

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

VERY
GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

Jumeira
Baccalaureate
School

Celebrating
10 years of
inspections

JUMEIRA BACCALAUREATE SCHOOL

IB CURRICULUM

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School information

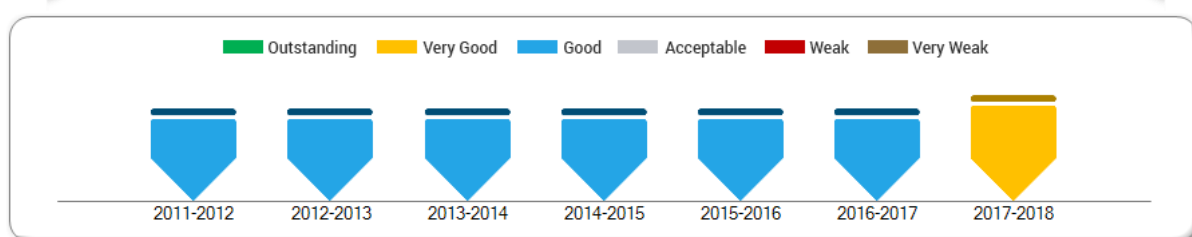
| General information | |
|----------------------------|--|
| Location | Jumeirah First |
| Type of school | Private |
| Opening year of school | 2010 |
| Website | www.jbschool.ae |
| Telephone | 043446931 |
| Address | Street 53B off Al Wasl Road, Jumeira 1 |
| Principal | Richard Drew |
| Principal - Date appointed | 8/30/2015 |
| Language of instruction | English |
| Inspection dates | 22 to 25 January 2018 |

| Teachers / Support staff | |
|---------------------------------------|---------|
| Number of teachers | 91 |
| Largest nationality group of teachers | British |
| Number of teaching assistants | 25 |
| Teacher-student ratio | 1:9 |
| Number of guidance counsellors | 2 |
| Teacher turnover | 10% |

| Students | |
|--|----------------|
| Gender of students | Boys and girls |
| Age range | 3-18 |
| Grades or year groups | KG 1-Grade 12 |
| Number of students on roll | 791 |
| Number of children in pre-kindergarten | 0 |
| Number of Emirati students | 260 |
| Number of students with SEND | 77 |
| Largest nationality group of students | Emirati |

| Curriculum | |
|---------------------------------|------------------------------|
| Educational permit / Licence | IB |
| Main curriculum | IB |
| External tests and examinations | IBDP, IBCP, IBMYP, CEM Alis, |
| Accreditation | IBO Full member |
| National Agenda benchmark tests | GL, IBT |

School Journey for Jumeira Baccalaureate School



The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

| | |
|--------------------|---|
| Outstanding | Quality of performance substantially exceeds the expectation of the UAE |
| Very good | Quality of performance exceeds the expectation of the UAE |
| Good | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE) |
| Acceptable | Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE) |
| Weak | Quality of performance is below the expectation of the UAE |
| Very weak | Quality of performance is significantly below the expectation of the UAE |

Summary of inspection findings 2017-2018

Jumeira Baccalaureate School was inspected by DSIB from 22 to 25 January 2018. The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

Leadership and management

The principal, school leaders and governors, share their vision with staff, parents and students for an inclusive and innovative school. They are very effective in bringing about improvements. Self-evaluation processes are strengthened and leaders have a very good understanding of the school's performance and the priorities for further improvement. Governors provide high quality resources and more than adequate staffing numbers to enhance students' learning. The school runs smoothly on a day-to-day basis.

Students' achievement

There have been significant improvements in students' achievement. Students' progress is at least good, and often very good. In the Diploma Programme (DP), progress in English is outstanding as is attainment. Attainment is generally good, although in Islamic education, it is acceptable in the Primary Years Programme (PYP) and very good in Arabic as a first language in DP, in English in the Middle Years Programme (MYP), and in science in the Kindergarten (KG). Students apply their very good learning skills in most subjects.

Students' personal and social development, and their innovation skills

Students' personal, social, physical and emotional development remain outstanding in all phases. Students' understanding of Islamic values and their awareness of Emirati and world cultures is excellent for older students and very good in the KG and PYP. Students are highly innovative and make a significant contribution to the school, local and global communities. They are conscientious in caring for the environment.

Teaching and assessment

The quality of teaching, and the assessment processes have improved and are consistently very good across the school. Most teachers make very effective use of assessment information to plan lessons that meet the needs of all students. Analyses of internal and external assessment data provide a mainly accurate picture of the school's effectiveness.

Curriculum

The curriculum has been reviewed and has improved in the KG, PYP and DP. It is designed, implemented and modified exceptionally well to inspire and motivate students and to appeal to their diverse interests, aspirations and needs. It offers a wide range of opportunities to promote students' innovation, critical thinking, creativity and investigative and problem-solving skills.

The protection, care, guidance and support of students

The arrangements for protecting and caring for all students remain outstanding. Students' health is given a high profile. Expectations for students' behaviour and attendance are clearly understood. Guidance and support for students, including the systems for identifying and supporting students with additional needs, have improved and are highly effective in all phases.

What the school does best

- The principal's commitment to the national priorities, shared with all school leaders, their continuous drive for improvement, and the outstanding support they receive from parents and governors
- Students' outstanding personal and social development and their innovative contribution to the school, local and global communities
- The improvements in the quality of teaching and the curriculum
- The improved use of assessment information to monitor students' progress and to intervene in order to address underachievement
- The arrangements for protecting, caring, guiding and supporting all students







Key recommendations

- Improve the rate of progress in Islamic education and all subjects, especially in the MYP.
- Ensure the best practice in teaching that exists in all phases is shared more consistently.

Overall School Performance

Very good ↑

1. Students' Achievement

| | | KG | PYP | MYP | DP |
|--|------------|----------------|-------------|-------------|----------------|
|  Islamic education | Attainment | Not applicable | Acceptable | Good | Good |
| | Progress | Not applicable | Good | Good | Good |
|  Arabic as a first language | Attainment | Not applicable | Good | Good | Very good |
| | Progress | Not applicable | Very good ↑ | Good | Very good |
|  Arabic as an additional language | Attainment | Not applicable | Good | Good | Not applicable |
| | Progress | Not applicable | Very good | Very good | Not applicable |
|  English | Attainment | Good | Good | Very good | Outstanding ↑ |
| | Progress | Very good | Very good ↑ | Very good | Outstanding ↑ |
|  Mathematics | Attainment | Good | Good | Good | Good ↓ |
| | Progress | Very good | Very good ↑ | Good | Very good |
|  Science | Attainment | Very good ↑ | Good | Good | Good |
| | Progress | Very good ↑ | Very good ↑ | Very good ↑ | Very good |

| | KG | PYP | MYP | DP |
|-----------------|-----------|-------------|-------------|-----------|
| Learning skills | Very good | Very good ↑ | Very good ↑ | Very good |

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

| | KG | PYP | MYP | DP |
|---|-------------|-------------|-------------|-------------|
| Personal development | Outstanding | Outstanding | Outstanding | Outstanding |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good | Very good | Outstanding | Outstanding |
| Social responsibility and innovation skills | Outstanding | Outstanding | Outstanding | Outstanding |

3. Teaching and assessment

| | KG | PYP | MYP | DP |
|---------------------------------|-----------|-------------|-------------|-------------|
| Teaching for effective learning | Very good | Very good ↑ | Very good ↑ | Very good |
| Assessment | Very good | Very good ↑ | Very good ↑ | Very good ↑ |

4. Curriculum

| | KG | PYP | MYP | DP |
|--------------------------------------|-------------|-------------|-----------|---------------|
| Curriculum design and implementation | Very good ↑ | Very good ↑ | Very good | Outstanding ↑ |
| Curriculum adaptation | Very good | Very good | Very good | Outstanding |

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

| | KG | PYP | MYP | DP |
|---|---------------|---------------|---------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Outstanding | Outstanding | Outstanding | Outstanding |
| Care and support | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding |

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P.).
- Attainment when measured against N.A.P. in English, mathematics and science is below expectations.
- School leaders and the governing body are committed to the National Agenda. Accountability is built into each tier of management and is reflected in their planning.
- Cognitive ability test (CAT4) data are analysed in great detail and used very effectively, in almost all subjects, to meet the needs of different groups of students and individuals.
- School leaders demonstrate great awareness of the need to redress the balance between the requirements of the International Baccalaureate (IB) curriculum and the demands of all benchmark tests.
- The results of the CAT4 tests directly influence the provision for the students; teachers facilitate learning with a real focus on developing students' critical thinking.
- All students, teachers and parents are aware of the findings of the NAP reports.

Overall, the school's provision for achieving National Agenda targets is above expectations.

Emirati Students



As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.

The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of

students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership.

ii) Learning and Intervention. iii) Personalisation

- Governors, school advisory board members and senior staff ensure that the achievement and performance of all groups of students, including Emirati students, is carefully monitored. Teachers are aware of the individual needs of Emirati students and plan interventions to help accelerate progress and raise standards.
- Most Emirati students have positive attitudes to learning and willingly take responsibility for their own learning. All available data is analysed robustly by the school and highly personalised plans initiated when required. The progress of Emirati students is closely monitored to help them achieve their best possible outcomes. This is having a positive impact on students' achievements.
- Regular assessments, including CAT4 tests and National Agenda benchmark assessments, help the school identify any areas of learning requiring further improvement. The school identified the need to reduce gaps in achievement for some students between verbal and non-verbal skills. Carefully selected interventions ensure these students are making good or better progress in the development of their verbal and reading skills.

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

Moral Education

- Moral education (MEP) has been integrated comprehensively into the IB learner profile.
- The core values of MEP have been aligned with the curriculum for Grades 1 to 9.
- Teachers follow the scope and sequence of units and plan personalised, differentiated and challenging lessons. Students consistently apply their learning in MEP lessons to personal, local and global contexts.
- Assessment of MEP takes account of how students feel as well as how they think and act. Reports to parents link individual assessment outcomes with learning objectives for each unit.

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

Social Studies

- The UAE social studies programme is integrated across the curriculum and objectives have been mapped to align with all subject areas.
- Teachers plan meaningful experiences for learners to ensure they have a deep knowledge of and respect for the UAE and other cultures.
- Students exhibit a high level of independence and creativity. They collaborate very well and apply critical thinking and problem-solving skills to complex issues.
- The assessment processes for social studies target concepts and skills. Assessments are varied to meet the needs of all learners.

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


Innovation in Education

- Innovation is integral to students' learning. Students routinely use their own technological devices to support research, problem solving, critical thinking and receipt and submission of their work.
- Students' make a significant contribution to the school, local and global communities through innovative approaches, such as their involvement in a range of humanitarian activities overseas.
- Teaching strategies and the use of data are most impressive. In PE, CAT4 data is used to identify potential sports coaches.
- Innovation underpins curriculum enrichment. For example, in design technology, students built a satellite. Another class designed systems for recharging learning technology devices in class.
- Leadership of innovation is based on the motto: 'just doing it differently.' Governors have appointed a leader of innovation and allocated a budget to fund its development.

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

Main inspection report


1. Students' achievements

| | | KG | PYP | MYP | DP |
|--|------------|----------------|------------|------|------|
| Islamic education  | Attainment | Not applicable | Acceptable | Good | Good |
| | Progress | Not applicable | Good | Good | Good |

- Internal assessment results in Islamic education are stronger in the DP and the MYP because students have a deeper understanding of Islamic values and concepts. In the PYP students' knowledge of Islamic concepts is often limited to the recall of facts.
- In all phases, students' acquisition of knowledge is stronger than their application of skills such as recitation of the Holy Qur'an. Students are making good progress in developing research skills in Islamic history. Progress remains good overall although constructive and guided feedback to students is variable.
- Attainment in PYP remains acceptable as a result of limited opportunities which enable students to make connections between the knowledge acquired and the skills they have developed.

For development


- Improve recitation skills by using a systematic and developmental approach across the school.
- Use rigorous assessment procedures to monitor and track the progress of all groups of students to give appropriate feedback.

| | | KG | PYP | MYP | DP |
|---|------------|----------------|-------------|------|-----------|
| Arabic as a first language  | Attainment | Not applicable | Good | Good | Very good |
| | Progress | Not applicable | Very good ↑ | Good | Very good |

- A large majority of students in the PYP are developing their reading comprehension skills rapidly through a range of stories. A similar proportion of students in the DP are extending their writing skills very well. External results in the DP are very good.
- The majority of students in PYP can write a different ending or introduce a new character in a story. However, students do not use classical Arabic confidently when expressing their views. Writing skills are less developed in MYP as the quality of feedback is variable.
- In the PYP, students are developing their reading comprehension skills very well using a booklet to record the range of stories they have read. They are able to record their understanding and check their knowledge of spelling and grammar.

For development


- Accelerate MYP students' progress in writing by providing high quality feedback and indicating next steps in learning.

| | | KG | PYP | MYP | DP |
|---|------------|----------------|-----------|-----------|----------------|
| Arabic as an additional language  | Attainment | Not applicable | Good | Good | Not applicable |
| | Progress | Not applicable | Very good | Very good | Not applicable |

- The majority of students in both phases are gaining vocabulary in a good range of real-life situations. PYP students are developing their spelling very well, while students in the higher grades are improving their structured writing.
- The majority of students in the higher grades in the MYP, particularly in the higher-ability groups, are developing their understanding of modern Arabic poems and cultural Arabic stories very well. However, their spoken interactions are underdeveloped. Attainment levels are not accurately measured with regard to the number of years of study.
- Teachers are skilful in engaging and developing a range of skills in Arabic through role play.

For development


- Provide more opportunities for students to use discussion in a range of life situations.
- Improve assessment of students' attainment according to the number of years of studying the language.

| | | KG | PYP | MYP | DP |
|--|------------|-----------|-------------|-----------|---------------|
| English  | Attainment | Good | Good | Very good | Outstanding ↑ |
| | Progress | Very good | Very good ↑ | Very good | Outstanding ↑ |

- Children in the KG make a very good start to developing their listening, understanding and speaking skills, and across the school students' verbal communication skills are a particular strength. In the PYP and MYP, students are making better than expected progress in their reading comprehension.
- Students' acquisition and application of English language, and their awareness and understanding of a wide range of literature in the higher grades, are improving. Trends over time show that a large majority of students make better than expected progress in verbal reasoning and verbal fluency.
- In the PYP and DP, the rate of students' progress has improved as a result of new initiatives to address their skills in reading and writing. As a result, students excel in their external IB assessments and attain levels that are above international standards.

For development


- Provide consistent levels of challenge for the more able students.
- Create a school-wide writing rubric of standards across all subjects.

| | | KG | PYP | MYP | DP |
|--|------------|-----------|-------------|------|-----------|
| Mathematics  | Attainment | Good | Good | Good | Good ↓ |
| | Progress | Very good | Very good ↑ | Good | Very good |

- Attainment, for the majority of students is consistently above expectations throughout all phases of the school. Progress is less strong in the MYP as the teaching is less engaging and does not inspire learning in all classes.
- The learner profile of an IB student places a great emphasis on the application of skills. This is very apparent in mathematics where students' strengths lie in their ability to apply their mathematical skills to the real world. The depth of their understanding of knowledge and content is less strong.
- The additional emphasis being given to working more with numbers, as identified from the analysis of the data, is beginning to have an impact across all phases but especially in the PYP phase.

For development

- Ensure students make progress in all lessons particularly in MYP, by the provision of challenging and engaging learning activities.

| | | KG | PYP | MYP | DP |
|--|------------|-------------|-------------|-------------|-----------|
| Science  | Attainment | Very good ↑ | Good | Good | Good |
| | Progress | Very good ↑ | Very good ↑ | Very good ↑ | Very good |

- In the DP, results in biology remain outstanding. Attainment in the KG is also very good due to challenging practical enquiry based activities. Progress as viewed in lessons and students' work is very good across all phases
- Consistent use of the scientific method to underpin all practical work, allied with use of criteria-based assessment, has accelerated progress in the MYP and the PYP. Learning technologies are used well to develop research skills, problem solving and self-assessment, and to reinforce concepts
- The PYP curriculum is being modified to provide a balance of the three sciences which prepares students better for expectations in the MYP. Opportunities for critical thinking and independent learning are strengthening progress and enhancing understanding across all the phases.

For development

- Continue to develop the PYP and MYP curricula to provide the sequential building of science knowledge, skills and understanding required for success in all three IB diploma sciences.

| | KG | PYP | MYP | DP |
|-----------------|-----------|-------------|-------------|-----------|
| Learning Skills | Very good | Very good ↑ | Very good ↑ | Very good |

- Learning skills are developing well as students take greater responsibility for their learning and act purposefully to improve. These skills are not applied as consistently within several MYP subjects. KG children are developing new learning skills each day to support their accelerated development and progress.
- Skilful use of technology supports learning through problem solving, investigation, critical thinking and independent research. However, students do not always make the connections for themselves in order to develop deeper thinking.
- A focus on meaningful student collaboration and verbal presentation of work has improved the quality of discussion and use of language. Teachers' regular use of open-ended questioning and activities is improving students' critical thinking skills.

For development

- Assist students in all phases and subjects to use self-reflection in order to recognise their strengths and weaknesses and act purposefully to improve.

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

| | KG | PYP | MYP | DP |
|-----------------------------|-------------|-------------|-------------|-------------|
| Personal development | Outstanding | Outstanding | Outstanding | Outstanding |

- Students across the school show great respect to their peers and teachers. They are keen to learn and respond very well to feedback. Students from different cultures are considerate and very thoughtful to the needs of others.
- Students' exhibit excellent behaviour and have high levels of self-discipline. Children in the KG take turns and share things with each other. The IB learner profile features are very evident in lessons. Students take the lead in multiple projects that demonstrate strong initiative.
- The very positive relationships and mutual respect that students have for each other are a result of a range of programmes introduced to raise students' awareness of tolerance and diversity.

| | KG | PYP | MYP | DP |
|--|-----------|-----------|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good | Very good | Outstanding | Outstanding |

- Students' awareness and appreciation of Islamic values are excellent in the MYP and the DP. Their contributions and fund-raising activities for those less fortunate reflect their understanding of Islamic values.
- A particular strength of students across the school is the deep understanding, awareness, and appreciation of the UAE culture as a result of the cultural studies curriculum and the UAE moral education and social studies programmes.
- The school's focus on raising awareness of other world cultures and developing the sense of community further, has contributed to, and strengthened the outstanding outcome particularly in the MYP and DP.

| | KG | PYP | MYP | DP |
|--|-------------|-------------|-------------|-------------|
| Social responsibility and innovation skills | Outstanding | Outstanding | Outstanding | Outstanding |

- The enhancement of social responsibility and innovation skills are excellent across the school. They are underpinned by the provision of a range of opportunities to involve all groups of students in being active in community support and outreach opportunities
- A particular strength is the development of leadership roles. The student council has been expanded to provide student voice and leadership opportunities for younger students. The head boy and girl are members of the School Advisory Board and report on all student initiatives.
- Students from all phases engage in entrepreneurial actions that lead to significant social benefits. Students' awareness of environmental issues, and involvement in projects and initiatives to sustain the environment, are strong.

3. Teaching and assessment

| | KG | PYP | MYP | DP |
|---------------------------------|-----------|-------------|-------------|-----------|
| Teaching for effective learning | Very good | Very good ↑ | Very good ↑ | Very good |

- The large majority of teachers demonstrate excellent subject knowledge. However, the effectiveness of teaching in some subjects in the MYP is variable. Teachers know their students very well and use a range of teaching strategies to support active learning.
- Teacher and student relationships are positive, creating highly engaged learners who experience critical thinking, problem solving, enquiry and independent research through interesting real life contexts. High teacher expectations and opportunities for student reflection are integral within the better lessons.
- Teaching has improved in the MYP and the PYP through the use of enhanced questioning skills that promote more critical and higher order thinking. The ability of teachers to plan and deliver successful lessons that cater well to the needs of all student groups, is improved by the development of the detailed student profile data sheet.

| | KG | PYP | MYP | DP |
|------------|-----------|-------------|-------------|-------------|
| Assessment | Very good | Very good ↑ | Very good ↑ | Very good ↑ |

- The use of assessment, across all phases, is consistent. It provides accurate information about students' abilities and potential, and helps teachers to plan to meet the needs of all students.
- The major strength of assessment is the impact it is having on the quality of students' learning in the classroom. The wealth of information, analysed and held by the school, is used to help teachers match their expectations and work to students' different abilities and needs.
- The focus on self and peer assessment since the previous inspection has led to the student's being far more involved in their own learning and their understanding of their own strengths and weaknesses. However, this is not consistent in all subjects and phases.

For development

- Monitor the effectiveness of all the tracking data to ensure the reliability of the information at all stages.

4. Curriculum

| | KG | PYP | MYP | DP |
|--------------------------------------|-------------|-------------|-----------|---------------|
| Curriculum design and implementation | Very good ↑ | Very good ↑ | Very good | Outstanding ↑ |

- The curriculum fulfils the requirements of the IB framework and the Ministry of Education (MoE) across all phases. The scope and sequence is improved. It ensures an appropriate balance of skills development and the acquisition of knowledge and understanding in most phases and subjects. However, this is less evident in Islamic education.
- Cross-curricular links are a strong feature across a range of subjects and grade levels to promote meaningful learning opportunities in a variety of contexts. Arabic from pre-KG to KG2 provides children with a solid foundation for the language.
- The curriculum is regularly reviewed in response to students' needs, interests and aspirations. This has brought about improvements in the rate of students' progress, particularly in the PYP. However, insufficient attention is given to extending learning for more able students, particularly in the MYP.

| | KG | PYP | MYP | DP |
|-----------------------|-----------|-----------|-----------|-------------|
| Curriculum adaptation | Very good | Very good | Very good | Outstanding |

- Curriculum modification remains a very strong feature of the school. The improved, and very effective use of assessment information makes a significant difference to teachers' ability to adjust their strategies and interventions in support of students' diverse needs.
- Extra-curricular activities increase students' confidence and develop their skills in innovation, entrepreneurship and leadership, as well as catering for their various interests in sport, the arts, languages and economics.
- The curriculum is enhanced further due to the introduction of the moral education programme, which has deepened students' understanding of UAE culture and society and enhanced their awareness of what it means to be a good citizen. The 'Week-Without-Walls' programme offers students the opportunity to make a positive contribution beyond the school.
- Arabic is provided throughout from pre-KG to KG2 with 4 sessions per week, each of 40 minutes duration.

For development

- Ensure a greater emphasis on skills development in Islamic education.

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

| | KG | PYP | MYP | DP |
|--|-------------|-------------|-------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Outstanding | Outstanding | Outstanding | Outstanding |

- The Preventive Planning Maintenance (PPM) programme is comprehensive and highly effective across the school. The school has rigorous procedures for safeguarding all students and staff. Child protection training is provided for all staff in a range of languages.
- The school is very safe and secure. Regular first-aid training and evacuation drills are conducted. There are appropriate and regular visual checks to identify potential hazards around school and to assess risks for school trips. Accidents are rare and of a minor nature.
- The 'Fitnovation' initiative very effectively promotes healthy lifestyles. This is being expanded into a wider programme in the local community and across Dubai.

| | KG | PYP | MYP | DP |
|-------------------------|------------------|------------------|------------------|-------------|
| Care and support | Outstanding ↑ | Outstanding ↑ | Outstanding ↑ | Outstanding |

- Care and support has improved and is now of an excellent quality across the school. Relationships between staff and students are exceptional and firmly based in mutual respect. High expectations and clear procedures for managing behaviour are very successful.
- Attendance and punctuality are promoted through rigorous and persistent follow up to absence and late arrivals. The school is inclusive, welcoming students with SEND. Procedures for identifying students' needs, including those who are gifted and/or talented, are very effective. Provision and support is skilfully tailored to individual needs.
- Systems to support the emotional, physical and academic well-being of students are highly effective. The school goes above and beyond expectations to care for students. Counselling, careers advice and support for university applications are exemplary.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Very good ↑

- The school is inclusive, providing a high level of care and support for students with a diverse range of educational needs. The well-qualified head of inclusion, and a dedicated team of skilled professionals, are successfully improving the quality of the provision
- The inclusion team works effectively with parents and, when needed, external professionals to identify students with special educational needs. Students are assessed on entry or when their needs are identified later through school assessments or effective referral processes. High quality education programmes are designed for individual students.
- Parents are supported well by the school and most value the provision their children receive. Communication systems are effective and staff are approachable. Parents have the opportunity to work in partnership with the school and actively help their child reach their personalised targets.
- Most lessons are skilfully adjusted to meet students' individual needs. As a result, students with SEND and those who are gifted and or talented are increasingly well supported and appropriately challenged. However, in a few lessons there is some inconsistency in the quality of modified learning.
- Improved monitoring of students' progress provides reliable information about individual students. Analysis of the progress of all students' is not refined sufficiently to inform self-evaluation, improvement planning and reporting.

For development

- Ensure consistency in the quality of modified learning in lessons across all subjects.
- Thoroughly analyse students' progress data to inform self-evaluation, to strengthen improvement planning and to raise the quality of reporting.

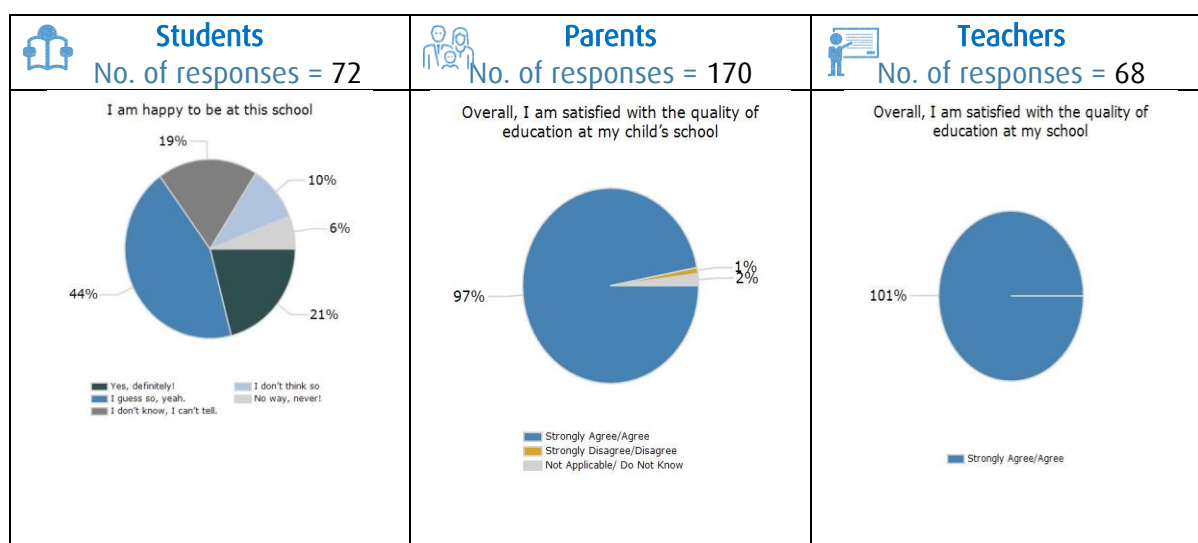
6. Leadership and management




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

- The principal, very effectively supported by other school leaders and governors, shares a vision for an inclusive and innovative school with students, staff and parents. Collegiality and clarity of purpose underpin the positive ethos and culture that permeate the school. Teachers are increasingly confident and effective and morale is high. Leaders demonstrate a strong capacity to bring about further improvements.
- School leaders know the school very well. They are very effective in analysing performance data and give a detailed account to parents and governors of what is going well and what needs to be improved. They monitor teaching closely and provide effective support to ensure teachers are improving their skills. Actions taken to address recommendations from earlier inspections and to bring about improvement have been very effective.
- Parents are active partners in the life and work of the school. Their views are influential in determining priorities for school improvement. Highly effective communication with the school gives families a comprehensive understanding of their children's progress. Partnerships with the local, national and global communities extend and enhance students' learning experiences exceptionally well.
- Governors are proactive in consulting with the whole school community through the School Advisory Board, and in holding leaders to account for their work. They know the school very well. They show compassion, but take decisive action when necessary. They ensure that new appointments are highly qualified and experienced teachers who are able to support the school in its ongoing drive for improvement.
- The school runs exceptionally smoothly on a day-to-day basis. Timetables are well established. Information is shared through a range of media. The number of staff is more than adequate for the number of students. Teachers are well qualified to cover the programmes on offer. They benefit from very effective support to enhance their skills. Facilities and resources are of a very high quality.

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



| | |
|---|---|
|  Students | The students who responded to the survey are generally very positive. There were no written comments. |
|  Parents | Almost parents who responded to the survey are positive about the school. The least positive responses and comments are regarding: reading for pleasure at home, Arabic, the range of extra-curricular activities, careers guidance; the quality of teaching in mathematics and business in the DP. |
|  Teachers | Almost all of the teachers who responded to the survey are overwhelmingly positive about the school. There were one or two comments, one of which is about the frequency of inspections and the limited time in between to make meaningful change. |

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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