



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

JSS International School

Curriculum: CISCE

Overall rating: Good

Read more about the school



www.khda.gov.ae

“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Al Barsha
Type of school	Private
Opening year of school	2009
Website	www.jssisdubai.com
Telephone	04-325-6886
Address	PO Box 37232, Al Barsha South
Principal	Mr. James Richard
Language of instruction	English
Inspection dates	26 to 29 October 2015

Students



Gender of students	Boys and girls
Age range	4-17
Grades or year groups	Kindergarten 1 to Grade 12
Number of students on roll	1,950
Number of children in pre-kindergarten	97
Number of Emirati students	0
Number of students with SEND	251
Largest nationality group of students	Indian

Teachers / Support staff



Number of teachers	161
Largest nationality group of teachers	Indian
Number of teaching assistants	33
Teacher-student ratio	1:9
Number of guidance counsellors	4
Teacher turnover	18%

Curriculum



Educational permit / Licence	Indian
Main curriculum	CISCE / CISCE
External tests and examinations	ICSE; SATs 1 and 2
Accreditation	Not applicable
National Agenda benchmark tests	IBT

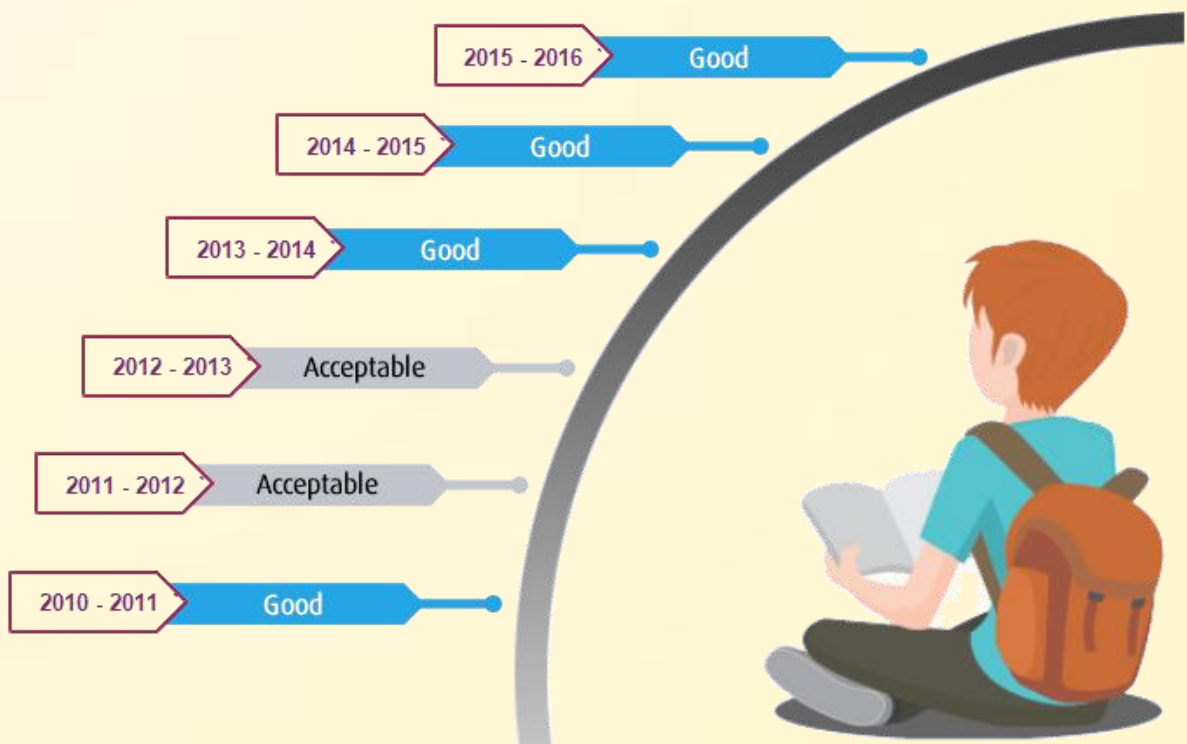


Summary for parents and the community

JSS International School was inspected by DSIB from 26 to 29 October 2015. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key 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, **JSS International School** provide a **good** quality of education for its students

- The school provided a good quality of education overall. There had been good progress in addressing the recommendations of the previous inspection report, and the school performed effectively in almost all aspects of its work. There had been very strong gains in students' attainment and progress in the secondary phase. Students throughout the school showed good behaviour and respect for their teachers and peers.
- Students' attainment in Arabic as an additional language was beginning to improve in the primary and middle phases. Most students applied English skills of listening, speaking, reading and writing at a standard beyond their grade level expectations. Overall, students' attainment and progress in mathematics was improving in the middle phase.
- In all phases of the school students enjoyed learning and the opportunities to take responsibility for their own learning. They were encouraged to make clear connections between what they had learned and their understanding of the world.
- Students' understanding and appreciation of life in Dubai, its religion and heritage were outstanding across the school. Almost all students had positive and responsible attitudes towards other members of the school community and toward learning. Relations between students and teachers were respectful and students frequently helped others in academic and social activities.
- Teachers demonstrated good subject knowledge; in the best lessons clear planning led to well-paced and challenging tasks, matched to all groups of students' needs. Teachers questioned and interacted with students to secure their willingness to learn in most lessons.
- The curriculum had a clear rationale, was broad and balanced and met the needs of students effectively. The progression and continuity were well maintained in students' learning; the curriculum was well modified to meet the needs of almost all students of different abilities.
- There was outstanding provision for the health and safety of students across the school. The protection, care, guidance and support of students were of good quality overall.
- A clear vision was promoted by the principal and shared with the whole school community; overall, this was supported by a dedicated team focused on driving up standards. Leaders, at all levels, had good capacity to secure further improvements over time. Parents took part in the life of the school, including helping in classrooms and supporting their children with their studies.



What did the school do well?

- Very good attainment and progress in English, mathematics and science in the secondary phase
- Excellent attitudes to learning and overall behaviour throughout the school by the students
- Very good curriculum design and implementation in the kindergarten (KG) and secondary phases
- Outstanding arrangements for health and safety throughout the school
- High level of commitment, by the school's leaders at all levels, to sustain and improve students' learning and personal outcomes.



What does the school need to do next?

- Improve students' attainment and progress in learning Arabic as an additional language by focusing more rigorously on the four basic language skills.
- Ensure that teachers use external and internal assessment data more effectively to improve learning and raise attainment by all groups, including students with special educational needs and disabilities.
- Improve teaching and learning skills by ensuring:
 - the consistency and quality of support for students with special educational needs and disabilities (SEND) in lessons throughout the school;
 - that teachers promote students' critical thinking skills in all lessons;
 - the widespread sharing of good or better practice.
- Embed school-wide monitoring of classroom practices in order to more accurately inform school self-evaluation and improvement priorities.



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

- There were policies in place to assess students with special educational needs and disabilities (SEND) on entry in to the school. A key member of the staff was responsible and accountable for the provision of services for students with SEND; however this provision was inconsistent. The leaders had recruited qualified SEND teachers and counsellors to provide more capacity to the provision.
- The school used assessments and checklists to identify the needs of students with SEND. The school knew the main learning needs of most students. However, not all of the children's needs were consistently matched to the different categories of learning difficulty identified by the KHDA. The school's SEND procedures on entry were appropriate. However, the needs that were identified were not always effectively taken in to account in the students' classrooms.
- The school worked very closely with the parents of students with SEND and their teachers and counsellors contacted parents regularly. Parents were welcomed at the school and parent interviews indicated that that this contact was valued. Parents were encouraged to become involved in their children's education, but their contributions were limited.
- Although students with SEND had individual education plans, they were not consistently applied to classroom activities, despite most teachers being aware of the required modifications.
- The monitoring of progress towards goals in the individual education plans was inconsistent. Starting points, key check points and definitions of success were not established. Systems to track the progress of students with SEND did not provide adequate information to inform lesson planning or provide feedback to make accurate conclusions about the progress of students with SEND.

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 met the registration requirements of the National Agenda Parameter. Progress towards National Agenda targets was as expected.
- Awareness of the National Agenda was effectively led by the principal through a range of mechanisms, including the school website, 'pupil pod,' meetings and assemblies. Subject leaders and teachers emphasised the opportunities and challenges raised by students' participation in the benchmark testing.
- Curriculum alignment was led by subject leaders. Certain aspects of subjects where gaps had been identified were given increased emphasis in lessons. For example, in mathematics data handling, shape and probability were emphasised. In science, more practical investigations were developed and in English improved reading for comprehension, writing and communication were focused upon. Links were developing between the various subject leaders to develop a unified approach to overall improvement.
- Teachers' strategies for promoting critical thinking were developing. The challenge was to embed them into lessons. Open questioning that promoted thought and discussion was evident. There was scope to ensure more consistent use of this skill in order to open up the enquiring mind of students. The use of learning centres and students' self-assessment prompted thought and action for improvement among students.
- The use of resources by students was developing, whereby students were encouraged to use online resources to solve difficult questions from a combination of previous IBT, TIMSS and PISA papers. In lessons the emphases upon learning centres, students' active participation and group work were effective in providing good opportunities for this. There was a need for more resources. For example, in English there were too few classroom books and in science more opportunities for laboratory work were needed to promote investigation and experimentation.

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 school had identified leaders of innovative practices, but their roles and responsibilities were not finalised. A training programme had been introduced to encourage staff members to develop their skills of innovation. This had enabled some to work with groups of students to promote innovative thinking in their learning and development. Leaders had identified ways in which the learning environment and school building might be used to promote a culture of innovation and stimulate students' thinking. Opportunities within the curriculum were being identified to enable students to develop their innovation skills.

Overall school performance

Good

1. Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable ↑	Weak
	Progress	Not applicable	Acceptable ↑	Acceptable	Acceptable
English 	Attainment	Good	Good	Good	Very good ↑
	Progress	Very good ↑	Good	Good	Very good ↑
Mathematics 	Attainment	Good	Good ↑	Good	Very good ↑
	Progress	Good	Good ↑	Good	Very good ↑
Science 	Attainment	Good	Good	Good	Very good ↑
	Progress	Good	Good	Good	Very good ↑

	KG	Primary	Middle	Secondary
Learning skills	Good	Good ↑	Good	Very good ↑

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding ↑	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding
Social responsibility and innovation skills	Good	Good	Good	Very good ↓

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good ↑	Good	Very good ↑
Assessment	Good	Good ↑	Good	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↑	Good	Good	Very good ↑
Curriculum adaptation	Very good ↑	Good ↑	Good ↑	Good

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Good	Good	Good	Good

6. Leadership and management

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



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

KG		
Subjects	Attainment	Progress
Islamic education	Not applicable	Not applicable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Good	Very good ↑
Mathematics	Good	Good
Science	Good	Good

- In English, the children's attainment against the curriculum standards was good. Children made very good progress in lessons and from their start at the school. They listened carefully to adults and each other in class and groups settings. They expressed themselves clearly and conversed with adults about their play activities. By KG 2 the majority had developed very well. They had good knowledge of sound blends to help them read simple texts and to write three letter words. Most were able write sentences with phonetic spelling and with correct punctuation. The progress of children with SEND was good.
- The children's attainment and progress in mathematics were both good across the KG. Children had developed their skills and knowledge well in lessons because of the mathematically rich learning environment. They were able to count and match numbers and symbols and add single digit numbers. A few of the more able were able to subtract within 10, for example by giving the correct change in the class shop. By KG 2, they were confident in naming shapes such as squares and triangles and identified cuboids and spheres. Children who had SEND made good progress.
- Children's attainment and progress in science across the KG were good. They had built skills in investigating and testing out experiments. Most recorded their results carefully. For example, they guessed and then measured how far toys could travel when rolling down inclines of different heights and with different surfaces. They made good progress in lessons and practiced their skills effectively in different play situations. Children with SEND also made good progress.

Primary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable ↑
English	Good	Good
Mathematics	Good ↑	Good ↑
Science	Good	Good

- Students' attainment and progress were good in Islamic education; they attained levels that were above the curriculum expectations. Most students had solid knowledge of Islamic concepts and could list the Pillars of Islam and the Pillars of Faith. Most students had good knowledge about the early life of the Prophets and knew the qualities of Prophet Mohammed (PBUH) such as honesty and truthfulness. Most groups of students, including those with SEND, made good progress in lessons, from their individual starting points and over time.
- Most students had acceptable listening and speaking skills in Arabic. In general, they achieved at levels in line with the curriculum expectations. Most students displayed age-appropriate reading skills; they were able to read familiar texts well and unfamiliar texts with a few pronunciation errors. Their knowledge and understanding of grammar were appropriate for their ages. Progress by all students, over time and during lessons, met expectations.
- A majority of students applied the skills of listening, speaking, reading and writing English at a level beyond the curriculum expectations. In their classwork and in their assessments it was evident that students progressed well. This was due to the challenging and engaging lessons found in most classrooms. Students were eager to learn and demonstrated that they could solve problems; they used critical thinking skills and in the higher grades, they successfully conducted research. As a result of higher expectations and challenge, progress by all groups of students was good in the primary phase.
- In mathematics, students' attainment and progress improved because they were better at applying good knowledge to practical situations. For example, the use of fractions in baking recipes, costing for production and the sale of lemonade for profit. A majority of students achieved at levels above the curriculum expectations. In mathematics progress was good in all grades. Assessment information indicated that most students made better than expected progress in relation to their starting points. The rate of progress over time was better when sufficient challenge, based on need, was evident in lessons.
- Students' attainment in science was good and had improved over time. Students in the primary phase made gains in knowledge, understanding and in scientific skills, such as observation and prediction. By Grade 2 they made good quality observational drawings; by Grade 3 they recorded and communicated their findings clearly through writing and graphs. By Grade 5, many students exceeded the levels expected for their ages, especially in problem solving and critical thinking. They asked interesting scientific questions, like whether bacteria were alive. Students from all groups made good progress over time and in lessons.

Middle

Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable ↑	Acceptable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- Students' attainment and progress in Islamic education were good; the quality of recitation of the Holy Qur'an was above the curriculum standards, and students had good knowledge of the basic principles and Pillars of Islam. Students had appropriate knowledge of the life of the Prophet Mohammed (PBUH) and understood a range of Islamic values. Students knew the steps of "ablution" and how they could perform prayer. A large minority of students in these grades could apply their understanding and knowledge to a variety of social contexts. Their progress overall was good when compared to their starting points and their improved performance over time.
- Students' attainment in learning Arabic as an additional language had improved in the middle phase and, along with progress, was acceptable. Students' listening skills were the most developed; their speaking skills were broadly in line with expectations. Most students could converse in rehearsed lines using familiar language. Students could also give short prepared talks about familiar topics. Their writing skills were improving; a majority of students were able to construct grammatically correct sentences in standard Arabic. Gains over time were evident in students' language skills, but short-term progress in lessons was sometimes hampered by the lack of accommodations for the wide ability range.
- A majority of English students exceeded the grade level standards; they took their English skills of listening, reading, writing, and speaking and applied them to a variety of challenging activities. Students worked collaboratively to research their topics, then analysed the information. They developed a position, and then finally presented their findings orally. In their work and assessments, students were tracked to confirm their good attainment and progress. During the last three years, this cohort of students had made good progress, as measured by their class work and their assessments.
- Overall, students' attainment and progress in mathematics was improving. This was especially evident when they applied their knowledge and skills to real life problems, for example using proportion to identify gender balance and using trigonometry in digital mapping. Students competently calculated, drew and interpreted graphs, and handled data. They achieved highly against the curriculum expectations. Their rate of progress over time was good overall. In a few lessons, however, not all students were sufficiently challenged.
- Good progress in science was sustained into the middle phase, where attainment was securely above that expected for this age group. Students were able to devise their own fair tests to carry out investigations. They analysed and interpreted simple data and gave scientific explanations for their findings, using subject vocabulary precisely and accurately. They worked safely in the laboratory.

Secondary

Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Weak	Acceptable
English	Very good ↑	Very good ↑
Mathematics	Very good ↑	Very good ↑
Science	Very good ↑	Very good ↑

- In Islamic education, most students achieved in line with the curriculum expectations. They demonstrated acceptable levels of Holy Qur'an recitation skill across the school. Students were able to recite short verses from the Holy Qur'an but occasionally required assistance to accurately pronounce verses. A majority of students recognised Islamic terminology used during the lesson such as Halal and Haram, Tawheed, and Attributes of Allah. Most students in the secondary school demonstrated age-appropriate levels of knowledge and understanding of historical Islamic events. However, few students were able to link these historical events to the present. Progress in lessons and over time was improving; students made good gains when appropriately challenged.
- Most students did not achieve in line with the curriculum standards in learning Arabic as an additional language. Their writing was below expectations, as a minority of students struggled to spell single words. A minority of students were able to understand a lesson conducted almost entirely in Arabic. Their speaking skills were broadly in line with expectations; most students could converse in rehearsed lines about a familiar topic. Long-term gains were evident in students' language skills, leading to acceptable progress; short-term progress in lessons was sometimes hampered by the wide ability range.
- Most students were secure in their knowledge of how to speak, listen, write and read well in English. A large majority attained above the expectations for their grade levels. Students were keen to accept more challenging assignments. This was due to the opportunities they had been given to apply their knowledge in interesting ways, often with cross-curricular activities to think about their culture, values, and experiences. These factors enhanced students' progress against the curriculum standards.
- Students' attainment and progress in mathematics had improved. When compared against international standards, there was a well-established trend over time. The attainment of students across the phase was better than expected, especially their ability to relate mathematical concepts to real-life situations and other subject areas. For example, the use of permutations in sampling, the use of volume to determine costing and the value of cones over cylinders when selling ice cream. Progress was better than expected across all grades.
- The large majority of secondary students attained levels of scientific knowledge above the international standards as measured by the school's internal and international examinations, as well as performance in classrooms. Their progress was strong as a result of well-focused lessons aimed at developing understanding and opportunities for practice. For a minority, their skills of investigation and experimentation were underdeveloped. Overall, students made very good progress against expectations during lessons and over the phase. They showed themselves to be competent in applying scientific formulas and mathematics to find answers to problems in physics and chemistry.

	KG	Primary	Middle	Secondary
Learning skills	Good	Good ↑	Good	Very good ↑

- In all phases of the school students enjoyed learning and relished opportunities to take responsibility for their own learning. They helped each other understand what had been learned. When activities were differentiated effectively, students could organise the resources and use them appropriately. For example, in the high school students were very enthusiastic in identifying the mathematical skills required to help them run the school bank.
- Students interacted well with each other and with teachers. In all phases, students were encouraged to work in groups and collaborate, which they did successfully. In the very good lessons students were able to allocate tasks to each member of their group and evaluate their contributions collectively. For example, in class debates in the middle and secondary phases, students communicated their arguments passionately and clearly identified their learning.
- Students were increasingly encouraged to make clear connections between what they had learned and their understanding of the world. For example, they were able to connect learning about derivatives with sound wave technology in the high school and used measuring skills to design recipes in the primary school.
- Critical thinking and other problem solving skills had not been embedded in all lessons. Problem solving in some lessons was overly directed by the teachers and students were not given sufficient opportunities to solve problems independently. When challenged, students in all phases were keen to analyse and reflect. The skills of enterprise and enquiry were impressive when applied in extra-curricular activities.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding ↑	Outstanding	Outstanding

- Nearly all students had positive and responsible attitudes towards all members of the school community and towards learning.
- Students made good decisions independently and they responded very well to supportive critical feedback.
- Students behaved well, even when not closely supervised. Bullying behavior was very rare and students had developed a culture in which they encouraged the resolution of differences in mature ways.
- Relations between students and teachers were respectful and students frequently helped others in academic and social activities. Student leaders were trained to give kind reminders to students who forgot to demonstrate safe behaviour in the primary phase. Students were empathic and they appreciated and valued the differences of others.
- Students frequently demonstrated that they valued making healthy and safe choices, which included eating healthy food, regular exercise, and being careful so that no one would be hurt.
- In the last term the entire school's attendance was 98 per cent in all phases. Students were on time for classes and they were ready to work when their teachers began their lessons.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Students showed great understanding of the local culture and values of Islam. All students enthusiastically celebrated Eid and the National UAE Day holidays dressed in their costumes. They had a good understanding of the UAE, as they had visited mosques, the Heritage Village, archeological sites and the Islamic Museum.
- All students showed great understanding of their own and the UAE culture as they celebrated the International Day, Traditional Lunch Day and Hindi and French days. This helped them to understand the diverse nature of the UAE and inculcated a respect for other cultures. They could talk about their own cultures and could describe the similarities and differences between the cultures.
- Students' understanding and appreciation of life in Dubai, its religion and heritage was outstanding across the school. They appreciated and respected the Holy Qur'an and knew the importance of the Five Pillars of Islam.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Good	Good	Good	Very good ↓

- Students were keen conservationists and were committed to recycling whenever they could do so in a practical manner. They had many opportunities to take part in a range of activities that supported environmental preservation, such as the start of an organic farm, adopting a whale and showing concern for endangered species.
- Students contributed actively and responsibly to the life of the school through volunteer activities. They raised funds to support those who were less privileged than themselves. This enhanced their civic and economic awareness.
- Students had a very good work ethic and were proactive in organising projects to discharge their responsibilities to the school and the wider community. They engaged in a wide range of projects such as the 'Business Bay,' running a bank, and organising events to raise funds for charities. They showed good entrepreneurial skills when they made a mini robot and prepared a hand wash.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good ↑	Good	Very good ↑

- Teachers demonstrated good subject knowledge. However, the ways they transferred their knowledge to meet the needs of students were inconsistent. When consideration was given to their learning needs, for example in computer science, where students' prior learning was clearly identified, the progress of the students was very good.
- Effective planning by teachers helped secure the learning outcomes. In the best lessons clear planning led to fast pace, purpose and clearly differentiated tasks matched well to the students' needs. For example, in the primary phase different groups of students were engaged in different, yet, clearly planned activities which maintained their interest. This enabled all groups of students, including those with SEND, to understand the concept of fractions.
- Teachers questioned and interacted with students to secure their willingness to learn in most lessons. The questions used by teachers engaged their students in thinking or enquiry. Extended questioning and opportunities for students to devise their own questions were less well developed, which restricted opportunities for higher level thinking.
- Students approached their work seriously and teachers had been successful in achieving a positive climate for learning, wherein students were able to learn from each other. In some lessons, teachers were successful in creating a climate of curiosity. In one science lesson, all groups of students were excited when they accurately identified the water holding capacity of soil.
- In the very good lessons teachers provided purposeful opportunities for students to think critically and solve problems. Students were very keen to apply their analytical skills. In language lessons they identified patterns to determine the meanings of new vocabulary. Such opportunities were not embedded in all subjects and phases.
- Teaching in Arabic as an additional language was of acceptable quality overall.

	KG	Primary	Middle	Secondary
Assessment	Good	Good ↑	Good	Good

- The school had well-developed internal systems for collecting student performance data, subject by subject. These data were analysed and used to inform which curriculum areas were in need of adaptation for certain groups of students.
- International Benchmark Test (IBT) results were used to provide comparisons of students' attainment with national and international results. The outcomes were compared with internal assessments and thus achieved greater validity. The data the school gathered was used well to track the attainment and progress of individual students.
- Assessment information was used in many areas to influence and improve student outcomes, especially in the secondary phase, where progress and attainment were better as a result.
- Teachers' knowledge of students and their support for them was generally good across all phases. They adapted learning activities to enable students to make good progress. Assessment for learning and tightly focused, smart target-setting were features which were developing across the school.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good ↑	Good	Good	Very good ↑

- The curriculum had a clear rationale, was broad and balanced and met the needs of students effectively. The curriculum in the secondary phase was very good and supported all students to gain entry to the universities of their choice and receive scholarships. The Ministry of Education and CISCE curriculum requirements were met. Many innovative projects, such as opportunities to gain insight into the subjects not being studied, helped students to widen their horizons.
- The progression and continuity were well maintained in students' learning through the use of a mix of curriculum standards in the primary grades. In the middle and secondary phases, the best practices of international curricula were implemented. This enabled the students, upon their graduation from the school, to gain entrance to the institutions of their choice.
- Curricular choices for older students were very wide. They were offered English, science, commerce and humanities as the main areas, with over forty subjects they could choose from.
- Strong curricular links were established through the project work across the school. The Learning Centres in the primary grades offered many opportunities for cross curricular work and independent learning. For example, in one class students were learning to predict and measure short and long objects, another group made a graph of their heights, and another used their photographs and wrote the short and long features of parts of their bodies. Another group matched pictures to names of places in the UAE.
- The curriculum was regularly reviewed and developed to meet students' needs. For example, as a consequence of the review, phonic teaching was implemented in the early primary classes that had improved students' reading skills. However, the curriculum did not consistently meet the needs of all groups of students including those with SEND.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good ↑	Good ↑	Good ↑	Good

- The curriculum was well modified to meet the needs of almost all students of different abilities. The more able students were challenged and additional help was given to those who learned more slowly than others. The curriculum offered to Grade 1 and 2 classes enhanced students' learning through the teaching in Learning Centres, where resources were well used and students had many opportunities to make independent choices.
- Extra-curricular activities were a strength of the curriculum. Students were given many opportunities within and outside the school to engage in projects to benefit the wider community, such as 'Our School Bank.' Profits from other projects had been used to buy trollies for carrying water for villagers in India. Students were well aware of the need to look after the environment and the need to save the endangered species.
- The curriculum enabled good understanding of the UAE's culture, including festivals and the UAE National Day. It helped students understand their roles and responsibilities in a multicultural society, for example, when distributing food and other gifts to construction workers when they celebrated seasons of giving such as Ramadan, Diwali and Christmas.

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

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The Staff Handbook contained guidelines on the roles and responsibilities of all staff members, and this was supported by more detailed policies and practices.
- Child protection and safeguarding arrangements were clearly defined and understood by students, parents and staff. The Special Educational Needs department oversaw these areas. Monitoring systems for students who were 'at risk' were thorough and implemented consistently.
- The school employed a full time team of well-trained and vigilant security personnel on the premises. The school had closed circuit television installations to monitor activity around the campus. Visitors were required to sign in and obtain a visitor's badge upon arrival.
- The school worked in partnership with recognised transport contractors which provided quality transport in accordance with all governmental regulations. Buses were rigorously monitored by the senior teaching and security staff to ensure safety of students.
- A clinic was available to all students and the staff during the working day. The clinic was managed by a qualified doctor and nurses. Medical records and equipment were securely stored; personal and physical development checks were conducted regularly.
- The school had bright, well-maintained modern buildings, facilities and resources which were suited to the needs of most students. A full time maintenance manager oversaw cleaning, minor repairs, large scale projects and day to day issues. All records were in place regarding maintenance upkeep, such as electrics, fire safety apparatus, swimming pool maintenance and water quality. Students and staff members with disabilities were well-catered for and appropriate facilities were in place, for example the lifts and ramps.
- The quality of food in the cafeteria was good and supported the advice for healthy lifestyles. Students were aware of the need to eat healthily; this was reinforced in science lessons, food technology, physical education lessons and class discussions. A series of activities had been provided on smoking, healthy eating and dental care by the school doctor and outside agencies. Students were monitored for their health, weight and body mass index with results recorded and feedback provided to them.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Mutual respect was evident and the staff was aware of the students' individual needs. There was a behaviour policy that was displayed and understood by the students.
- The school was very conscientious regarding students' attendance and punctuality and consistently followed these up with parent contact after absences or tardiness.
- The school was inclusive and had appropriate identification procedures for students with SEND as well as the gifted and talented students. Their needs were identified and the results were shared with the staff.

- The support for students with SEND was adequately provided. Support was given individually and sometimes in small group settings and allowed most students with SEND to progress.
- The well-being and personal development of all students were monitored regularly. Students felt well supported and had access to staff members who cared about their needs.

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

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

Acceptable

- There were policies in place that guided the assessment upon entry. A key member of the staff was responsible and accountable for the outcomes and the provision of services for students with SEND, however this provision of services was inconsistent. The leadership had invested resources, by recruiting qualified SEND teachers/counsellors. It is important that leaders at all levels are able to provide the support and challenges necessary to ensure improved provisions for students with SEND in the classroom.
- The school used formative and summative assessments and checklists for assessments that were used to identify the needs of students with SEND. The school had an understanding of the main learning needs of most students and most teachers had a working knowledge of the KHDA categories. However, the degree of need is not consistently matched to the different categories of learning difficulty. The school's SEN procedures on entry, in the early years and in classes were appropriate. However, there appeared to be some inconsistencies in the application phase of the identification process.
- The school worked very closely with the parents of students with SEND. Consequently, the teachers and counsellors contacted parents on a regular and consistent schedule. Parents were welcomed at the school and parent interviews indicated that the parents welcomed this contact. Parents were encouraged to become involved in their child's education program, but their contributions were limited.
- There were numerous modifications listed in most of the individual education plans for students with SEND. However, the application in the classroom was inconsistently applied. Most of the teachers were aware of the modifications, but there was little evidence of these modifications in the teacher planning activities and consequent lesson plan. The application of effective curriculum modifications is likely to promote independent learning skills and lead to autonomy in the classroom.
- The monitoring of progress towards attaining goals noted in the individual education plan was inconsistent with no identified starting point (baseline), no key check points and no definition of mastery. Systems to monitor and track the progress of students with SEND were insufficient and did not provide adequate information to impact lesson planning or provide feedback. Consequently, the school was unable to make accurate conclusions about the progress of students with SEND

6. Leadership and management

The effectiveness of leadership

Good

- A clear vision was promoted by the principal and shared with the whole school community; overall, this was supported by a dedicated team focused on raising students' attainment. There was a developing awareness of the school's role and responsibilities in achieving the National Agenda targets.
- Leaders at all levels supported improvements in the quality of learning and teaching and improving students' progress throughout the school. However, there were some inconsistencies across grades and subject areas within phases.
- Teachers were encouraged to take initiatives to provide new learning experiences and an exciting, relevant curriculum for students of all ages.
- A staffing structure was in place which allowed for distributed leadership. Professional relationships existed between all leaders and the learning community in the school. Middle leaders were increasingly accountable for the outcomes within their areas of responsibility.
- There was an increasing focus on effective learning, with stronger practices being shared by lead practitioners, giving a good capacity for further improvements. There had been success in raising educational outcomes; for example, the progress made in English, mathematics and science in the secondary phase. Students' learning skills had improved in the primary and secondary phases.
- Overall, leaders at all levels had good capacity to secure further improvements over time. This was an improving school; the senior leadership team and the middle managers had a good understanding of the school's strengths and weaknesses. There had been a positive response to the issues raised in the previous inspection.

School self-evaluation and improvement planning

Good

- School self-evaluation was deep in processes but lacked rigour. The school self-evaluation judgements made in several areas of the framework were optimistic, even though the direction was strongly positive.
- Strengthening distributive leadership development was a key focus. The leaders' competence and commitment were evident at all levels. Roles and responsibilities were well-defined and aligned to whole school priorities that were aimed at improving learning outcomes. The monitoring and evaluation of improvements made within the context of the improvement and action plans required a tighter focus and more detailed record keeping.
- The staff development and comprehensive training programme were strong features of the school, giving teachers opportunities for relevant learning and sharing of good practice. Performance management was done and all staff members had access to development and feedback to enhance their performance. The scope of their lesson observations required enhancement; for example, how different students were catered for in lessons, not just in the plans. Performance management policies and procedures were in place, but there were inconsistencies in the way some were implemented.
- The school placed a priority on seeking the opinions of students and parents by a variety of means.




Partnerships with parents and the community	Good
<ul style="list-style-type: none"> Parents received twice termly reports on their children's progress and met to discuss these with class teachers. In the KG, attractive individual learning journals were shared, which showed key developments and the next steps in learning. In the secondary phase, parents were closely involved in discussions about their children's subject choices and future careers. The school had close links with other schools and the local community. Students' experiences were enhanced through taking part in inter-school tournaments and sports competitions, and making visits to local places of interest. Practical links with business offered real-life experience for students. For example, senior students benefited from links with a local factory to enhance their understanding of commerce. Parents took part in different ways, including helping in classrooms and supporting their children with their studies. They were represented on the parent forum which gathered parents' views and took them to the governing body of the school. The school had taken good account of their views and improvements had resulted, such as the development of leadership training for all teachers. The school provided good communication to parents through the website, information in newsletters and regular updates about learning in class. Class teachers supported parents well when they contacted them directly. For example, regular discussions took place for parents of students with SEND. 	

Governance	Good
<ul style="list-style-type: none"> Overall, the skills and expertise of the board matched the needs of the school. Parent governors were chosen for their interests and expertise. Through the on-site chief executive officer, the board was kept apprised of school performance data. Governors met on a regular basis to hold formal meetings or conduct focus groups, which were recorded in writing. Stakeholders' opinions were sought informally or through meetings with parents; students were also engaged in the process, providing the board with an information base regarding the school's strengths and weaknesses. Governors challenged the leaders, holding them to account for academic and other outcomes; the gathering of information about academic and personal development, was rigorous. The board had a good understanding of the work of the school, including its strengths and weaknesses. However, there was a tendency to believe that if a working group was set up to address an issue, all would be well. Rigorous evaluation of outcomes appeared to be under-developed. The governors exerted good influence upon the school in terms of shaping and directing overall strategies, having positive effects upon the overall performance of the school. 	

Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> The school employed sufficient numbers of teachers. Most teachers were well qualified with appropriate experience in their subjects and phases of teaching. Leaders managed the turnover of staff members well, ensuring that new members were given appropriate induction to the school. All teachers took part in regular professional training. For example, all had undergone development of their leadership skills. Training was not always followed up to ensure consistency of practice. The school buildings provided an appropriate environment for the range of ages and subjects taught. The specialist facilities for learning about science were good. Children in the KG enjoyed additional shared play spaces to learn outside their classrooms. The large auditorium, games hall and swimming pools supported the curriculum. The school was managed efficiently to ensure that students and the staff benefited from well organised routines. Timetables were well coordinated to ensure that students moved smoothly between lessons and had best use of the shared facilities. Parents were given advance information of special events and extra-curricular activities to enable participation. The school provided a broad range of resources which supported all aspects of the curriculum. Teachers and students had access to information technologies in classrooms, such as interactive white boards, computers and tablets to enhance their learning. Children had a more limited range of technology in the early stages. Attractive library resources were available to KG and primary children, with a spacious library for the older students' independent use. 	

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	392
	2014-2015	495
Teachers 	52	
Students 	198	

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

- About a fifth of the parents responded to their survey.
- They were positive about the quality of education provided. Almost all reported that their children enjoyed school and were developing a range of skills, including an awareness of other cultures.
- Most agreed that teachers helped their children to improve and were offered a good range of subjects. A few did not think that the school prepared their children well for the next stages in their learning.
- Almost all parents were confident that their children were safe in school and on school buses. They thought that the school was well-led.
- Teachers who responded were very positive about all aspects of the school's provision. They believed that students behaved well and worked collaboratively with each other. They thought that students with special educational needs made good progress.
- Almost all senior students agreed that the school was well led. Students expressed satisfaction with their experience in school, with almost all agreeing they were developing a good range of learning skills.
- Most felt they were treated fairly, and supported well by their teachers to learn.
- A minority did not think they had gained a sufficient understanding of Islamic values in Dubai or of Emirati traditions. They did not think that there were enough extra-curricular activities offered in school.

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