lacked depth. All groups of students made at least expected progress during lessons and from their individual starting points.
- The majority of students attained below UAE curriculum standards in Arabic as a first language although their listening skills were acceptable. Students were able to communicate in colloquial Arabic but their ability to use standard Arabic to share their views and express their understanding of learned topics was underdeveloped. Students' understanding of printed material was restricted and students lacked the ability to interpret and analyse ideas. Writing was often characterised by frequent spelling and structural errors. Students made acceptable progress in reading aloud and understanding grammar, but progress was limited in higher-order comprehension and extended writing.
- In Arabic as an additional language, most students attained below UAE curriculum expectations. Although students' listening and responding skills were developing, they lacked the ability to engage in simple conversations related to everyday life. Students could decode Arabic sounds and read texts with expected flow and accuracy but their comprehension skills were underdeveloped. They did not have strategies for recognising unfamiliar words. Younger students in the lower primary phase were able to produce sentences with appropriate levels of accuracy in terms of spelling and structure. However, students' writing in the upper years was characterised by repeated errors in spelling. Students made expected progress against their individual starting points.
- Most students made outstanding progress in English and reached high standards of literacy and language development. Their secure phonic skills, developed in the lower phase, provided an excellent basis for their subsequent success in reading and writing. Students were highly articulate and were avid readers, and they demonstrated great flair in their written work. Almost all students made rapid progress in their literacy skills, including their knowledge of grammar and their handwriting skills. By Year 6, students' attainment was well above curriculum expectations and when measured against international standards. Over the previous three years, students had continued to reach high standards.
- In mathematics, most students had attained above curriculum standards and exceeded international expectations. They demonstrated a strong understanding of number concepts, mental arithmetic and problem solving. Their skills in analysing and interpreting data and graphs, and the application of these to real life situations, were a strength. Because of their excellent oracy and verbal reasoning, most students could use very advanced vocabulary to explain their findings. Their excellent progress in lessons and over time were developed through a wide range of activities and through the effective use of resources, including iPads. All groups of students made better than expected progress.

- In science, most students attained levels above national and international standards. Students had developed an excellent scientific vocabulary and were securely developing the skills of observation, prediction and hypothesis. Nearly all students had an understanding of a 'fair test' relevant to the topic they were studying. All groups of students made better than expected progress in relation to their starting points and against curriculum standards. Students' attainment and progress were consistently outstanding over the last three years. Notably, the attainment of boys was higher than that of girls.

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Students were highly motivated, engaged and eager to learn. They routinely took responsibility for their own learning and often used their excellent communication skills in lessons to support each other's learning. They were very clear about where they were in their learning and knew what to do to improve. For example, in English, students made mature contributions when devising their own success criteria for persuasive writing.
- In almost all lessons, students worked collaboratively, supporting and encouraging one another and taking turns to lead in order to reach a common goal. Their interactions were invariably productive and provided a constant source of challenge for each other.
- Students regularly related learning to real life situations through well-planned investigations and applications. For example, in Key Stage 1, students made models of the Burj Khalifa using different shapes. Students made links between different subjects to help them make sense of what they were learning and why. They were given time to reflect deeply. As a result, they were able to transfer their learning to other contexts.
- Learning technologies were used very effectively to support students in their independent and group research, to access resources and to communicate with each other and their teachers. They were generally keen to find things out for themselves. Critical thinking skills were developed well through teachers' questioning. However, in Arabic there were limited opportunities for students to research and use learning technologies.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- School assemblies promoted strong self-reliance among students and were linked to local and world issues such as good citizenship or respect for the global environment. Students appreciated the 'star of the week' awards which acknowledged their positive attitudes, independence and individual efforts.
- The quality of students' behaviour on both school sites, supported by strong values and harmonious practices, resulted in students and staff demonstrating great respect and courtesy towards each other. Conflict-resolution strategies were encouraged and students displayed a very mature sense of understanding and responsibility when they sorted out their differences.
- The school provided a very safe and secure learning environment and students were very well supported throughout lessons and play periods. Students were considerate and empathic towards each other. Students with SEND were respected and valued by their peers and friends.

- The school had a high profile in sporting competitions and trials, and several teams entered into tournaments. These activities facilitated healthier lifestyles. The school promoted students' good personal responsibility for health and safety practices. For example, the school had a 'no hat, no play' policy and students showed admirable awareness of the dangers of being in the sun and consequently took responsibility for wearing a hat.
- Attendance registers were completed daily on both sites and the data monitored by senior leaders. The overall attendance figure was very good and most students arrived for school and lessons in a timely manner.

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

- Students had a strong understanding and appreciation of Islamic values. They demonstrated an awareness of how important these values are to Muslims. Year 5 and 6 students talked about the Five Pillars of Islam and explained its importance for Islamic society. Year 3 students confidently talked about the holy month of Ramadan and its spiritual benefits.
- Students sang the National Anthem with enthusiasm and due reverence. They demonstrated an excellent knowledge and understanding of the UAE culture. Year 2 students named the seven Emirates and described different landmarks in UAE. Year 6 students understood the significance of traditional boats and pearl diving.
- Excellent displays of the Emirati culture and local traditions were evident in Foundation Stage. Students displayed particular pride in their own culture and had clear awareness and appreciation of other cultures. They demonstrated courtesy and respect for other religions and cultures. Year 3 students were keen to talk about their friends' languages, their country of origin and different festivals they celebrated in school.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students had an excellent work ethic and took their scholastic responsibilities seriously. Civic responsibility was promoted through students' participation in a number of initiatives, such as raising money for a variety of charities or by supporting 'pink day' for breast cancer awareness. Guest speakers from the community included representatives from the police and civil defence. Students participated in local events such as the 'clean up the world' competition.
- The student council put forward recommendations for improvements in their school. Council members took responsibility for selecting and purchasing playground equipment. House captains organised a number of activities including the 'battle of the bands' and a 'bake off' competition. The 'Dubai Cares' philanthropic award enabled Year 6 students to develop enterprise skills. A group of students produced a school newspaper.

- Students demonstrated strong environmental awareness which was promoted in lessons, assemblies and competitions. An eco-day strengthened awareness of many environmental issues. Students were aware of sustainability concerns in the UAE, such as the conservation of water and issues related to fossil fuels. They understood many of the ecological threats facing the world, for example the causes and effects of global warming.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Very good ↑

- The majority of teachers were highly effective, demonstrating very good knowledge of their subjects and of how students learn. They planned stimulating, enjoyable lessons. Difficult concepts were confidently explained at a level which all students could understand. Foundation Stage teachers had a clear understanding of how children learn through play. This contributed significantly to children's success in this early stage of their learning and development.
- Most lessons had a clear structure and were delivered at a good pace. The quality of teachers' planning was generally very effective, although there were some inconsistencies in the provision for some groups of learners, notably the most able students. Foundation Stage teachers' planning demonstrated excellent differentiation to meet individual learning needs. In Islamic education teachers' planning was weaker, lacking detail.
- Teachers' questioning skills were usually of a high quality, promoting the development of students' critical thinking skills. Most teachers were highly effective in providing a range of experiences for students to develop their skills and knowledge. In most classes teachers successfully encouraged students to share and discuss their ideas with each other which led to high quality dialogue, debate and discussions.
- Teachers used a variety of appropriate strategies to meet individual needs. The expectations of most teachers were high and challenging activities reflected this. For example, in some science lessons, a range of activities were provided to challenge students of all abilities. However, the level of challenge in Islamic education lessons was often much lower.
- Teachers planned a range of activities and stimulating lessons in most of the core subjects. Consequently, students were engaged in independent work, problem solving and exploring new, innovative ideas to problems they faced in school and in the wider world.
- The teaching of Arabic, provided students with less challenge. Teachers did not plan and implement lessons that met sufficiently the needs of students' varying levels of competence and ability. Their questioning was often not adjusted to deepen understanding and encourage students' reflection. As a result, students made slower progress in this subject.

	Foundation Stage	Primary
Assessment	Very good ↑	Very good ↑

- A varied range of internal assessment processes and procedures were used to accurately assess students' attainment and progress. The assessment processes for Arabic and Islamic education were under review, and high on the school improvement agenda. All staff helped develop assessment materials. The 'learner review' documents gave a very comprehensive picture of students' yearly progress and attainment.
- A comprehensive range of external tests provided teachers and leaders with useful benchmarks and helped identify students in need of additional support. The tests assessed students' skills and abilities in relation to international benchmarks and provided objective validation of levels of achievement. The outcomes of international tests conducted previously indicated that students in the school achieved significantly high scores for reading, mathematics and science.
- Students' progress and levels of attainment were analysed very carefully by leaders. Information on students' academic progress, personal development and social skills was accurate and readily available, but not always effectively used by teachers. For example, data on gifted and talented students was not used to further accelerate their progress, and teachers of Islamic education and Arabic did not use data to influence their teaching.
- Assessment systems effectively enabled Foundation Stage teachers to plan a personalised approach to learning. They also helped ensure that individual needs of primary students with SEND were met. Use of assessment information led to an initiative which provided a greater range of books to improve reading skills and raise standards of students' writing. Self-reflection activities helped identify under-achieving students and triggered timely additional guidance and support.
- Most teachers had in-depth knowledge about what students could achieve, based on a highly-accurate understanding of what they could do. Although marking generally provided students with improvement targets, the practice was inconsistent. For example, in English and science, teachers' comments were more constructive and impacted positively on outcomes. Highly effective use of self and peer assessment strategies promoted continuous improvement in most students' learning and development.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Very good ↑

- Whole-school planning and close liaison between staff ensured students' learning was seamless as they progressed through the school. The curriculum for the students studying Arabic as a first language had been revised. Although this met MOE requirements there was limited guidance for teachers on how to enrich students' experiences and meet individual needs. The curriculum planning for Arabic as an additional language did not provide sufficient challenge for students.
- The curriculum fully engaged students across almost all subjects. There were many opportunities for students to learn through practical and creative activities. For example, when investigating the properties of materials, Year 5 students made informed predictions and insightful hypotheses. An effective emphasis on knowledge, understanding and skills ensured that students made rapid progress in most subjects.

- Teachers interpreted the curriculum in imaginative ways that successfully engaged and motivated different groups of students. In the Foundation Stage, children chose from a wealth of stimulating learning activities. An excellent range of extra-curricular activities offered in the primary phase provided students with wide choices. They participated successfully in many sporting and musical activities which contributed to their overall enjoyment and success at school.
- In the Foundation Stage, cross-curricular learning topics and themes helped children to link different aspects of their learning. For example, during their 'ice-café' topic, they simultaneously consolidated and extended language, number and early scientific skills. This cross-curricular approach was also adopted successfully in the primary phase. For example, when studying Roman civilisation, students wrote imaginative descriptions of centurions and gladiators.
- The curriculum was well planned, with the varying needs and interests of all students in mind. Revisions to the National Curriculum had been implemented successfully. Regular reviews enabled school leaders to respond to any emerging anomalies in students' achievement or levels of engagement. Annual adjustments were made to take account of local and global events. Reviews also took account of the UAE National Agenda.
- UAE social studies had been incorporated into the curriculum and was taught as both a separate topic and integrated with other subjects.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- The school was very successful in modifying the curriculum in response to students' individual needs. During lessons, almost all teachers were adept in interpreting the curriculum and setting tasks that engaged and challenged different groups of students, such as those with SEND. Teaching assistants provided highly-effective support. Under the guidance of teachers, they successfully adapted their approach in response to students' ongoing needs.
- The planning of tasks that promoted open-ended problem solving permeated curriculum plans and was evident in most lessons. In the Foundation Stage, children created a pop-up café, planning menus, taking orders and serving their parents. In the primary phase, house teams created fun activities involving advertising, marketing and sales. Students took charge of the 'battle of the bands' and the 'Jebel Ali bake off'. These activities stimulated entrepreneurship and enterprise.
- Links with Emirati culture and UAE society were fully integrated into curriculum plans. Social studies lessons provided meaningful contexts for learning about Emirati traditions, culture and heritage. National day celebrations included henna patterns, traditional dance and falconry. Students participated in community events, including the Emirates Literature Festival and the municipal clean-up drive. Understanding of UAE society was enhanced by visits, including to the Al Royati family centre.
- The school provided a simple Arabic program for all children in the upper Foundation Stage. One lesson of thirty minutes per week focused on developing children's script, phonological awareness of the Arabic alphabet and their use of simple life-related phrases, such as greetings.

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

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

- The school had outstanding arrangements to protect students. All staff had received training in child protection and safeguarding arrangements. Social media, E-safety and cyber bullying policies were available, and workshops were provided to staff, parents and students. The school had a very sensitive, confidential and effective approach to managing bullying or complaints of verbal, physical or emotional abuse.
- Procedures that ensured students were safe and secure were highly effective at both sites. For example, regular risk assessments were undertaken, full-time security personnel were available and keypad security coded external doors kept the site secure. Fire evacuation maps were displayed in all rooms and first aid training was provided annually. Students shared responsibility for the good practices that the school had organised to keep them healthy, safe and secure.
- The facilities manager ensured that proper maintenance standards were upheld and underpinned by health and safety guidelines. Staff job descriptions outlined their role in maintenance and record keeping. Incidents were logged and practice reviewed when necessary. Checks were done on medical equipment and appropriate protocols were in place for the secure storage of medicines and students' health records.
- Dedicated withdrawal rooms, well-resourced and with modern furniture were provided for students with SEND. Ramps were evident at entry and exit points and the single-level buildings supported easy access. The Foundation Stage was a very bright and welcoming learning environment and school corridors were decorated with displays of art and cultural events. Specialist facilities for music and physical education were provided.
- The quality of support from the healthcare and physical education staff was excellent and students selected at least one physical activity per term. Students were encouraged to eat healthily, and both school nurses were very diligent in their care and promotion of healthy lifestyles. Visiting dentists promoted good dental care and hygiene.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- The voice of every student was important to school staff. Matters were raised through the student council, the class teacher or parent and student surveys. As a consequence, staff-student relationships were outstanding. Students believed that staff members were approachable. Teachers were fully aware of the varying needs of individual students, and worked closely with parents if any follow up was necessary.
- The school's systems for managing attendance and punctuality were consistent, and accurate records were maintained. Any unauthorised absence was followed up by administrative staff on a daily basis. All attendance and punctuality data was entered on a student's end-of-year report.
- An excellent SEND identification strategy, the 'pebble' procedure, was employed in Foundation Stage. When members of staff raised concerns about a younger child, a range of support strategies were agreed and implemented. If the learning or behavioural difficulty persisted and impeded progress, the school

intervened and with parental consent sought specialist advice to identify in more depth, the specific needs of the child.

- Accurate identification allowed a focused, targeted response to most students' needs. Students who required a higher level of adult intervention received additional support from teaching or support assistants. Individual education plans, known as student passports, contained detailed specific achievable targets and expected outcomes. The school also offered assistive software including touch typing and talk-to-text software which helped individual students to access the curriculum.
- Parents and students received well-informed advice and guidance, on entry, throughout and at the point of leaving the school. Reports were written in positive language and contained targets for improvement. Healthcare staff played a key role in the daily lives of students, providing guidance in a personal, caring and sensitive manner. Their contribution was highly valued by the school community.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Outstanding

- The school provided a child-centred, inclusive model of education which was reflected in the daily practices and values exhibited by the whole school community. Expert leadership in SEND understood the importance of strategic planning and valued highly the quality of parental support. Dedicated, empathetic and skilled staff worked diligently to improve students' outcomes and were appointed to both key stages.
- Early identification underpinned the SEND policy in the school. The Foundation Stage had fully embraced the importance of this strategy. Observation and parental sources of information were used skilfully as tools to identify initial concerns and allowed the school to put some immediate support in place. Additional support was provided to students with formally assessed needs.
- All parent comments in the KHDA surveys and during focus meetings were positive and supportive of the school's personalised approach and inclusive model of care and support. The leadership team had developed significantly positive relationships with parents, organised very informative seminars on topics of mutual interest and provided valuable feedback orally and in writing on a regular basis.
- Each student on the SEND register was supported in class, 1:1 or group sessions. Teachers and learning support staff worked seamlessly and were aware of individuals' learning objectives and expected outcomes. In one example, a teacher had briefed the shadow assistant on how to appropriately modify a lesson on persuasive writing. Most students were engaged in relevant, experiential and meaningful lessons in a very well-resourced learning environment.
- Progress for students with SEND was good overall and stronger by the end of Key Stage 2. Assessment tools used to measure student progress required further refinement so that progress measured was in relation to individual needs and starting points.

6. Leadership and management

The effectiveness of leadership


Very good ↑

- Leaders were committed to innovating teaching and learning practices and the curriculum to deliver highly effective, engaging and enriching learning experiences. A purposeful learning culture pervaded the school and this had resulted in high quality provision and students' high performance in most key subjects.
- The clear direction and leadership provided by the headteacher, and the growing capacity of senior and middle leaders, had resulted in a collective new vision for transforming the quality of education provided at the existing and new school sites. The result was a highly-inclusive and cohesive school which promoted high achievement and success for all of the school community.
- There were consistently high-quality communications between school leaders, teachers, parents and the wider community. This generated high confidence levels amongst parents in the way in which the school was transforming and making its transition to the new school buildings. The headteacher empowered leaders, teachers, students and parents to collaborate on key strategic matters related to the move.
- Leaders were very knowledgeable about school improvement priorities and the necessary actions related to their strategic responsibilities. The head teacher was focused on building further capacity amongst middle leaders and managers to bring about further innovations in teaching and learning practices. In addition, plans were in place to build on the success of leadership, learning and teaching practices found in Foundation Stage.
- There was an ethos of collective responsibility amongst leaders to promote a culture of innovation and continuous improvement. Some leaders had been successful in bringing about innovative solutions to teaching and learning practices, particularly in the re-design of the Foundation Stage and Key Stage 1 learning environments. Leaders ensured the school was compliant with statutory and regulatory requirements.

School self-evaluation and improvement planning

Very good ↑




- School improvement plans and priorities were realistic, accurate and appropriately matched to self-evaluation evidence. Clarity in strategic and operational plans ensured that leaders at all levels were able to identify how their roles would contribute to improving the school, although leaders' impact had not been measured or monitored.
- School leaders and managers had continued to maintain and even improve some aspects of the schools' performance and standards since the previous inspection. There was evidence of how leaders' decisions to improve the quality of Arabic and Islamic education had begun to have a positive impact on students' enjoyment of these subjects.
- Most leaders were able to accurately and effectively monitor and evaluate the quality of teaching and learning in relation to student achievements. As a result, realistic improvement priorities had been set by key leaders.
- The school used systematic and rigorous approaches when continually self-evaluating school performance and standards. It was accurate in its evaluation. As a result, the school had set realistic and appropriate priorities and plans for improving key areas of the school.

Partnerships with parents and the community	Outstanding
<ul style="list-style-type: none"> • School leaders and teachers successfully engaged parents as partners in their children's learning and development. Parents were emphatically supportive of the high quality education experiences provided and were highly appreciative of all staff. Extensive communications were sent electronically by school leaders and governors. Teachers were on hand each day to inform parents about their children's learning and new developments related to the curriculum and teaching. • Reports about students' academic progress and personal learning and development were of a high quality and standard. Reports provided parents with clear, detailed accounts of how well their children were achieving and how they could help their children to learn. • The school benefitted from an extensive range of partnerships that enhanced and enriched students' learning, and promoted the very good work of the school within the Dubai community. A growing number of partnerships were being developed to enrich students' understanding of Islamic education, Arabic and the Emirati culture in the UAE. 	
Governance	Very good 
<ul style="list-style-type: none"> • The governing body was constituted of representatives from a highly skilled, effective group of professionals as well as wider community members and parents. As a result, the governors were able to effectively consult with all stakeholders. For example, consultation about the new school building helped school leaders plan for a seamless transition for the whole school to the new premises later in the year. • Governors were routinely and actively involved in the life and work of the school. Governors acted critically and constructively when supporting and challenging school leaders and managers, and this resulted in a highly effective school. For example, they were instrumental in ensuring a robust response to improving the monitoring of the leadership of Arabic and Islamic education. • Governors were successful in maintaining a safe, harmonious and stimulating learning environment for students. Key staffing appointments were made to strengthen the capacity of senior and middle leadership. This resulted in a very strong and cohesive team of school leaders. 	

Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> • Every detail was considered in the day to day management of the school. The school was managed in a way that supported high-quality learning experiences and the personal development of all students. The school community was creative and innovative in its implementation of routines. • The school continued to provide an outstanding environment in which children could thrive and achieve high outcomes. Teachers and leaders had made the very best of the environment to create seamless opportunities for children and students to interact and learn in every part of the school. • Much planning and consideration had taken place to ensure that new appointments for the new school were effectively made. Plans were made to ensure that innovative leadership was in place and that the very best aspects of the school ethos, culture for learning and resources were taken to the new school. Most leaders were well deployed to promote high student achievement. • The school provided extensive and attractive grounds, facilities and resources for students and staff to immerse themselves in high-quality learning and teaching experiences. Extensive learning facilities stimulated and empowered students to access learning resources whenever they chose to do so. In the Foundation Stage, resources enabled children to interact with the walls, floors, ceilings and outdoor environment in a multi-sensory way. 	

The views of the parents and teachers

Before the inspection, the views of the parents and teachers 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	
 Parents*	2015-2016	86
	2014-2015	136
 Teachers	34	
 Students	0	

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

- Parents responding to the survey were overwhelmingly positive about all aspects of the school. All felt that their children were making good progress in English, mathematics and science. Almost all thought the same about progress in Arabic as an additional language. The small number of parents whose children were studying Islamic education were also extremely positive about the progress they were making.
- All parents were positive about the quality of teaching and learning and felt that their children were kept safe.
- Almost all parents who responded agreed that they received sufficient information about how their children were progressing. Similarly, they agreed that children were prepared well for the next stage of their education.
- Almost all parents were positive about the curriculum and assessment, and about the school's response to bullying. The same proportion were confident in the leadership of the school and believed that their views were taken seriously.
- All teachers responding to the survey felt that students behaved well, enjoyed school and developed good social skills. They were equally positive about the range of extra-curricular opportunities, and how well the school provided opportunities for students to learn about community and environmental responsibilities.
- All teachers who responded were positive about all aspects of safety, including how the school dealt with any instances of bullying. Similarly, all agreed that students with special educational needs were well supported and made good progress.
- Almost all teachers felt that students gained an understanding of Islam and were aware of importance of Islamic values in Dubai.
- Almost all teachers that responded indicated that they were included in the school's self-evaluation processes and that they received good feedback from their line managers.

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