



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

GEMS Jumeirah Primary School

Curriculum: UK

Overall rating: Outstanding

Read more about the school



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"The race for
excellence has
no finish line"



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Safa
Type of school	Private
Opening year of school	1996
Website	www.jumeirahprimaryschool.com
Telephone	04-3943500
Address	PO Box 29093 Dubai Jumeirah
Principal	Catherine McKeever
Language of instruction	English
Inspection dates	9 to 12 November 2015

Students



Gender of students	Boys and girls
Age range	3-11
Grades or year groups	Foundation Stage 1 to Year 6
Number of students on roll	1,435
Number of children in pre-kindergarten	132
Number of Emirati students	33
Number of students with SEND	99
Largest nationality group of students	British

Teachers / Support staff



Number of teachers	89
Largest nationality group of teachers	British
Number of teaching assistants	93
Teacher-student ratio	1:15
Number of guidance counsellors	2
Teacher turnover	23%

Curriculum



Educational permit / Licence	UK
Main curriculum	UK
External tests and examinations	CAT4
Accreditation	BSO, COBIS
National Agenda benchmark tests	GL from summer 2015

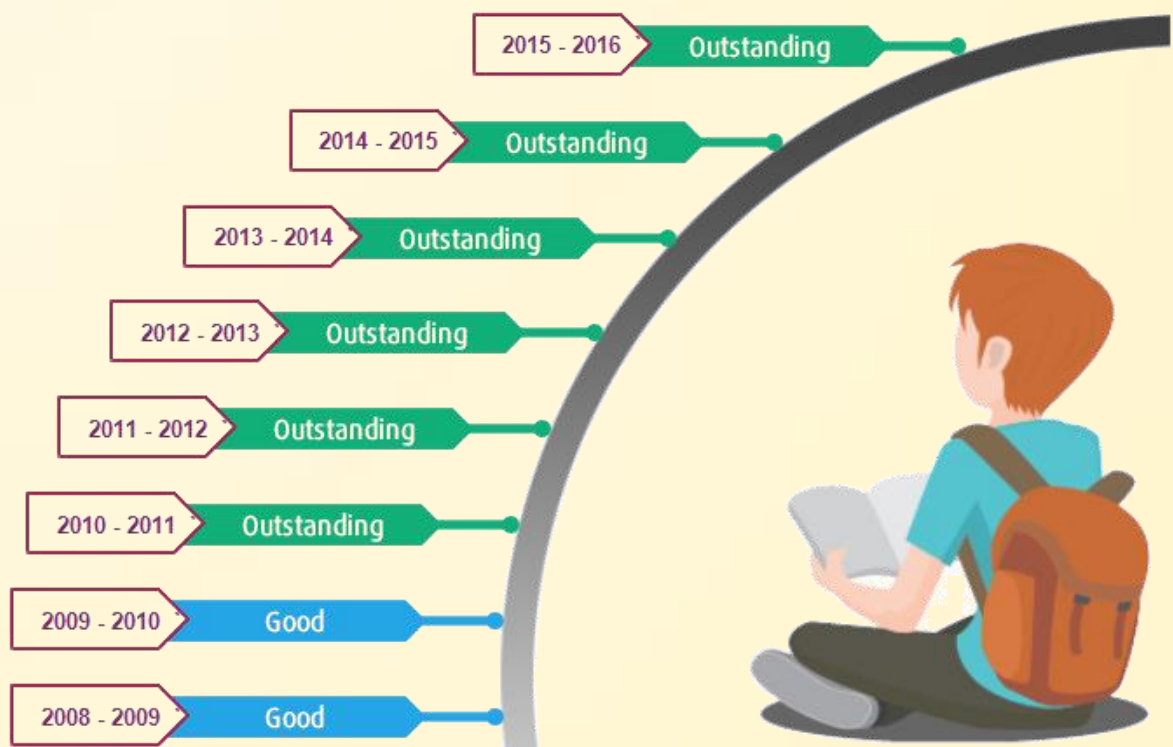


Summary for parents and the community

GEMS Jumeirah Primary School was inspected by DSIB from 9 to 12 of November 2015. The overall quality of education provided by the school was found to be **outstanding**.

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?

GEMS Jumeirah Primary School provided an **outstanding** quality of education overall.

- Students' achievement was outstanding in most subjects. While progress was still acceptable in Arabic as a first language, progress in Islamic education and Arabic as an additional language had improved to good.
- Students were enthusiastic about their learning and by Year 6 nearly all students were able to take responsibility for their own learning, either in small groups or when working individually. They were able to use learning technologies to research and enquire, and could reason, analyse and solve problems.
- Almost all students demonstrated exemplary behaviour around the school and developed their skills in a very caring and fully inclusive environment. They had a profound knowledge of the UAE culture and an understanding of other cultures around the world.
- Teaching was outstanding across the school and teachers used their incisive knowledge of how students learn to plan imaginative lessons. Highly effective use of questioning challenged students to think deeply about their learning. Almost all teachers were skillful in employing a wide variety of activities in class which consistently met the learning needs of all students. The assessment of students' learning was accurate in the early years and in most subjects in the primary phase, enabling teachers to have a clear picture of the progress their students were making in class. An engaging curriculum inspired most students to participate wholeheartedly in their learning.
- The school had put in place systems and services to protect students' physical and emotional welfare. Healthy life styles were promoted well and the physical education department offered a wide range of extra-curricular activities for students to attend. Supportive relationships permeated throughout the school. Very good support ensured the needs of students with special educational needs and disabilities (SEND) were met.
- The leaders in school worked hard to secure the best outcomes for their students. Governors were highly supportive and deployed the necessary resources where they were most needed. Parents' acted as partners in learning and the school canvassed their views regularly.



What did the school do well?

- Behaviour, relationships and mutual respect are exemplary in all phases of the school.
- A deep understanding of UAE heritage, culture and the local community, was fully embedded in each phase of the school.
- Provision for students with SEND was a highly significant feature of the school resulting in a fully inclusive and vibrant learning environment.
- Highly cohesive teamwork and shared visionary leadership, ensured a relentless drive for continued improvement.



What does the school need to do next?

1. Raise standards in Arabic by:
 - ensuring teachers' assessments are systematically aligned to curriculum expectations
 - monitoring the progress over time of students with different abilities.
2. Develop the implementation of international benchmarking in order to provide a more accurate assessment of students' attainment and progress.
3. Work more closely with other schools in order to raise educational standards across the community.



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

- The head of inclusion provided highly effective leadership in the provision for students with SEND. The school made every effort to accommodate the needs of students in a welcoming and an inclusive environment.
- Students who may require additional support with their learning were identified early by the department. The very positive links with external agencies and specialists, meant that students and their families had helpful access to their expertise.
- Parents of children with SEND were fully involved in their children's education and consulted regularly. Participation in one-to-one lessons with their children, and specialist teachers, greatly enhanced home and school partnership and support.
- Staff in the specialist units and classes took very good account of students' varied learning styles and interests. They planned individual programmes and activities to meet their varying needs.
- Almost all students made very good progress from their starting points in language and mathematics, as well as gaining greater confidence and self-esteem.

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 did not meet the registration requirements of the National Agenda Parameter. No information about progress towards the National Agenda targets was available at the time of inspection.
- The school had compared well with other schools world-wide in international benchmarked tests such as TIMSS. It had continued its drive for further school improvement by focusing on the developing of students' critical thinking skills and teachers' questioning skills. Governors, and those staff with the most responsibility for standards in the subjects tested, had a greater awareness of the National Agenda. However, dissemination of information to parents and students was still at a very early stage.
- As part of the school's regular review of the curriculum, there was a greater emphasis on students gaining a better understanding from a range of texts, using inference and deduction where appropriate. To complement this approach, resources had been purchased to support reading comprehension, particularly in Key Stage 1. A further initiative was an enhanced focus on scientific thinking and which provided more opportunities for students to test predictions and draw conclusions from their practical investigations.
- The school systematically planned and delivered opportunities for students to develop their critical thinking. Teachers used open-ended questions effectively and real life problem solving to challenge students to reflect and apply their learning to other contexts. Students across the primary phase were accustomed to and proficient with the skills of independent learning.
- Students had access to the internet across the school. They regularly brought their own devices into school to supplement the plentiful technological resources provided. Students used their laptops and electronic tablets appropriately in order to enhance their learning. One of the many applications of technology by students was to conduct research and enquiry projects both at school and at home.

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:

- School leaders demonstrated a clear understanding of innovation and had inspired and empowered the school community in fostering its culture of innovation. Leaders had created a climate in which teachers were motivated and trusted to take risks and promote opportunities for innovation that best suited the students. There were many examples of learning technologies and teaching strategies to promote students' ongoing engagement in their learning. The curriculum had been modified to include innovation skills as part of the students' learning experience.

Overall school performance

Outstanding

1. Students' achievement

		Foundation Stage	Primary
Islamic education 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
Arabic as a first language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
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	Outstanding
Assessment	Outstanding	Outstanding

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
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	Outstanding
School self-evaluation and improvement planning	Outstanding
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

- Attainment and progress were well above international expectations. Children were developing a range of skills in speaking, listening and comprehension, which meant they could communicate very effectively. Their skills in applying their developing vocabulary in different contexts enhanced their ability to express themselves in a variety of contexts. Children frequently gave responses in full sentences to explain their ideas and share experiences. Skills in reading, mark making, and forming letters were progressing at a rapid pace.
- Progress and attainment in mathematical development were exceptional because the children were provided with a wealth of practical tasks and experiences which gave them a very secure grounding in numeracy. They had a very good understanding of mathematical language and vocabulary, as well as an increasing awareness of measurement and its accurate usage in practical applications. The concepts of shape and space were well developed and older children were able to identify and count faces, vertices and edges on three-dimensional shapes.
- In science, the standards of achievement of children reflected the emphasis the school placed on learning about the understanding of the world. Children in Foundation Stage 2 had a sophisticated understanding of how to conduct a fair test, make predictions and hypothesise because they were given additional time to discuss, explore and investigate. Younger children were naturally inquisitive, curious and were keen to explore and handle a range of materials. In doing so, they developed their abilities to classify them. Almost all children had a secure understanding of living things and life cycles and could link these to their own families.

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

- In Islamic education, most students memorised the Surahs from the Holy Qur'an and had sufficient knowledge of the basic beliefs, principles and Five Pillars of Islam. Most could apply Islamic teachings to their families and daily lives. There was an appropriate knowledge of different Prophets, such as Prophet Yunus, Ismael and Ibrahim, although most students displayed a better understanding of the Prophet Mohammad's (PBUH) life. In the lower grades, students showed careful dedication to prayers and knew how to perform ablution when there is no access to water (al Tayamumm). In addition, the students knew how Hajj is performed. Good progress was achieved through the reinforcement of skills and knowledge.
- In Arabic as a first language, most students' listening skills were developing appropriately in line with national curriculum standards, although speaking skills lacked fluency. Most could express basic ideas using an acceptable range of familiar words. Despite an exciting reading programme in place, most students could only read familiar words and phrases as the selected reading books were often too difficult for some students. Students' written work lacked grammatical accuracy, and there were too few opportunities to develop the skills of independent writing. Students in the lower grades generally made better progress in listening and understanding than in the other language skills.
- In Arabic as an additional language, listening, speaking, and writing skills although age-appropriate were improving. Students in Year 2 used pictures to help them name some drinks and fruit and write about them on it using simple sentences. In Year 4, most students had developed a good range of vocabulary which they used in their writing about places and transport. By Year 6, most students could write simple sentences about their favourite restaurant with the most able students writing in greater detail. However, reading comprehension skills were still weak in this phase with most students unable to read extended text independently.
- In the most recent externally benchmarked assessments in English, attainment was well above national and international standards, particularly in reading. Students' skills and understanding were above expectations for their age. Over the past three years attainment had been well above international and national standards in reading and writing. Writing was of high quality, particularly towards the end of the phase, where a wide range of genres was used to develop students' skills. Speaking and listening skills were strong, for example in Year 3 where students used polished speaking skills in debate to express their opinions, while listening intently to those of others. Progress in lessons and over time was outstanding for the different groups of students including those with SEND.
- In mathematics, students had consistently attained well above curriculum standards for a number of years. Attainment, when compared to international standards, was considerably higher than international and UAE average scores, as well as above the English National Curriculum levels in all age groups. Conceptual understanding of mathematics was well above age-related expectations. This was particularly evident in problem solving. Progress across the school was outstanding for the different groups of students, with the exception of Year 5, where it was less rapid for some.

- In science, most students performed well above expectations, attaining very high levels and making very rapid progress against UK National Curriculum levels. These results followed a pattern set for the past three consecutive years. Students had a sound grasp of advanced concepts, such as mass and static electricity and had developed an outstanding understanding of scientific processes and thinking. Most were able to design a controlled investigation in order to test a hypothesis and then to draw conclusions from their results. Different groups of students made excellent progress from their respective starting points in this subject.

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Almost all students displayed outstanding learning skills and were accustomed to thinking deeply and creatively about their learning. They were highly enthusiastic about studying and reflected maturely on their own progress. In consultation with their teachers, they devised ways to improve their learning, routinely taking responsibility for checking and ensuring the personal adjustment of their next steps in learning.
- Most students were highly confident when interacting with their peers. For instance, children in the Foundation Stage worked confidently within a group, sharing resources and developing their language through the early stages of collaboration. Collaboration skills quickly developed and were a strong feature of the primary phase, where students offered insightful ideas, respected alternative suggestions and knew the importance of reaching a consensus.
- In all core subject areas, most students built successfully on their prior learning and reinforced concepts and skills by making the connections with other curricular areas. They were able to relate their classroom learning to their everyday lives in Dubai and in their home countries. In particular, younger children enjoyed the meaningful links to everyday situations that their teachers had planned; for example, through role-play, making airline reservations and simulating being on board a flight to Scotland from Dubai.
- Almost all students used technology to support their learning as a research tool and to edit their work. Critical thinking skills were highly developed and most students were skilled in research and enquiry. For instance, students had numerous opportunities in science to create and test their own hypotheses. A good example of student use of technology was seen in Arabic as an additional language where students videoed each other so that they could evaluate and improve the quality of their spoken language. When given the opportunity students thrived on the challenge of taking responsibility for what they learned, often taking further steps than their teachers had anticipated.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students had extremely positive and engaging attitudes to school and their learning. They were motivated, reflective and self-critical, resulting in a strong and vibrant environment where learning was exciting and enjoyed by all.
- Students' behaviour was exemplary at all times. Their respectful attitudes, confidence and approach towards each other and adults helped to set a positive tone and ethos across the school. Politeness and courtesy were prominent features as the children and students engaged in their daily life.
- Respect, co-operation and personal challenge occurred naturally. As a result, there were highly respectful relationships between peers and with adults, where friends were made easily and bonds forged effortlessly.
- Healthy eating was naturally embedded with a particularly strong and positive focus in the Foundation Stage. Children were very aware of what constituted healthy eating and made wise choices to ensure a healthy lifestyle.
- Attendance was very good and had improved since last term. In the primary phase in particular, attendance rates were very good, they were slightly lower in the Foundation Stage.

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

- Students respected and appreciated the values of Islam and how they affected society and everyday life in Dubai. The values of prayer time, Ramadan and dressing appropriately, for example, were fully embedded and communicated across the school. In the Foundation Stage, the children were aware of modern society in the UAE, and how and why it had changed over the last few years.
- Most students were fully accepting and knowledgeable of local culture, and how tolerance and not causing offence are inherent skills across the UAE. Students reported that they enjoyed living in Dubai and talked very positively about the activities they took part in outside school.
- There were regular links to individual cultures within the school but there were also opportunities to develop links more extensively to other world cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Most students in the school played an active part in the community and their awareness and willingness to support those worse off was a commendable feature of the school. Those involved in 'The Helping Hands' programme, as well as other dedicated groups, regularly raised money and volunteered to help others. This included local workers, a dedicated school for children with special educational needs, as well as the support of medical causes such as, cancer awareness.
- Students were highly dedicated and consistently took responsibility for enhancing their own learning and whole school initiatives. Taking part in 'Dragons Den' activities empowered students to become young entrepreneurs, empowering and preparing them for life beyond school.
- The school was highly proactive in its drive towards environmental awareness. There was a strong emphasis across all year groups to protect the environment both within and outside of the school. Recycling, local clean-ups and awareness of electricity-saving measures to cut down on pollution, were all fully embedded throughout the school.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Most teachers, across all core subjects, had good or better subject knowledge and a deep understanding of how their students learn best. These factors underpinned the high quality of teaching in all phases and almost all subjects. In particular, teachers in the Foundation Stage had clarity of purpose about how to deliver a wide range of activities in a seamless, yet highly structured, learning environment.
- Teachers' planning, in all core subjects, was consistent, imaginative and took account of the needs of the different groups of students in the class. Classrooms across the phases were bright with displays that supported learning. Resources were plentiful and easily accessible to the students.
- Across the school, students were treated as mature individuals and they responded appropriately. They were confident that their ideas would be listened to and would risk making mistakes to extend their learning. In most subjects, skillful questioning by most teachers not only derived from what students already knew but deepened their understanding, and to think critically and often creatively. Across both phases, students' use of subject-specific vocabulary was a developing strength in English, mathematics and science.
- Almost all teachers were adept at devising strategies that appealed to students with different levels of ability and confidence. In English and science, for example, tasks were often open ended, giving opportunities for the highest – attaining and confident students to excel. Where students found it difficult to develop their understanding through listening and reading, teachers often provided diagrams, pictures or video clips to enable them to do so. In Islamic education, although the teachers provided a range of strategies for the different groups, the levels of challenge were still often too low.

- A strong feature of almost all lessons was the promotion of critical thinking. Opportunities were systematically planned and delivered to enable students to develop their critical thinking. A good example was seen in a Year 6 French lesson. Students, whose first language was French, used open questions to challenge those whose language skills were at a less developed level. This led to in-depth discussions and rapid learning. Nearly all students, across both phases, were accustomed to learning independently, allowing the teachers to focus their time on clarifying students' thinking and probing for deeper understanding.
- Teachers of Arabic were benefiting from working closely with other colleagues in the school. Planning was detailed with more activities matched to the needs of different groups of student. The quality of teachers' questioning was developing so that nearly all students were involved in the lessons. However, the levels of challenge were still insufficiently high in the majority of the lessons.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- The school had a rigorous internal assessment system aligned with the United Kingdom primary curriculum standards. Teachers used a wide range of assessment techniques effectively and efficiently to identify and plan to meet the needs of all different groups of students, including Emirati students, those with SEND, and to group students according to ability in mathematics. Although, assessments in Arabic and Islamic education had improved, not all teachers had a good understanding of them, nor were assessments always aligned closely with the curriculum.
- The school had introduced measures to assess students' abilities using external tests and there were plans to introduce a broader range of assessments in line with the National Agenda in order to strengthen its capacity to make increasingly objective judgements about students' achievements.
- Information about students' progress was accurate and rigorously analysed. Teachers meticulously evaluated progress across all groups of students in English, mathematics and science.
- Almost all teachers used test results effectively to address the individual learning needs of students. They encouraged students to be self-reflective about their work and progress. Well-structured self and peer assessment was an integral part of all lessons. However, while the school analysed results of assessments in Arabic, the information provided did not always influence the teaching of groups or change the curriculum.
- Teachers generally had excellent knowledge of individual students' strengths and weaknesses. In Arabic this knowledge was mainly good, although students were not always well challenged. In the best lessons, and often in English, teachers provided personalised challenge in their written comments in students' books.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- A philosophy which promoted the children's learning through play to a high degree was a very significant feature of the rationale, planning and delivery of the curriculum in the Foundation Stage. The primary curriculum also had a very clear rationale and was very closely aligned to the school's vision. It was highly relevant to the needs of the students, extremely broad and met the needs of the different groups of students very well, including their personal development needs.
- Planning resulted in the continuity of learning in most sections of the school although, in Arabic, learning did not always build successfully on prior knowledge, understanding and skills. Long term plans ensured links between subjects and enhanced learning effectively. Students had good opportunities to learn independently, for example when carrying out homework.
- The curriculum for the early years was highly effective in developing a wide and varied range of activities, including cross-curricular links to enhance children's learning and development. Excellent curriculum enrichment in the primary phase allowed students to experience an exceptionally wide range of activities that enabled them to develop further talents in a range of subjects including music and sport.
- Cross-curricular links were not only highlighted in lesson plans but implemented effectively so students were always able to make connections between subjects.
- Curriculum review and development was based on regular feedback from students, parents and teachers. The curriculum in the Foundation Stage, in particular, was adapted frequently to ensure that the full range of needs and abilities were met, that children were interested, and the 'child's voice' was heard. Following the recommendations from the previous inspection, the school had reviewed and developed its curriculum for Islamic education and Arabic.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- The school had an extremely diverse and stimulating curriculum that enabled students to achieve high standards academically and personally. The balance between child-initiated and adult-led activities in the Foundation Stage was highly effective in meeting the needs of all groups of children. The modification of the curriculum to meet the needs of students with SEND was a strength throughout the school.
- The diverse and stimulating curriculum offered a rich range of opportunities that students appreciated and enjoyed. They found the curriculum engaging and often inspiring. They could rapidly extend their skills and talents because of the range of opportunities in subjects such as physical education and music. The wealth of enrichment opportunities very effectively developed students' personal and social skills.
- Planned experiences to promote students' understanding of the UAE's culture were highly effective. Younger children sang the National Anthem of the UAE with enthusiasm. Social studies enabled students to gain an excellent understanding of UAE culture. One child said that it was important to study the society of the UAE because it 'informed you about respect and being respectful to others'.

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

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

- Health, safety and well-being were strong features of the school's work and were promoted regularly through information aimed at raising awareness and in daily school practice.
- The school's accommodation was very well-maintained. There were various facilities for science, music and gymnastics, and a swimming pool. The latter was regularly risk assessed and maintained.
Security of the site was rigorous, with a very efficient system to track students, especially when using transportation. The school ensured that students were kept safe through a rigorous approach to their care, safety and well-being.
- Facilities for dealing with medical issues were exemplary with qualified staff competent in dealing with issues of a medical nature. The school premises met the needs of all students in and out of the classroom. Procedures and policies were very focused on ensuring arrangements and organisation supported students' welfare
- Healthy living was a fundamental part of school life. There were ample opportunities for participation in physical activities. JPS does not have a canteen. Informational posters around the school raised awareness of how to maintain a healthy lifestyle.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Relationships between staff and students were excellent. Students thrived in the ethos of mutual respect. They responded to the very clear procedures for behaviour management by demonstrating responsibility and exemplary conduct in and out of class.
- Attendance and punctuality were closely monitored. Students' attendance was very good and unexplained absences were followed up conscientiously so as to deter further occurrences.
- The school had highly effective systems to identify quickly any student who required additional support in their learning. The open approach, whereby staff, parents or other professionals could raise concerns, provided comprehensive pathways for seeking advice and meeting students' individual needs.
- Students benefited from very high standards of support through the inclusion department, enrichment provision and in classes. Gifted and talented students and those with SEND received very effective interventions to meet their needs and enhance their learning. As a result, almost all students achieved their best progress in academic and personal development.
- The dedicated team of staff, led by the head of inclusion, oversaw the welfare of all students. Provision for counselling was very effective in ensuring the well-being of students, and helped them at transition points in their education. Formal tracking of students' social and emotional development was less clear.

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

The overall effectiveness of provision for students with special educational needs and disabilities	Outstanding
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- The head of inclusion provided very clear, highly effective leadership. The school was committed to an inclusive ethos and made every effort to accommodate the needs of students. Provision was well-founded on thorough and up-to-date professional knowledge about the range of educational and developmental needs of students.
- The school implemented very effective methods to identify, as early as possible, those students who required additional support. Referrals could be made at any stage by class teachers, parents or other professionals. Very positive links with external agencies and specialists enhanced the expertise and accuracy of diagnoses, identification and support.
- Parents were fully involved in their children's education and were consulted at an early stage where concerns arose. The class teacher, head of department, relevant specialists and parents made decisions together. Innovative, shared lessons encouraged parents to take part with their children in individualised learning sessions. This had greatly enhanced home-school support, consistency in learning and improved students' progress.
- Specific programmes to support students with dyslexia and dyscalculia offered very effective modification of the curriculum with clear progression in skills and knowledge development. As a result, these students had made very good and sustained progress in language and mathematics. By the end of Year 6, almost all achieved an appropriate age-related level against the curriculum standards.

- Across the school, almost all students with SEND made very good academic progress from their starting points and developed confidence and self-esteem. Progress in social and emotional development was less clearly monitored for students with more profound learning needs.

6. Leadership and management

The effectiveness of leadership

Outstanding

- The school had a vision of excellence for all students. A strong collegiate approach achieved through effective communication channels enabled the leaders to build capacity and create an ethos of collective responsibility.
- The key leaders had a very strong knowledge of the curriculum they delivered and some were experts in educational leadership. Their aim was to focus on both students' personal and academic development in order to nurture well-balanced young people.
- Relationships were positive and communication was highly effective at all levels of the leadership team. The team focused its priorities correctly on the quality of teaching and learning and its impact on students' achievement.
- The school leaders had a good understanding of the school's strengths and areas for development, which gave them the capacity to improve and raise standards.
- High levels of accountability enabled the school leaders to secure consistency, particularly in the weaker areas, as noted during this inspection. The school over time, had sustained all of its outstanding features.

School self-evaluation and improvement planning

Outstanding

- The school strived relentlessly to raise standards through rigorous and systematic evaluation plans. Data were used effectively to set individual targets and inform next steps in learning. This allowed the school to focus on key areas of improvement.
- Monitoring of the school performance was highly effective and involved all levels of the leadership team. This was particularly the case in teaching and learning, where the key leaders had an accurate view of the best practices within their community of practice. They deployed the necessary resources to develop weaker areas of their curriculum in order to raise standards.
- Action plans were coherent and based on accurate self-evaluation. In Arabic and Islamic education, however, the self-evaluation of progress was too ambitious. Strategies for improvement in those areas were effective, but more time was needed to secure a positive impact on students' outcomes.
- The recommendations from the previous inspections had been conscientiously implemented. This resulted in improvements in the teaching of Arabic and Islamic education.




Partnerships with parents and the community	Outstanding
<ul style="list-style-type: none"> The school built strong links with the community. Students raised money for a centre for children with SEND, which they visited along with students from other schools. As a result, they have developed a better understanding of the lives and needs of others. Inter-school sporting activities, participation in a variety of visits to places of interest, and a range of international visits enhanced students' learning. The school kept parents well-informed of all aspects of their children's learning and progress, and their school activities, thus enabling them to be part of the education process in the home. A variety of effective methods, including technology, were used to communicate with parents. The school encouraged parents to make suggestions for improvements to the life of the school. There were regular parents' meetings and these, along with written reports, informed parents about their children's progress in class and in other school activities. End of year reports contained detailed information about academic and personal growth. They offered helpful suggestions to parents on how the students could further improve at home as well as indicating some of the learning for the following year. Parents confidently participated in the life of the school and were actively encouraged to be partners in their children's learning as well as with appropriate decisions made in the school. The parent body had a representative on the board of governors. Parents volunteered to help with events such as preparation for National Day, guided reading and celebrations. Parents were appreciative that the school valued their contributions. 	

Governance	Very good ↑
<ul style="list-style-type: none"> The governing body consulted with various stakeholders, including parents and students, before implementing changes. This was particularly evident in their approach to raising standards in Arabic, where consultations resulted in a wide range of measures being put in place. Systems in place were robust and secured high levels of accountability. Governors challenged underperforming areas relentlessly and deployed the necessary resources to raise standards. This had led to a more engaging and purposeful learning experience for the students of Arabic and Islamic education and significant developments for students. The governing board, through its positive influence, had sustained the outstanding aspects and, in a very short time, had raised standards in the weaker areas of school. The school had implemented changes effectively following the last inspection. However, the full impact of these changes on the progress and attainment of students in Arabic was yet to be seen due to the short timeline between inspections. 	

Management, staffing, facilities and resources	Outstanding
<ul style="list-style-type: none"> The school management and day-to-day routines and procedures had been carefully planned. The daily operations were effective and efficient. All staff and students were fully aware and respectful of the school's routines and requirements, and of the school's expectations of students. The school had a full complement of well-qualified teachers. Their deployment matched their qualifications and expertise very well. Continuous professional development and the tracking of performance management ensured consistency in teaching approach and methodology. However, the school had yet to build capacity in the Arabic department to raise it to the same level as the other core subjects. The premises and learning environments were conducive to effective learning, enabling students to move around the school safely and with ease. Play areas were 'grassed' and well-maintained to ensure safety during activity periods. Facilities were well-suited in supporting the curricular and extra-curricular activities of students, the work of staff, and social and leisure activities. The specialist areas contained good quality and well-maintained resources. The school was well resourced and well equipped with relevant and up-to-date practical materials and technology. All classrooms had interactive boards which were used daily in lessons. The library was very well-organised and offered a plentiful supply of books and resources for most subjects. 	

The views of the parents, teachers and 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. 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	272
	2014-2015	208
Teachers 	69	
Students 	0	

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

- Parents who responded to the survey were generally very satisfied with the work of the school.
- They were very positive about their children's enjoyment of the school, their growing awareness of other cultures, general health and well-being as well as overall teaching and progress in mathematics, English and science.
- A large proportion of parents commented that they did not know how their children were progressing in Arabic or Islamic education. Of those who did, the majority were satisfied with their children's progress and the ability of the teachers, but less so than in other subjects.
- Parents were very positive about support and progress for children with SEND.
- Teachers were very positive about the school and had a particularly favourable opinion of the students' engagement and behaviour.
- There were some negative responses relating to a lack of involvement with the leadership team in discussions about the school review and improvement, and a lack of knowledge about systems to regulate teachers' salaries.

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