



المعرفة Knowledge



JSS PRIVATE SCHOOL L.L.C

INDIAN CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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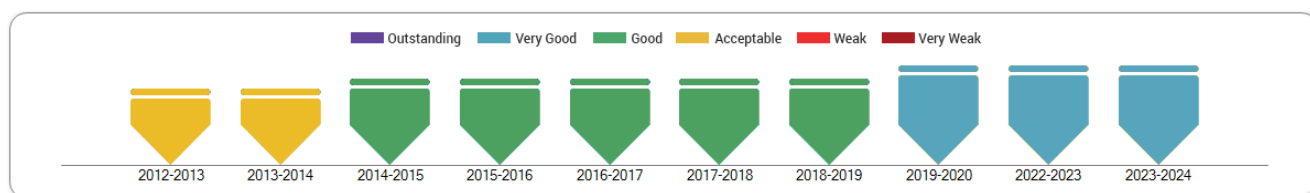
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Al Wasl
	 Opening year of school	2011
	 Website	www.jsspsdubai.com
	 Telephone	97143446419
	 Principal	Chitra Sharma
	 Principal - date appointed	8/13/2011
	 Language of instruction	English
	 Inspection dates	02 to 06 October 2023
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4-18
	 Grades or year groups	KG 1-Grade 12
	 Number of students on roll	2100
	 Number of Emirati students	0
	 Number of students of determination	155
	 Largest nationality group of students	Indian
 TEACHERS	 Number of teachers	147
	 Largest nationality group of teachers	Indian
	 Number of teaching assistants	10
	 Number of guidance counsellors	5
 CURRICULUM	 curriculum	Indian
	 External Curriculum Examinations	Indian
	 Accreditation	CBSE

School Journey for JSS PRIVATE SCHOOL L.L.C



SUMMARY OF INSPECTION FINDINGS 2023-2024

The overall quality of education provided by the school is **very good**. The section below summarises the inspection findings for students' outcomes, provision and leadership.

Students Outcomes

- In the Kindergarten (KG), children's attainment and progress in science are outstanding. In the secondary phase, students' attainment and progress are outstanding in English and science. Students' attainment and progress in Arabic and Islamic Education are mostly good. In mathematics students' attainment and progress are very good, except in the middle phase where they are good. Students learning skills are very strong throughout the school.
- Students thoroughly enjoy school and demonstrate excellent attitudes towards learning. They are self-reliant, disciplined and appreciate the opportunity to explore many cultures. As a result, relationships throughout the school are harmonious. They are responsive to advice and thrive on giving and receiving critical feedback. Attendance is very good overall. Students eagerly attend school and are punctual in arriving to school and their classes. This impacts positively on their achievement.

Provision For learners

- High quality teaching stretches and inspires students across the school. Learning is consistently very good because teachers have very strong subject knowledge which they use to pose challenging questions to students. This feature is not so evident in mathematic lessons in Middle and in Arabic. The effective use of technology, resources and teachers' use of assessment result in very successful learning. Teachers plan lessons in depth, ensuring students build on their prior learning and skill development.
- The curriculum provides creative opportunities for learning for all students. There is a broad range of subjects on offer and a good balance of knowledge and skills in subjects. Continuity in learning across phases is ensured in most subjects. Cross-curricular links are carefully planned in lessons and the STEAM programme offers very good opportunities for the transfer of learning between subjects. Students' learning progression is smooth in the core subjects where the curricula are aligned with national and international examinations.
- The well-planned curriculum and a very impressive array of activities promote the wellbeing and personal development of all students. Systems are in place to monitor the impact of the curriculum and to inform personal and academic guidance and support. There is a rigorous system for the maintenance and safety of the school building. The school provides an attractive and inclusive environment.

Leadership and management

- Very strong senior leadership drives this cohesive, harmonious and inclusive school. Leaders are innovative and highly ambitious in their determination to help students achieve their full potential. Systematic and rigorous self-evaluation processes are increasingly embedded in the school. Senior leaders are active in observing learning and in reviewing the quality of students' workbooks and their progress. Parents feel they are very well informed about their children's academic progress. Leaders have developed links with nearby schools and use these effectively to widen students' experiences.

Highlights of the school:

- Students' outstanding attitudes, behaviour and relationships across the school
- The highly supportive, committed and actively involved parent group
- The nurturing environment in KG contributing to children's outstanding personal, social and emotional development
- The teaching and assessment in the secondary phase, leading to outstanding learning skills and achievement in English and science

Key recommendations:







- Improve students' reading by ensuring that early readers are taught phonics systematically.
- Raise students' achievement in mathematics in the middle phase, and in Arabic across the school.



OVERALL SCHOOL PERFORMANCE




Very good

01 Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good ↑	Good	Very 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	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Very good	Outstanding	Outstanding	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
 Mathematics	Attainment	Very good	Very good	Good	Very good
	Progress	Very good	Very good	Good	Very good
 Science	Attainment	Outstanding ↑	Very good	Very good	Outstanding ↑
	Progress	Outstanding	Very good	Very good	Outstanding ↑

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

02 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	Outstanding	Outstanding	Outstanding	Outstanding

03 Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Very good	Very good	Outstanding 
Assessment	Very good	Very good	Very good	Outstanding 

04 Curriculum

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

05 The protection, care, guidance and support of students

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

06 Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

Focus Areas

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



A. Registration Requirements	Met Fully	
Not Applicable		
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Not applicable
<ul style="list-style-type: none">The school's score of 582 in the 2023 reading literacy test exceeded the 2016 score by 49 points. This is equivalent to outstanding progression.		
C. Leadership: International and Emirati Achievement	Very good	
<ul style="list-style-type: none">The school's quality assurance systems are secure. Leaders at all levels have a thorough understanding of the subject skills and proficiency levels identified through benchmark testing. Their data analyses guide the school to areas of underperformance which they address by introducing appropriate intervention strategies. The school adapts the curriculum and modifies teaching strategies to promote effective learning.		
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Not applicable
<ul style="list-style-type: none">The school employs a range of strategies that target reading for understanding which are impacting on students' outcomes in internationally benchmarked assessments. The school's strategy of incorporating challenging critical thinking questions in lessons across all phases, is developing a community of inquiringly minded students.		

Overall school standards in the National Agenda Parameter are: Very good

For Development:

- Ensure consistency in the implementation of the school wide teaching, and monitoring, of the reading programme.

Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at a Very good level

- The governing board, principal and senior leaders demonstrate a very strong commitment to wellbeing in the school. The importance of wellbeing is stressed through policies and practices. These provide the school community with very clear guidance about the importance of wellbeing to health, happiness and success. The school's wellbeing path shows outstanding improvement over time. A wealth of data is studied so that leaders can identify ways to improve the wellbeing of all.
- The wellbeing leader, the counsellors and the careers counsellor make up a strong, approachable team who are available to assist any member of the school community in need of academic, emotional or career support. Older students lead initiatives and mentor younger students. Students are taught to be kind, reflective, positive, respectful and are grateful for the opportunities to excel. There is consistent high-quality support for staff wellbeing
- Wellbeing initiatives engage students and provide opportunities that enable them to learn about their own wellbeing status. The alternative pathways, life skills and modified learning programmes provide students of determination with opportunities to build confidence and achieve personal success. The broad range of curricular activities help develop teamwork through shared challenges. Students feel safe and valued at school and they clearly understand the link between diet, exercise and good health. Students have a strong sense of belonging to the school community.

For Development:

- Consolidate the classroom environments in which students achieve high levels of engagement, resilience and achievement.

UAE social studies and Moral Education

- Moral and social studies are integrated across the curriculum in KG and in Grades 10 to 12. From Grade 1 to Grade 9, it is taught as a standalone subject for two 40 minute lessons a week. Lessons are taught in English by specialist social science teachers. The curriculum follows the latest guidance from the Ministry of Education (MoE) and is enriched by extensive reading, in line with the school's development priorities.
- Teaching is of high quality. Teachers enthuse students and contribute to their understanding of the moral and cultural values of the UAE, as well as enhancing their pride in their own national and cultural backgrounds. Students' performance is assessed by formal examinations and report cards are sent to parents twice per year.

Arabic in Early Years

- Arabic is taught in KG2 for 40 minutes, once a week by three Arabic teachers who are appropriately qualified in the subject and Early Years teaching. The school uses a simplified form of the MoE Arabic curriculum in preparation for the primary phase. During lessons children are engaged in a range of activities, including songs and language games, in which they learn the letters of the alphabet, numbers, names of animals and greetings. Teachers check students' progress in lessons. Arabic is not formally reported to parents.



Main Inspection Report

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Very good ↑	Good	Very good

- The majority of students demonstrate better than expected knowledge and understanding of the subject in lessons and their recent work. The school's assessment data indicate higher attainment. A large majority of primary and secondary students make better than expected progress. There are significant differences between the achievement of boys and the girls.
- Students' understanding and application of Islamic values is strong. They also have secure knowledge and understanding of the Holy Qur'an and the Noble Hadith. They can refer to them for evidence and guidance or rulings. However, they make very few references to Seerah.
- The school has improved students' Holy Qur'an recitation skills. This is enhanced by allocating time for Holy Qur'anic recitation at the beginning of each lesson. The impact of this has yet to be seen, particularly in the upper grades.

For Development:

- Improve students' recitation and memorisation skills of the Holy Qur'an.
- Ensure that all areas of learning in the subject are linked with the Holy Qur'an, the Noble Hadith and Seerah.

ARABIC AS AN ADDITIONAL LANGUAGE

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- In lessons and in students' recent work, the majority of students' attainment is above the expected MoE curriculum standards. Students in Primary make better progress than students in Middle and Secondary. The school's assessment data are not consistent with students' performance in lessons and in their recent work.
- Students' listening skills are stronger than other language skills. Students understand teachers' instructions and respond to them well. Students' creative writing is less secure. Students can decode words and read fluently. The limited vocabulary of most students restricts their understanding of texts.
- The increased opportunities given for students to read in Arabic, and practice language in everyday situations, is helping to improve students' language skills in general. The use of memorised patterns reduce students' ability to express themselves extensively and creatively.

For Development:

- Improve students' understanding of text by extending their vocabularies.
- Provide more opportunities for students to write and speak Arabic creatively, and more extensively, using different language patterns.

ENGLISH

	KG	Primary	Middle	Secondary
Attainment	Very good	Outstanding	Outstanding	Outstanding
Progress	Very good	Very good	Very good	Outstanding

- Children in KG make a very secure start, building foundations for a strong performance later in the school. Their speaking and listening skills develop especially well. Across Primary and Middle, very strong performance continues, which accelerates in Secondary, ensuring that students reach very high standards.
- Students write with enjoyment and considerable accuracy. Their use of punctuation and grammar is exceptional. They debate persuasively. Children in KG, make a sound start in early reading, but occasionally display gaps in key phonic knowledge.
- Across the school, students adjust their intonation and expression as they read. However, in reading lessons, students occasionally tackle texts that are too easy rather than an enriching range of high-quality fiction and non-fiction.

For Development:

- Raise students' ability to read more challenging texts by levelling the texts they should read each year.

MATHEMATICS

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Good	Very good
Progress	Very good	Very good	Good	Very good

- In most phases, students' achievement in lessons and their recent work aligns with both internal and external assessment data. Only a majority of students in Middle, make better than expected progress and achieve above the curriculum standards.
- Most students in Primary perform basic numerical operations. A large majority can analyse shapes and their properties. A majority of students in Middle, use algebra as a means of solving problems. Most secondary students select and use appropriate strategies to solve and interpret complex problems.
- Problem-solving and critical thinking are developing features but have not yet fully impacted on students' attainment and progress in Primary and Middle.

For Development:

- Ensure students are provided with quality opportunities for open-ended problem-solving so that they can apply their learning in everyday contexts.

SCIENCE

	KG	Primary	Middle	Secondary
Attainment	Outstanding ↑	Very good	Very good	Outstanding ↑
Progress	Outstanding	Very good	Very good	Outstanding ↑

- Secondary students' attainment in internal and external examinations demonstrates high levels of scientific knowledge, skills and understanding. Attainment is a strength of children in KG. In Primary and Secondary, levels of attainment are improving. Strong progress is a feature of KG and Secondary.
- Students demonstrate secure knowledge and understanding of scientific concepts. Their enquiry skills are developed consistently across the school. Students' skills in planning and conducting independent investigations are secure. In Grade 1, students, analyse problems and suggest solutions when investigating water pollution.
- The curriculum is enriched through the development of scientific vocabulary, guided reading, individualised planning and modifications to overcome identified gaps in students' knowledge and skills. A strength in Secondary is the development of thinking skills and the understanding of scientific concepts.

For Development:

- Improve levels of attainment and progress in Primary and Middle.
- Improve Primary and Middle students' ability to discuss and extend their depth of understanding.

LEARNING SKILLS

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

- Children in KG, work and play with very high levels of enthusiasm and settle quickly to tasks. Students in Primary and Secondary collaborate very effectively to reach solutions. In Secondary, students show the highest levels of concentration and take risks in their learning, knowing that they will learn from mistakes.
- Students apply themselves enthusiastically to tasks set before them. However, during class discussions, a few students quietly lose focus. All students make very skilful use of technology to research, to complete tasks and to communicate answers to the teacher and class.
- Many students answer questions in depth. They speak in clear and full sentences, drawing on a range of interesting vocabulary and communicating their learning very clearly. At times, however, some students' answers are short and lack clarity.

For Development:

- Ensure that students communicate their understanding and learning effectively by answering in full sentences when appropriate.

02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	KG	Primary	Middle	Secondary
Personal development	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding

- Across all phases, students demonstrate very positive and responsible attitudes towards learning and the school. Most are self-reliant and demonstrate high leadership skills, particularly the senior students. Students are very sensitive to the needs of others and show genuine concern for them.
- Students are self-disciplined and their behaviour is a strength of the school. They are responsive to advice and thrive on the giving and receiving of critical feedback. This has greatly improved as a result of school's initiatives such as, 'Star of the Week' and 'Class of the Month'.
- Students are strongly aware of healthy lifestyles and most make healthy choices for their food and drink. Students are punctual at the start of the day and to lessons. Their attendance rates are very good. In Secondary, attendance is outstanding.

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

- Across the school, students demonstrate an excellent understanding and appreciation of the UAE heritage and culture. Most students are proud of being part of this diverse society and consider the UAE their home. Almost all students, speak in detail about the UAE's history and places of tourist attraction.
- The Islamic conference organised by the school has had a very positive impact on students' understanding of Islamic values. Most students in the school understand the relevance and impact of these values to all aspects of life in the UAE, including sustainability and the environment.
- Students' understanding of their own and world cultures is having a more positive impact across all phases this year. This has been improved as a result of many of the school's cultural activities, such as, 'United Celebrations Day' and through school assemblies.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- From KG onwards, students show exemplary levels of community awareness and leadership. A wealth of student-led clubs and community initiatives such as, charity fund-raising and visits to a special school typify their excellent sense of social responsibility.

For Development:

- Consolidate students' understanding of the interdependent nature of World cultures.

03 TEACHING AND ASSESSMENT

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

- From the KG onwards, there is much high-quality teaching which stretches and inspires students to do their best. In Secondary, very effective teaching challenges students to make greater gains in learning, to think creatively and debate analytically in an academic atmosphere.
- Lessons are planned in depth, offering tasks that generally move students swiftly towards the learning objectives. Teachers use their subject knowledge very effectively to pose questions that challenge students and move learning forwards, but this feature is less marked in Arabic lessons.
- High quality interactions between teachers and their students are commonplace. In the best lessons, teachers ensure that students build on each other's contributions during debate by questioning and developing one another's ideas.

	KG	Primary	Middle	Secondary
Assessment	Very good	Very good	Very good	Outstanding ↑

- Assessment systems are robust and systematic across all grades and subjects. Internal assessments are aligned to the CBSE curriculum and to external benchmark tests. Assessment information is analysed accurately and guides the school to improve student skills, knowledge and understanding.
- Teachers address different levels of students' performance by skilfully adapting the curriculum and modifying teaching strategies for learning in lessons. Systems for tracking the progress of children and students are increasingly embedded. Effective monitoring, evaluation and reporting, supports improved achievement for most groups of students.
- Students possess a developing knowledge of their own strengths and areas for improvement. There are strengths in secondary teachers' approaches to written feedback in students' workbooks. Individual students work is regularly evaluated, and clear guidance is provided on their next steps to learning. This is less consistent in Primary and Middle.

For Development:

- Improve the consistency of primary and middle teachers' feedback and students' reviews of their own and other students' work.

04 CURRICULUM

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

- The curriculum offers a broad range of subjects which develop students' knowledge and skills effectively. It provides many creative opportunities for learning in KG and Primary, and appropriate levels of challenge in the upper phases.
- Continuity of learning across phases is ensured in most subjects. Learning progression is smooth in the core subjects and the curriculum contents are aligned with the requirements of national and international examinations. Where appropriate, the curriculum provides students with an appropriate range of choices.
- The embedded cross-curricular links through the STEAM programme, successfully enhance students' transfer of learning between subjects. These are particularly effective in Secondary. The recent emphasis on targeted personalised learning is having a positive impact on learning for most groups of students.

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

- The school is very successful in modifying the curriculum to meet the needs of all groups of students. The curriculum in all phases is stimulating and provides appropriate levels of challenge which fully engage students in learning.
- Links to the UAE heritage and culture impact very positively on student personal development. The range of sporting activities offered beyond school hours enhances the curriculum and promotes very successful participation in national competitions. The additional support and catch-up programmes and, partnerships with local educational organisations, provide ample opportunities for extending learning beyond the school.
- Children in KG have access to four after-school clubs under the Kinderclub programme. Opportunities for creativity and innovation in Secondary contribute to students' high achievement.

For Development:

- Ensure that subject schemes of work clearly show continuity in learning across phases.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Rigorous procedures and regularly reviewed policies are in place that cover all aspects of safeguarding and child protection. Thorough training of all staff, together with a range of avenues for concerns to be highlighted, ensure that students feel very safe and secure.
- School transport is very well-supervised and managed. The site is clean, secure and well-maintained. At present, there is no equipment to ensure safe evacuation from the upper floor for anyone unable to use the stairs.
- The promotion of physical and mental healthy living is very effective and permeates the school. Students are fully involved in promoting wellbeing and supporting one another. Medical staff provide very high levels of care and health promotion.

	KG	Primary	Middle	Secondary
Care and support	Outstanding ↑	Very good	Very good	Outstanding ↑

- Students are very open, courteous and a delight to be with. Staff have developed highly positive relationships with all students based on mutual respect. Attendance is monitored closely with high levels of punctuality at transition times.
- Procedures for the identification and intervention of students of determination are very good, with the effective use of a broad range of assessments. Programmes of study focus on providing for the diversity of students' needs and ability. These are successful and support consistent progress.
- Assessment processes are very well-developed to identify students with gifts and talents. The wellbeing and pastoral guidance is a strong aspect, led by a skilled team of counsellors. Guidance on curricular choices is provided from Grade 9, together with constructive advice for university entrance from Grade 12.

For Development:

- Ensure that risk assessments and equipment for fire evacuation in the upper floors are in place.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Very good
<ul style="list-style-type: none"> • This inclusive school continues to develop its strong practice. Leadership is focussed upon ensuring that all students achieve highly, both academically and pastorally. Expectations are clarified through the implementation of a broad and detailed inclusive improvement plan • Identification and intervention processes are firmly established, and knowledge of barriers to learning inform adjustments to provision. Collaboration with external specialists enhances the accuracy of identification and tailored interventions. Specialist well-trained staff and class teachers ensure successful delivery of effective programmes • Highly successful channels of communication are established with parents through individualised reports and the use of technology. Parents reflect upon the high-quality support both for them and for their child. Regular guidance leads to increased confidence to support their children at home. • Classroom cultures are supportive, engaging and enable students to thrive. In the best example's students are leading their own learning. The development of alternative education pathways for students with more complex learning profiles is progressing well, so barriers to learning are lowering • Established whole school systems of monitoring and assessment provide reliable progress data, although for some students with complex needs there is not enough detailed information. There are many examples of students of determination achieving certificates, moving successfully to higher education with rising levels of achievement across the school. 	
<p>For Development:</p> <ul style="list-style-type: none"> • Ensure that the impact of staff training in the delivery of individualised, differentiated curriculum experiences, is monitored effectively. • Tailor academic and pastoral targets for those students with more complex needs in order to measure accurately their small steps of progress. 	



06 LEADERSHIP AND MANAGEMENT

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

- Very strong senior leadership is the driving force in creating a cohesive, harmonious and inclusive school. Leaders are highly ambitious and professional in their determination to help students achieve their full potential and are innovative and successful in driving improvements. The sense of teamwork in the school is strong. Staff feel valued, listened to, and contribute to the school's direction. They appreciate the opportunities for training and professional development. School leaders are focussed on developing outstanding teaching throughout the school. Leaders give significant emphases to the UAE national priorities.
- Systematic and rigorous self-evaluation processes are increasingly embedded in the everyday life of the school. Senior leaders regularly observe learning, review the quality of students' workbooks, and look at the progress students are making. As a result, the school knows its strengths and areas to develop thoroughly, although the monitoring of classroom practice by a few middle leaders lacks rigour.
- The school has excellent links with parents, who are very supportive of the school. They say staff are approachable and praise the ease of access to discuss concerns with teachers. Regular newsletters provide details of the curriculum, events and celebrate the success of students. Parents feel they are very well-informed about their children's progress. The school has developed links with nearby schools and uses these effectively to widen students' experiences.
- Leaders and governors work closely together to ensure that they are effective in sustaining and driving improvement. They offer a wide range of skills and expertise that school leaders can draw on. Governors contribute to self-evaluation and track the progress of actions in the school development plan. Although governors seek parents' views, this is not done systematically.
- The day-to-day management of the school is very well organised. Teachers and staff are appropriately qualified to fulfil the school's vision. The teaching staff benefit from regular training that closely matches the school's priorities. School leader's work together to ensure the effective implementation and development of resources across all areas of the school. The premises provide a clean, safe and well-maintained environment for learning. However, some classrooms are cramped and restrict students' learning.

For Development:

- Ensure the restrictive classroom space does not impinge on students' learning.
- Ensure consistency and rigour in the monitoring of teaching and learning by middle leaders.



WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 QA.Schools@khda.gov.ae