



National Agenda



Early Years



Special
Educational Needs



Innovation

Inspection Report 2015-2016

JSS PRIVATE SCHOOL

Curriculum: CBSE

Overall rating: Good

Read more about the school →



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“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 Wasl
	Type of school	Private
	Opening year of school	2011
	Website	www.jsspsdubai.com
	Telephone	04-3446419
	Address	PO Box 126721, Al Safa, Dubai
	Principal	Mrs. Chitra Sharma
	Language of instruction	English
	Inspection dates	19 to 22 October 2015
Students 	Gender of students	Boys and girls
	Age range	4-17
	Grades or year groups	Kindergarten1 to Grade 11
	Number of students on roll	1,970
	Number of children in pre-kindergarten	124
	Number of Emirati students	0
	Number of students with SEND	40
	Largest nationality group of students	Indian
Teachers / Support staff 	Number of teachers	169
	Largest nationality group of teachers	Indian
	Number of teaching assistants	33
	Teacher-student ratio	1:12
	Number of guidance counsellors	2
	Teacher turnover	22%
Curriculum 	Educational permit / Licence	Indian
	Main curriculum	CBSE
	External tests and examinations	IBT
	Accreditation	CBSE
	National Agenda benchmark tests	IBT

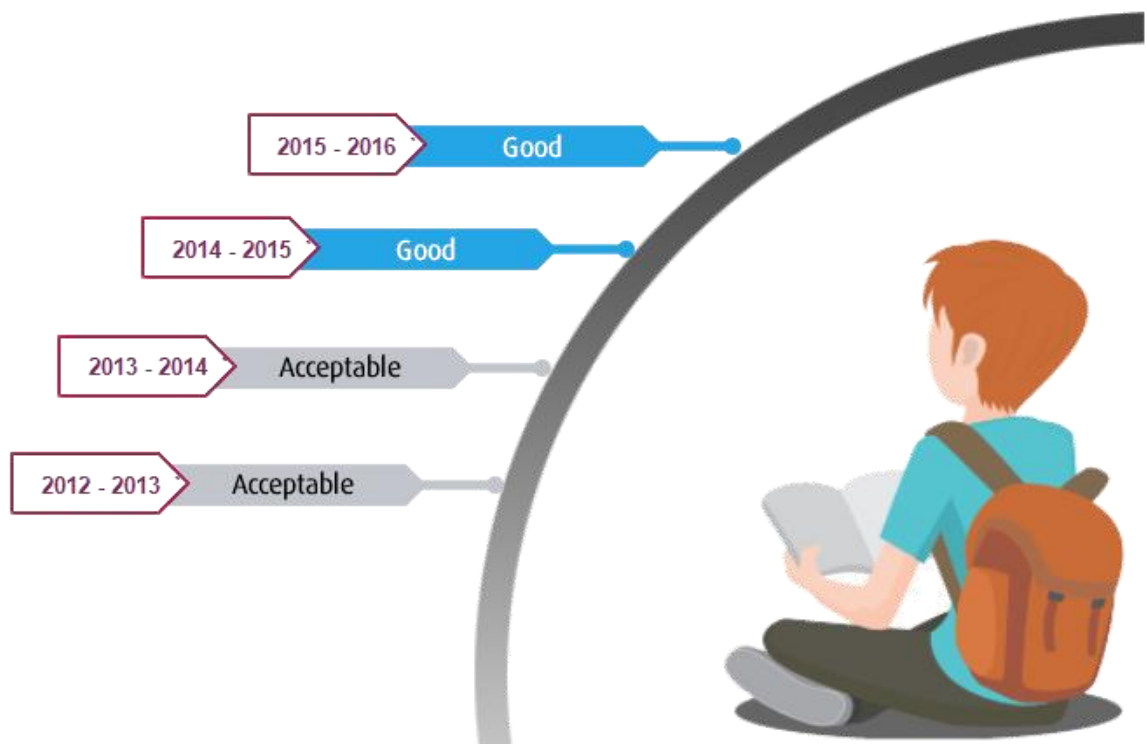


Summary for parents and the community

JSS PRIVATE SCHOOL was inspected by DSIB from 19 to 22 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 Private School provided a **good** level of education to its students.

- Students' attainment and progress were mostly good. They were acceptable in Islamic education, in Arabic as an additional language and in science in the kindergarten. Almost all students were keen to learn and able to work independently without constant teacher intervention.
- Almost all students behaved very well, especially in the kindergarten, primary and middle phases. They were very keen to learn how Islamic values impact on life in modern Dubai. Students in the secondary phase had a very good understanding of environmental issues from around the world.
- Almost all teachers had good knowledge of their subjects. They developed positive relationships with their students. However, questions that encouraged students to think deeply about their answers or helped teachers to check students understanding were not evident or used well in all lessons.
- The school had extended the range of activities provided for students. Careful consideration was given to providing a curriculum that would help students be successful in international tests.
- Security, health and child protection were given due importance and understood by everyone in school. Students in the secondary phase were provided with very good support in making choices for their future lives and education.
- Led well by the principal, the school had developed a very clear understanding of what it needed to do next to provide students with a high quality of education. Communication among all staff, parents and the governing body was very effective. This provided all those involved with the school with the opportunity to contribute to school improvement.



What did the school do well?

- Students' behaviour in lessons and around school was very good in the kindergarten, primary and middle phases. In all phases, students showed sensitivity to the needs of others and were respectful of other students' efforts.
- Students in the secondary phase had a very good understanding of Islamic values and awareness of Emirati and world cultures.
- The principal had a clear vision for improvement that is shared by all staff, facilitated by very effective systems of communication and well-developed understanding of individual responsibility for school improvement.



What does the school need to do next?

- Improve how assessment information is used to match learning to students' different levels of ability, especially in the primary and middle phases, by sharing the good practice that exists in the best classes
 - make more effective use of work sampling as a means of tracking students' progress and use this information to inform next steps in students' learning
- Improve the impact of teaching on learning in Arabic as an additional language and Islamic education, by raising expectations of what students can achieve.



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

- Leaders had good knowledge of the different categories of special educational needs and disabilities (SEND) and used this to support individual students. They were less successful in providing advice to class teachers about how best to help students meet their individual targets in lessons.
- Students' individual needs were identified early and this mostly led to appropriate additional support.
- Parents were regularly consulted and kept up-to-date with their child's progress.
- In the majority of lessons, the curriculum was adjusted to meet individual students' needs, for example through individual attention and support both from teaching staff and teaching assistants.
- Most students made good progress as they gained confidence in their own ability.

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 meeting the National Agenda targets was as expected.
- Awareness of the National Agenda was well-promoted by the principal. Members of the governing body, parents and students were aware in general terms. Senior leaders and teachers, along with their subject heads, were aware of participation in the TIMSS and PISA tests, and were proactive in developing strategies for improvement in curriculum alignment and teaching strategies.
- A proactive approach had been taken by subject heads, with teachers using IBT results to identify strands of each subject that required improvement and the skills gaps of individual groups of students in each phase. This information was being used to better align the curriculum and further develop critical thinking skills in lessons. These plans were developing well.
- Most lesson plans provided for improved critical thinking. While these were planned, implementation was uneven in all grades.
- Resources were limited, especially availability of learning technologies for student enquiry in lessons. Learning technologies were more available outside of lessons.

Innovation in education

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

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









Promoting a culture of innovation:


- School leaders and governors had begun to consider their response to the national innovation agenda and how they would promote a culture of innovation in the school. There were professional learning and development opportunities for teachers to better understand how to embed innovation in their teaching and learning practices, particularly in developing critical thinking and skills. School leaders were considering the school infrastructure and how best to use it to promote a culture of innovation. The school had established partnerships with other schools to develop innovation in teaching, learning and curriculum programs.

Overall school performance

Good

1. Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
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	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
English 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good
Science 	Attainment	Acceptable	Good	Good	Good
	Progress	Acceptable	Good	Good	Good

	KG	Primary	Middle	Secondary
Learning skills	Good	Good 	Good	Good

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

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

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good ↑	Good	Good
Assessment	Good	Acceptable	Acceptable	Good

4. Curriculum

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

6. Leadership and management

	All phases
The effectiveness of leadership	Good
School self-evaluation and improvement planning	Good ↑
Parents and the community	Very 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	Good
Mathematics	Good	Good
Science	Acceptable	Acceptable

- All children were learning English as a second language. They listened well and spoke with confidence. Their writing skills were developing well through Kindergarten 1. By Kindergarten 2 children wrote simple sentences independently, for example about the beach. They spelled high frequency words correctly and could spell other words by linking letters to sounds. They read simple words aloud accurately and answered questions about stories. They made good progress to attain above the standards expected in the schools' curriculum and the international benchmarks expected for second language learners.
- In mathematics, in Kindergarten 1, children counted numbers reliably from one to ten. By Kindergarten 2, they were using objects to add numbers and wrote their own number problems. They knew the names of shapes and identified them around the classroom. The majority of children made better than expected progress in relation to their starting points, and attained standards above the schools' curriculum standards and international benchmarks.
- Children were beginning to develop scientific skills and attain satisfactory levels of understanding. For example, in Kindergarten 1 they watched the teacher mixing different solids with water and they talked about what had happened. Kindergarten 2 children watched ice melting and added sugar and salt under the teacher's guidance. They began to make observations and record their work with drawings, but did not have enough opportunities to be actively involved to raise their achievement to good. As a result, most children made expected rather than good progress from their individual starting points.

Primary

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
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

- In Islamic education, most students displayed the expected levels of attainment as measured against the Ministry of Education curriculum standards. Students' attainment over the past three years had been broadly within the expected levels. Most students displayed secure knowledge of the Pillars of Islam and their ability to recall short prescribed verses of the Holy Qur'an, such as Alfatiha and Iklas, was adequate. Students' knowledge of concepts such as Tawheed was adequate. However, their understanding of the significance of such concepts was not always evident. Most students made expected progress against appropriate learning objectives. Generally, boys made slightly better progress than girls. Students made acceptable progress in their knowledge of prayers.
- In learning Arabic as an additional language, most students displayed language skills in line with the curriculum expectations. Over the past three years, the attainment of most students had been broadly in line with these expected levels; external assessments were not available. Most students had appropriate listening skills and could understand basic classroom instructions. They had adequate ability to pronounce Arabic letters and words, their speaking skills were acceptable and they could respond to basic questions such as their names and ages. They were making acceptable progress in word acquisition, but their writing skills were limited.
- In English, standardised tests indicated that the majority of students performed above the schools' curriculum standards and above the international mean. Knowledge, understanding and skills in speaking and listening, reading and writing were developing well. Trends in attainment over time were good and improving. Students' attainment and progress in lessons were demonstrably good in reading, writing and oral skills. They could articulate their views and opinions clearly and precisely. They read well and their written work was well presented. Attainment and progress was not better than good because of too much variation across the different groups of students, including those with SEND.
- Students' attainment was consistently good as measured against the school's curriculum standards and by international benchmark tests in mathematics. In most lessons, almost all groups of students progressed well from their individual starting points. In a few lessons, students with SEND and gifted and talented students made slower progress. Students' knowledge and skills were generally well-developed and understanding was best when students successfully applied these in practical problem-solving situations. Trends in attainment over time were good and improving.
- Good attainment had been a consistent pattern over time in science when judged against curriculum and external standards. For example, in Grade 4 students were able to mix solutions and they knew the terms solvent, solution and solid. The more able students in Grade 3 were able to research different types of soil likely to be found in the Middle East. Students' books showed that progress had continued to improve and was good. Students had developed their scientific concepts from one year to the next and had become more sophisticated in understanding the world around them. They enjoyed conducting experiments, although they had not developed the understanding and skills needed to establish a hypothesis for themselves, or to extend the experiments to find out more.

Middle

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
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

- Most students of Islamic education displayed the expected levels of attainment as measured against the Ministry of Education curriculum standards. Students' attainment over the past three years had been acceptable. Students' notebooks showed that they had secure knowledge of key events of the lives of prophets and messengers. Their knowledge of the Pillars of Faith was acceptable. They had adequate knowledge of definitions of key words in verses of the Holy Qur'an. However, their ability to make references to verses of the Holy Qur'an was not always evident. Most students made expected progress against appropriate learning objectives. Generally, boys made slightly better progress than girls. Most students made sufficient progress in understanding the general structure of the Holy Qur'an.
- In learning Arabic as an additional language, most students displayed language skills in line with curriculum expectations. Over the past three years, the attainment had been broadly in line with expected levels. Most students displayed secure listening skills and could respond to basic questions using very short sentences. They could recognise familiar words and short phrases. However, their ability to read unfamiliar text was underdeveloped. Most students made adequate progress developing their knowledge of words and short phrases, but their ability to write beyond a few short sentences was limited.
- The majority of students attained standards above the curriculum expectations for English. Trends in attainment over time were positive. Results of international benchmark tests showed that a majority of students attained above the international mean. Attainment and progress in lessons were good. Students were able to articulately evaluate each other's work and they demonstrated good listening skills. Students' investigative, reporting and writing skills showed good progress. The attainment and progress of different groups of students was too varied, including those with SEND and the most able students.
- In mathematics, attainment of the majority of students was above expectation as measured against the school's curriculum standards and in international benchmark tests. This was weaker in the middle grade of the phase. Progress of all groups of students was mainly good. The levels of knowledge and skill application were high. The majority of students were competent practitioners in applying mathematical procedures to set questions. Understanding was best when students successfully applied critical thinking skills to unfamiliar situations, for example, calculating the value of an unknown angle from a series of linked triangles. Attainment over time was improving.
- Attainment was good overall in science. Attainment over time in international benchmark tests had been good and consistently above Middle East and international standards. Work in students' books in Grades 7 and Grade 8 did not consistently demonstrate the same good levels of attainment, as tasks were often too simple and did not build upon previously learnt skills. Progress was good overall and students made better progress when they were supported by their teachers or working in small groups on practical tasks.

Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
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

- In Islamic education, most students displayed the expected levels of attainment as measured against the Ministry of Education curriculum. Students' attainment over the past three years had been acceptable. Most students had appropriate understanding of optional and obligatory practices, such as prayers. Their knowledge of the Holy Qur'an was developing appropriately. However, their ability to link concepts to the Holy Qur'an and Hadeeth was not always evident. Most students made expected progress against appropriate learning objectives. They made sufficient progress in acquiring knowledge of Islam's rules (Fiqh). Generally, boys made slightly better progress than girls.
- In learning Arabic as an additional language, most students displayed language skills in line with the expectations. Over the past three years, the attainment of most students had been broadly in line with expected levels. Students' listening skills were acceptable and they could say short sentences. Students' knowledge of words was secure but their ability to use them in unfamiliar contexts was not well developed. Their reading skills were limited to recognizing familiar text and their progress in developing writing skills was slow. Attainment and progress overall was acceptable rather than good because of too much variation by different groups of students.
- Students' attainment in English, as measured against the curriculum standards, was good in each grade and outstanding in Grade 10. International benchmark test results were above the international mean and Grade 10 students' results were significantly higher. Progress in lessons was good. Students were able to share their work, exchange information and respond to and evaluate the work of their peers. Effective self-assessment strategies enabled students to track their own progress which showed good trends in attainment over time.
- In mathematics, the majority of students attained consistently above the expectations as measured against the schools' curriculum and in international benchmark tests. Progress by all groups of students was good, and weaker students progressed well in small groups. Students demonstrated good quality in their grasp of knowledge, skills and understanding and these were best demonstrated when handling questions with a practical focus; for example, calculating the boundary of an evacuation zone following a nuclear disaster. Rates of progress in most lessons were improving as were trends in attainment over time.
- Students' attainment and progress in science were good. Students scored well in international benchmark tests and showed good depth of understanding of scientific concepts in their lessons. For example, students were able to explain Ampere's circulatory law and its application to long straight conduction, and they learnt how this has been developed in medicine for MRI scans. Most students demonstrated high level skills in the tasks set in Grade 11, for example, where they explained the structure and function of the heart. They were able to set up a microscope and made a sample slide of their own blood for observation. Students demonstrated good skills in using equipment sensibly and correctly. Their familiarity with equipment demonstrated how they built on previously learnt skills.

	KG	Primary	Middle	Secondary
Learning skills	Good	Good ↑	Good	Good

- Students were confident, assured learners, with the ability to explain their knowledge to others.
- They successfully took responsibility for their learning and were able, in most classes, to work to good effect either independently or with their peers.
- When opportunities were provided, students related their learning and experiences to the wider community and the world. This skill was not yet developed to the same good level in all classes.
- In the majority of classes, students' use of technology as a learning tool was helping to develop creative skills, drive innovation and encourage problem solving and critical thinking. This was less evident in lessons in the primary phase.

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

	KG	Primary	Middle	Secondary
Personal development	Very good ↑	Very good ↑	Very good ↑	Good

- Students had very positive and responsible attitudes to school and their work. They had developed self-reliance and had very respectful relationships with all members of the staff. They were confident and responded very favourably to feedback.
- The behaviour of almost all students, inside and outside classes, was very good. Most of the time older students set very good examples for the younger ones to follow, although, occasionally, the behaviour of the older students was not at the standard expected by the school. Bullying and incidents of low level disruption were very rare. Students were self-disciplined and this contributed to a purposeful, harmonious learning community.
- Students were sensitive to the needs of others, respectful of others' efforts and work and felt happy and secure in school. They cooperated very well with each other in lessons and during break times.
- Almost all students demonstrated good understanding of keeping themselves safe, as well as knowing the key features of what it meant to eat a healthy diet and keep fit. The open culture of the school promoted the overall aspects of student welfare very well.
- Attendance levels were very good. Students arrived punctually for school and for individual lessons. They took pride in this, particularly in the kindergarten, primary and middle phases.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↑	Good	Good	Very good ↑

- Students across the school demonstrated a clear understanding of the values of Islam and their influence upon the local society. They shared their appreciation of values such as tolerance and respect. Children in the kindergarten shared their experiences of participation in Islamic festivities such as Eid.
- Students across the school shared their knowledge of the local culture and heritage with high appreciation and pride. Students in the secondary phase commented well on the balance between preserving heritage and traditions and the modern styles and architecture.
- In all phases, students had very good knowledge of, and demonstrated pride in, their own cultures. Students in the secondary phase had well-developed knowledge of world cultures as well as current global challenges such as poverty.

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

- Students actively took part in charity work and fundraising for the benefit of others, for example, in support of the ladies' labour camps. They initiated an anti-bullying campaign, which had led to improvements in relationships in the school.
- Throughout the school, students had a good work ethic. Older students eagerly participated in work experience that led them to make informed choices about their careers. Students regularly organised events to raise awareness of health issues.
- Students had been actively involved in improving the school environment, for example, by painting murals and planting shrubs. Recycling projects, saving newspapers and beach cleaning were examples of their understanding of the importance of looking after world resources. Students in the middle and secondary phases were particularly aware of endangered animals, such as manatees in the Gulf and how their population is affected by changes in their habitat.

3. Teaching and assessment

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

- Most teachers' subject knowledge was secure and successfully applied. In some areas, teachers needed to improve further their knowledge of different learning styles among students, for example, when teaching Arabic as an additional language.
- Lesson plans were well-structured and sequenced, and learning environments were positive. Different plans for different students and strategies to encourage critical thinking were features of most lesson plans, although the implementation of these was not consistent across subjects and phases.

- Interactions between teachers and students were positive and well-established. In the kindergarten, questioning skills were used effectively to encourage children to think for themselves and to encourage independent learning. Although improving in the primary phase, this teaching skill remained a weakness in a significant minority of lessons.
- Teaching strategies were effective in meeting students' needs and appropriate challenge and support were observed in most lessons. These were less evident in Islamic education lessons and resulted in acceptable rather than good attainment and progress.
- Teachers did not give sufficient attention to the development of critical thinking, problem-solving, innovation and independent learning skills. For example, when introducing a new topic, students were not routinely asked to research and draw conclusions for themselves before being immersed in the technicalities of the topic.
- Positive teacher-student interaction was common feature of most Arabic lessons. Quality of questions were adequate but did not challenge students enough to use and build on their existing language skills. A few lessons included different work for students of varied abilities, however strategies to meet their different needs were not used sufficiently regularly.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Good

- Assessment processes through internal tests were well-developed, with careful consideration given to the match between the test and the school curriculum. Assessment in classrooms centered on the use of rubrics by the teachers and students. These were used most effectively in the higher grades.
- The school rigorously benchmarked students' attainment against international standards. In the kindergarten children's attainment was measured against the early learning goals of the National Curriculum in England. In Grades 3 to 10 it was measured through the use of ACER International Benchmark Tests.
- Results of the International Benchmark Tests were analysed in depth to identify where the schools' curriculum needed to improve. However, the assessment of students' work in books was not used well to measure or track their progress. As a result, the school did not have a fully accurate view of the rates of progress being made over time.
- The analysis of assessment information gained from international benchmark tests was used well to modify the schools' curriculum. However, use of assessment information to improve daily lesson planning and to ensure appropriate challenge or support for students was not consistent in the primary and middle phases.
- Students were generally actively involved in assessing their own work. In the secondary phase, good questions and rubrics helped teachers identify what students already knew. Assessment information was used well to adjust teaching and to provide appropriate support and challenge. Although rubrics were a regular feature they were not consistently used to meet the needs of different groups of students in the primary and middle phases.

4. Curriculum

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

- The curriculum had a clear rationale and was broad, balanced and age-appropriate. Good consideration was given to curriculum content to enable students to improve their performances in national and international benchmarking tests such as PISA and TIMSS. In Arabic as an additional language, the curriculum was in line with the Ministry of Education requirements. However, implementation of the curriculum did not ensure a balance in all four language skills.
- The curriculum was well planned in most subjects to enable students to build upon their knowledge and skills, and to ensure that they were prepared for the next phase of education.
- Students were provided with a good choice of options in the secondary phase. These were well considered to link to future education and career preferences.
- Cross-curricular links were well planned and developed, for example, through the use of dance to model shapes, angles and lines.
- Regular review and development of the curriculum was evident, taking full account of results from the ACER International Benchmark Tests. In Arabic as an additional language, the curriculum was reviewed annually and was enhanced appropriately by extra resources for reading. Students were often engaged in projects that involved the community.
- The UAE social studies curriculum is integrated into a broader world social studies curriculum, focusing on India and the rest of the world. The curriculum is broad and balanced across humanities, arts and applied science. There are good links with Emirati culture and UAE society in most phases.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Good	Good ↑	Good	Good

- Most lesson plans included details of how the curriculum was modified to meet the learning needs of different groups of students. In the best lessons, teachers skillfully delivered the planned activities but this was not consistently done in all lessons, particularly in the lower primary grades.
- A wide range of extra-curricular activities, including opportunities for participation in school competitions, developed students' social and academic skills. Students were encouraged to be enterprising and innovative. For example, the development of a website to provide a research and discussion forum for their classmates was one of the more innovative practices seen that helped students to extend learning in art and technology.
- Careful consideration was given to planning a curriculum that enabled students to develop good knowledge and understanding of UAE values and culture, for example, involvement in the Islamic Festival.
- Extensive provision for Arabic was not made in the curriculum of the kindergarten, but acknowledgement was clear that the language was highly valued.

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

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

- The school had good safeguarding procedures in place. Staff members were aware of the procedures for reporting and most students were clear about who to report to if they had concerns or worries. Students were adequately protected from bullying and abuse, including cyber bullying.
- The school site was secure and procedures to keep students safe when at school were clear. Security guards protected the school site. An exit ticket was required from the school for all students leaving for another appointment during the school day. The transport arrangements were well-organized and supervised as students entered and left the school.
- Building maintenance and safety checks were regular and thorough. Incident logs and record books were kept up to date, and medicines were listed and kept in locked cabinets. Fire checks were done regularly and fire extinguishers were maintained, checked and dated. The school practiced the evacuation procedure at least once a term and fire exits were clearly marked around the school.
- All areas of the school were fully accessible, for example, through the provision of ramps to aid those with physical difficulties.
- The school successfully promoted safety and healthy living. It had effective and up-to-date procedures and policies to protect, care for, guide and support students, such as the immunization programme and healthy eating awareness campaign.

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

- Relationships between students and all staff members were very positive. The management of students' behaviour was very effective, resulting in an orderly learning community.
- The school's approach was successful in promoting very good attendance for all groups of students. Very good punctuality to lessons was ensured through active supervision by the staff through all parts of the school.
- The school had thorough systems in place for the identification of students with special educational needs and an increasingly effective system for the composition of individual educational plans for meeting each student's individual needs. A system for identifying gifted and talented students was developing.
- The school provided effective support for most students with special educational needs and those who were gifted and talented. The intervention work was well established and made an effective contribution to most students making consistent personal and academic progress.
- Staff members actively supported all students both academically and pastorally. Senior students reported that they felt very well prepared for the next stages of their education with very effective career guidance.

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

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

Good

- Leaders had good knowledge of the different categories of SEND and used this to support individual students, particularly in sessions when students were withdrawn from classes for targeted support. Leaders were less successful in providing advice to class teachers about how best to help students meet their individual targets in lessons.
- Identification and early intervention were good features of the provision for students with SEND. This was exemplified by the good progress of younger students; early support had meant significantly improved speaking skills and gains in confidence. These students were integrated fully into the classroom and well prepared for future learning.
- Good systems of communication had been established to inform and engage parents. Parents were pleased that their children's needs had been identified and were being addressed, and with the progress their children were making.
- Students' individual needs were being met through modifications to the curriculum and overall provision. Examples of this included individual attention and support, both from the teaching staff and their assistants, seating in well-lit areas, students sitting near the front of a classroom, and students having additional resources to aid their learning. These strategies resulted in improved progress for students.
- The individual educational plans had, in most cases, clear actions and identified next steps for students to take in their learning. A minority of individual educational plans did not have clear targets from which to plan appropriate support or make accurate assessments of students' progress.

6. Leadership and management

The effectiveness of leadership

Good

- A clear vision for the school's improvement, based on a well-developed understanding of the National Agenda, had been set and was shared by leaders at all levels. This had led to good improvement in several aspects of the schools' work, including the quality of teaching in the primary phase.
- Leaders had developed a shared understanding of the curriculum aligned to international benchmark tests. They had improved systems to use assessment information effectively and, through leadership training, had developed a consistent understanding of what constitutes good quality teaching and learning. These initiatives had contributed to the high standards attained by the end of Grade 10, but had not had a similar affect in all grades.
- Relationships amongst staff members were very good. Systems of communication ensured that stakeholders had a voice in deciding actions for improvement. Good systems for the delegation of responsibilities were in place, with effective teams established to drive improvement in many aspects of the school's work.
- Leaders at all levels had a clear understanding of their roles in improving important aspects of the school's work. Actions such as peer mentoring for new staff members had helped to overcome the barriers to improvement created by changes in staffing.

- Leaders had introduced a number of revised systems since the previous inspection in order to address the recommendations in that inspection report. For example, systems of planning and assessment were established in the primary phase. However, this was not having consistently positive effects upon students' learning in all classes across the school.

School self-evaluation and improvement planning

Good ↑

- The school made effective use of the internal and external assessments of students' attainment and progress to identify areas that needed to improve. Careful analysis of questions from international benchmark tests that students had not answered well had been used to modify the curriculum.
- Monitoring of teaching by leaders at all levels was consistent and led to well-focused areas for development. Actions taken as the result of analysis was impacting on student achievement more successfully in mathematics, English and science than in Arabic as an additional language and Islamic education.
- The school improvement plan was a detailed document with clear actions that fully reflected the findings of the school's self-evaluation. Success criteria were linked well to targets for improvement in students' achievements.
- The school had made good progress in addressing the recommendations from the last inspection report, leading to a number of improvements in provision.

Partnerships with parents and the community

Very good ↑




- The school regularly sought the views of parents through questionnaires and parent representatives for each grade. Concerns and suggestions were swiftly addressed. For example, providing all parents in the kindergarten with the details of the early learning goals that their children were aiming to reach, enabled parents to successfully engage as learning partners with the school and with their children.
- Newsletters and other electronic communications were used to keep parents fully up-to-date about school events and celebrations. Parents were provided with clear information about what their children were learning. This, together with guidance and support through additional worksheets and resources, was provided to parents to help them support their children at home.
- Parents received weekly reports regarding how well their children were doing. Parents were fully informed of results of internal and external tests. The provision of international test results helped parents understand how well their children were doing in comparison with others across the world. Electronic communications from teachers helped parents to understand what they could do to support their children's next steps in learning.
- The many partnerships developed between the school and other institutions, such as businesses, schools, universities and environmental groups, contributed very well to students' personal development and aspirations. The use of these partnerships to extend students' academic learning was less pronounced.

Governance	Good
<ul style="list-style-type: none"> The membership of the governing body was extensive and included representation from groups of stakeholders. Through staff and parent representatives and access to the analysis of test results, the governing body had a comprehensive understanding of the school's strengths and areas for improvement. The governing body was incisive in the questions and challenges it posed to the leadership team. They monitored the success of the school in bringing about further improvements through the use of comparisons between the school and international test results. In the last year, however, the governing body had not met regularly. The governing body was proactive in the support it provided to the school and ensured that all statutory requirements were met. The wealth of expertise on it was used to good effect to help the school overcome barriers to improvement, such as high staff turnover and recruitment challenges. 	

Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> The school ran smoothly on a day-to-day basis and was well-organised. Roles and responsibilities were clearly defined; staff members knew their responsibilities and carried them out efficiently. The school was well staffed. Teachers had subject specialist degrees as well as qualified teacher status. There was regular professional development and updating in the staff's subjects, areas of responsibility and on health and safety matters. The staff worked together and members supported each other with lesson planning to maintain a good standard of teaching. Some sharing of the best practice in classes was occurring. The premises were extensive and effectively used to meet the curriculum's needs. Classrooms were orderly and tidy, and the generally well-maintained environment, including the kindergarten, supported the staff in promoting students' achievements and well-being. A good range of resources supported teaching and learning. Staff members used these well in classrooms and laboratories and this helped to enhance the learning experience for the students. There was some limitation in the access to suitable reading books in classrooms, although the library was well stocked with fiction and non-fiction books. 	

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	347
	2014-2015	345
Teachers 	97	
Students 	234	

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

- Most parents who responded agreed that their children were making good progress in English, mathematics and science.
- Almost all parents who responded agreed that the school was well-led and helped their children to develop good learning skills.
- Almost all parents who responded agreed that their children enjoyed school and were safe.
- A minority of students felt that they made insufficient progress in Islamic education and in learning Arabic as an additional language.
- Almost all teachers agreed that the school provided students with a caring and safe environment in which to learn.

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