

Inspection Report



Jumeirah English Speaking School - Branch

2014-2015



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School information



General information

Location	Arabian Ranches
Type of school	Private
Opening year of school	2005
Website	www.jess.sch.ae
Telephone	04 3619019
Address	Arabian Ranches - Dubai- P.O.BOX:24942
Principal	Robert David Stokoe
Language of instruction	English
Inspection dates	24 th -27 th November 2014



Students

Gender of students	Boys and Girls
Age range	3 - 18
Grades or year groups	Foundation Stage1 - Year13
Number of students on roll	1373
Number of children in FS1	66
Number of Emirati students	18
Number of students with SEN	48
Largest nationality group of students	British



Teachers / Support staff

Number of teachers	134
Largest nationality group of teachers	British
Number of teacher assistants	18 (Primary)
Teacher-student ratio	1:11 (Early Years) / 1:22 (other phases)
Number of guidance counsellors	1
Teacher turnover	20%



Curriculum

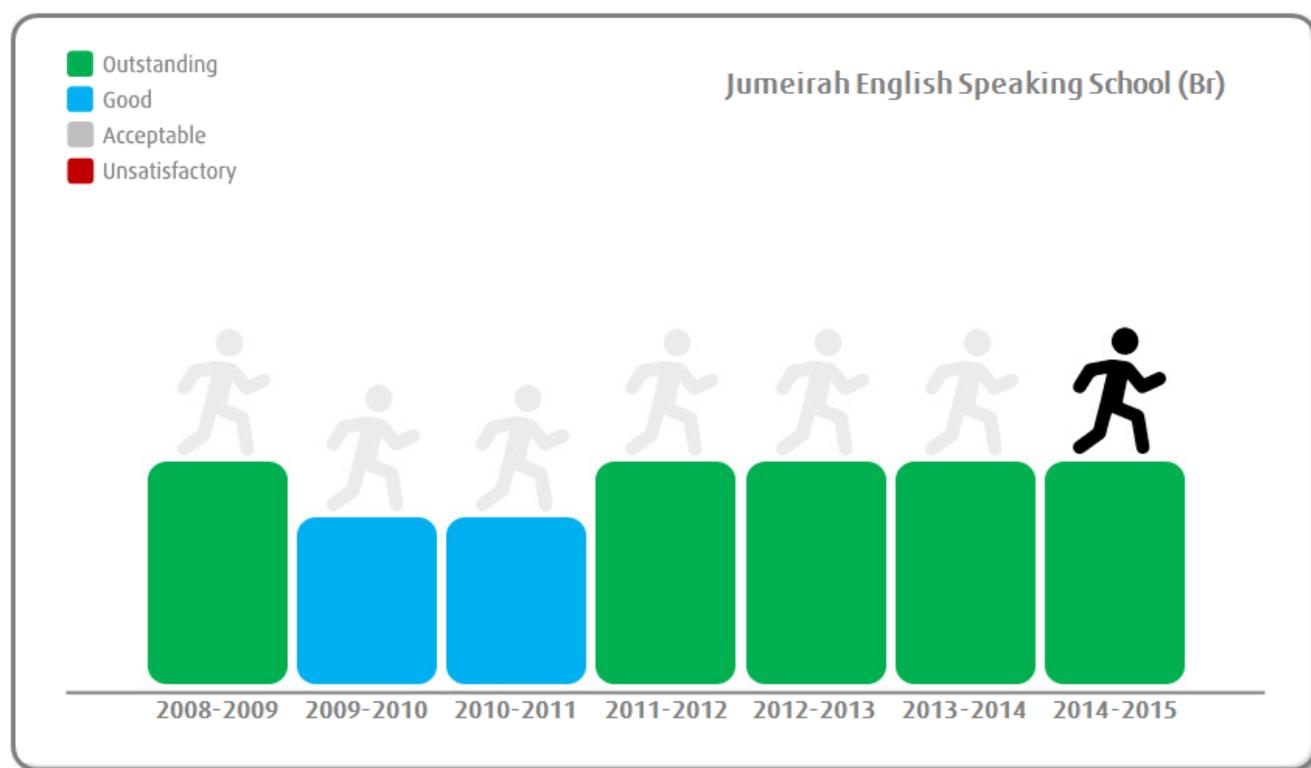
Educational Permit	UK
Main Curriculum / Other	National Curriculum of England / International Baccalaureate
Standardised tests / board exams	CEM, AQA, SAT,Edexcel,GCSE,IGCSE,Trinity Music Exam
Accreditation	IBO, ECIS, BSME



Dear Parents,

Jumeirah English Speaking School (Branch) was inspected by DSIB from 24th-27th November 2014, and the overall quality of education provided by the school was found to be **Outstanding**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, 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 a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

Strengths

- Attainment and progress in English, mathematics and science were outstanding in all phases.
- The school had ensured that students developed outstanding learning skills.
- Teaching and assessment were of a high quality in many subjects.
- The provision of personal and social guidance offered to students was excellent.

Areas for improvement

- Strengthen the rigour and accuracy of self-evaluation.
- Ensure the teaching of Islamic Education is fully compliant with the Ministry of Education regulations.
- Further improve students' learning experiences in Islamic Education and Arabic.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

Yours sincerely,

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

A closer look at Jumeirah English Speaking School (Branch)



How well does the school perform overall?

Overall, Jumeirah English Speaking School (Branch) provided an **'Outstanding'** quality of education for its students.

- Students' attainment and progress in English, mathematics and science were outstanding throughout the school. In Islamic Education, attainment and progress were good in the primary phase, and acceptable in secondary and post-16. In Arabic as a first language, attainment and progress were acceptable in both primary and secondary phases, while in Arabic as an additional language, attainment was good in the primary phase and acceptable in secondary. Progress was good in both of these phases. Students' learning skills were generally outstanding throughout the school. Independent learning was very well developed. Attainment, progress and learning skills were outstanding in the Foundation Stage, where children were exposed to a wide range of stimulating activities, well designed to promote curiosity and an eagerness for learning.
- Students' behaviour was exemplary throughout the school. Students were very mature in their attitudes. Students' understanding of Islamic values and Emirati culture and traditions was good. Nonetheless, many students demonstrated only a superficial awareness of issues pertaining to the UAE, more at a tourists' rather than residents' level of understanding. They had well-developed community and environmental responsibility and very positive involvement with those less fortunate than themselves.
- Teaching and assessment were outstanding at all stages and particularly imaginative in the Foundation Stage. Teachers knew students' strengths and weaknesses very well and modified learning activities appropriately for them.
- The curriculum was outstanding, although insufficient curriculum space had been given to Islamic Education and Arabic.
- Provision for health and safety were outstanding. The school had developed a comprehensive child protection policy. Its policy on cyber and Internet safety was thorough and well delivered. Support for students was also outstanding. The school's provision for students with special educational needs was of a very high quality.
- Overall, leadership was outstanding, though not uniformly so. The Director had a very clear vision, and had been very successful in transmitting that vision throughout the expansion of the school. Self-evaluation suffered from a lack of analytical objectivity and was too self-congratulatory. The school's view of teaching had been too positive. Relationships with parents and the community were outstanding, as was governance. The governors had shown prudence and skill in financial matters. While staffing, facilities and resources were of very high quality, management was not outstanding. Timetabling did not cater appropriately for Islamic Education and Arabic classes.

How well does the school provide for students with special educational needs?



- Students' learning targets were relevant, appropriate and challenging. Almost all students with special educational needs made good progress with their targets and towards meeting the attainment expected for their age.
- In lessons, teachers were active and effective in modifying the curriculum and support for students with special educational needs. The school's investment in its 'Oasis' facilities for supporting students provided a purposeful but relaxing environment. This facility enhanced students' confidence and inspired positive attitudes to learning. Skilled teachers and assistants provided highly personalised one-to-one and small group support.
- Senior leaders responsible for the provision made for students with special educational needs were dedicated to a high quality of care and support. They had developed very effective systems to assess students, to identify needs, and to monitor and coordinate provision.

1. How good are the students' attainment, progress and learning skills?

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 Arabic as a First Language	Attainment	Not Applicable	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
 Arabic as an Additional Language	Attainment	Not Applicable	Good	Acceptable	Not Applicable
	Progress	Not Applicable	Good	Good	Not Applicable
 English	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding 
	Progress	Outstanding	Outstanding	Outstanding	Outstanding 
 Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Outstanding	Outstanding	Outstanding

 Improved from last inspection

 Declined from last inspection

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↓	Good ↓	Good ↓	Good ↓
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding	Outstanding	Good ↓
Curriculum design to meet the individual needs of students	Outstanding	Outstanding	Outstanding	Outstanding

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding

6. How good are the leadership and management of the school?

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

Overall school judgement

Outstanding

Key strengths

- Attainment and progress in English, mathematics and science were outstanding in all phases.
- The school had ensured that students developed outstanding learning skills.
- Teaching and assessment were of a high quality in many subjects.
- The provision of personal and social guidance offered to students was excellent.

Changes since the last inspection

- The Foundation Stage curriculum had been enhanced to facilitate children's independence and the application of learning skills.
- Attainment and progress had improved in mathematics in the post-16 phase.
- Students lacked security in their depth of knowledge and understanding of Islamic values, and had a superficial awareness of Emirati culture and traditions.
- Changes in daily routines had resulted in inadequate provision for Islamic Education.

Recommendations

- Strengthen the rigour and accuracy of self-evaluation.
- The school leaders must ensure that the school is fully compliant with the Ministry of Education regulations for Islamic Education, that students in these classes are taught, not merely supervised, and monitor and evaluate the amended provision.
- Continue the school's initial improvements to Islamic Education and Arabic to develop the subjects more thoroughly.

 Improved from last inspection

 Declined from last inspection

1. How good are the students' attainment, progress and learning skills?

Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Children's attainment in English was outstanding in their understanding of phonics and knowledge of vocabulary. Progress from their starting points was also outstanding, with particular strengths in the development of spoken language. Attainment and progress in writing were not as strong as in other aspects of English.
- In their numeracy work, children in Foundation Stage were able to use early counting skills purposefully in their play. Other children could identify pairs of numbers which made ten and apply this knowledge to practical tasks. Children made good and often outstanding progress in their cross-curricular activities. They solved simple number problems and were developing confidence in using numbers, recognising simple number patterns and adding and subtracting one and two digit numbers.
- In their activities to develop understanding of the world, children demonstrated strong attainment in investigation and independent enquiry. Older children in the Foundation Stage were acquiring an impressive bank of knowledge and understanding. They made very good progress in their development of scientific skills. Almost all reached expected levels of attainment and most exceeded age-related expectations.

Primary

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Good	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic Education, the majority of students had a good knowledge of the pillars of Islam, morals, values and etiquettes. They made good progress in the development of their knowledge of the life of the Prophet Mohammad (PBUH).
- In Arabic as a first language, most students were improving in their listening and to a certain degree in their speaking skills. Writing was less well developed.

- In Arabic as an additional language, the majority of students were developing their ability to listen and respond using simple sentences effectively. Students' writing and reading were less well developed.
- Attainment in English throughout the primary phase was outstanding. Students' attainment was better in the upper primary years where greater emphasis was placed upon the development of textual analysis and comprehension skills. Progress was outstanding with particular strengths in the development of creative writing.
- Students' attainment in mathematics was outstanding. Their mathematical skills were extended well in a range of interesting and challenging tasks, especially those closely focused on solving problems. The level of challenge and support across each year group, and the appropriate use of information and communication technology (ICT), met students' needs very well. As a result, students made outstanding progress.
- In science, almost all students had an excellent understanding of scientific concepts and were developing scientific skills, such as planning investigations to test hypotheses. They made outstanding progress in applying what they knew to real life situations.

Secondary

Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic Education, most students displayed a basic knowledge of key concepts but their knowledge of worship and the Holy Qur'an were weak. They made adequate progress in acquiring an appropriate knowledge of values. Students' progress in applying the rules of recitation remained slow.
- Students' listening and reading skills in Arabic as a first language were acceptable. However, they needed to use their knowledge of vocabulary and grammar more effectively to raise the level of their speaking and writing. They were able to make full use of resources in their writing to produce longer paragraphs.
- In Arabic as an additional language, most students had adequate language skills. In speaking, they were developing their knowledge of simple phrases well. However, their writing and reading were less developed.
- Students' attainment in English was outstanding, with significant strengths in students' ability to analyse texts. Progress was also outstanding, particularly in the study of English literature, with particular strengths in the development of independent inquiry skills.
- In mathematics, attainment was outstanding. Problem solving skills were refined and developed well. These were linked to interesting real-life situations, such as the development of a gas pipeline through Dubai. These problems motivated students very well and promoted excellent progress.
- Students' attainment was high in all aspects of science, as demonstrated by their outstanding examination results at GCSE. They made the most rapid progress in Key Stage 4 where students had a very clear understanding of examination criteria.

Post-16		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Acceptable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Outstanding 	Outstanding 
Science	Outstanding	Outstanding

- In Islamic Education, overall, most students displayed a basic knowledge of key Islamic concepts. However, their knowledge of worship and understanding of verses from the Holy Qur'an, and their application of recitation rules were weak. Students' progress in linking concepts and values to their own lives was limited.
- Attainment in English was outstanding, with strengths in critical analysis, including students' evaluation of their own work and that of others. Almost all students made outstanding progress in the study of both English language and literature.
- In mathematics, attainment had improved annually and was outstanding because students were well taught, their progress carefully tracked and their learning needs well known to staff. Progress was outstanding.
- Attainment and progress in science were outstanding but variable. Whilst many students reached high levels, a few found the work very challenging at standard level of the International Baccalaureate. Practical and research work were secure but the development of critical thinking was less so. Students were better at answering questions than at asking them and following their own lines of enquiry.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Almost all students were well involved in lessons. They were enthusiastic and took responsibility for their own learning in a sustained way.
- Students had exceptional collaborative skills, and often produced work of high quality. Most students were reflective, shared their ideas confidently and commented on their peers' work professionally.
- Often, students made clear and relevant links between areas of learning such as history and art. They regularly linked their learning to real world situations.
- Students showed a high ability to think critically, and used ICT exceptionally well to support their learning.

2. How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Personal responsibility	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students demonstrated mature attitudes to their life in school. They were confident and self-reliant. The behaviour of students, in classes and throughout the school, was excellent. They related well to their fellow students with whom they had developed supportive relationships, and to adults. They had a good respectful rapport with their teachers. Relationships in and out of class were of very high quality. Students pursued healthy lifestyles. Many were physically fit and made sensible choices about their own health. Overall attendance was good. The school had very good procedures for checking on absences. Although students generally arrived for classes on time, including the first class of the day, a number were less punctual for tutor classes. 				
	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Good ↓	Good ↓	Good ↓	Good ↓
<ul style="list-style-type: none"> Students understood the basic values of Muslim society and generally demonstrated respectful behaviour. They exhibited positive attitudes towards the heritage and local traditions of the UAE and could identify features of the culture of Dubai, but not at a deep level. Students appreciated a range of different cultures and participated in celebrations of local and international events. 				
	Foundation Stage	Primary	Secondary	Post-16
Community and environmental responsibility	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> Students took their responsibilities in the school and local community extremely seriously. They showed both efficiency and enthusiasm in their roles as monitors and prefects in school, in their oversight of the charity committee and also in their ventures in their local community. They had a consistently well-developed work ethic. They were keen to do well and enjoyed their studies, especially investigations and solving problems. They had a very good spirit of enterprise, often used for the benefit of others in charity fund raising. Students demonstrated strong awareness of the importance of protecting the environment, saving energy resources, recycling and conservation. 				

3. How good are teaching and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding

- Most teachers' strong subject knowledge and their understanding of how to teach enabled them to motivate and challenge students very well. Where subject knowledge was weaker, the level of challenge for students was lower.
- Teachers' planning was frequently comprehensive, employing strategies that enabled students to develop the skills of enquiry and independence. The encouragement of students to formulate their own questions was less common than setting problems for them to solve. In a few instances, expectations of work rate were modest.
- The high quality of teachers' interaction with students frequently resulted in probing questioning, lively class discussion and constructive critical feedback. This stimulated students to think more deeply. In a few lessons, questioning was not as skilful and dialogue not as productive, leading to slower progress.
- Teachers planned most lessons to provide a high but appropriate level of challenge. However, planning was inconsistent in some subject areas. Most teachers were effective in modifying the curriculum for students with special educational needs.
- A strong feature of many lessons was the development of critical thinking skills and independent learning, but this good practice was not yet consistent.
- The teaching of Arabic as a first language was acceptable. Teachers had good subject knowledge and planned work carefully. However, in a minority of lessons the pace was slow and work was not well matched to the needs of all students.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- The high quality assessment and pastoral policies in the school ensured that there were regular and comprehensive reviews of each student's academic, personal and social development.
- The school used a wide range of rigorous external assessments to set challenging targets and to benchmark the quality of students' academic performance against international standards.
- Teachers efficiently tracked and analysed academic results and other data to confirm attainment against appropriate curriculum standards and to monitor students' progress.
- Almost all teachers used information from assessments well to plan effective learning experiences and to ensure that all students received the appropriate level of support and challenge required to meet their academic needs.
- Teachers had a sound knowledge of each student's strengths and weaknesses. Feedback was constructive and informative in supporting new learning. The ability of all students to evaluate their own work and that of others was a key feature of the school.

4. How well does the curriculum meet the educational needs of all students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Outstanding	Outstanding	Outstanding	Good 
<ul style="list-style-type: none"> The curriculum had a clear rationale, was suitably broad and balanced and had a good focus on the development of knowledge and skills. In the post-16 phase there was insufficient time for teacher-led instruction in Islamic Education, and the school did not therefore meet statutory requirements at that stage. Senior leaders had reviewed the curriculum and progression of learning for students, especially across phases. The school had assessed carefully the skills needed by students to complete their International Baccalaureate studies successfully and had been engaged in developing these skills progressively from the end of the primary phase. The strengths in the school's inclusive curriculum had been maintained. These included the recently extended broad range of extra-curricular activities, a wide variety of visits out of school and clubs. Teachers carefully planned cross-curricular links which ensured students could see meaningful connections between different aspects of their learning. Teachers were involved in regular reviews of the curriculum and programmes of study resulting in very good learning outcomes for students in most subjects. In Arabic as a first language, the Ministry of Education curriculum was implemented across the phases. This had been reviewed, re-arranged and planned well to meet the needs of most students. Enrichment activities were best in the primary phase. 				

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design to meet the individual needs of students	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The excellent design of the curriculum ensured that the learning needs of all students were met well, and that they received appropriate challenge or support in their learning. In Foundation Stage, children's independence and opportunities to develop their enquiry skills were enhanced by improvements to the curriculum in the indoor and outdoor learning areas. The range of subjects available to study at GCSE and the International Baccalaureate courses of study for older students provided a suitably wide choice of options to meet their needs and their interests. Many students engaged in a very wide range of extra-curricular activities and purposeful community links. In the upper Foundation Stage, the school offered a 30 minute lesson each week where students learned Arabic vocabulary and simple phrases. 				

5. How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and safety	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> The school's child protection policy was extensive, comprehensive and very clearly set out. The child protection co-ordinators were very professional in their approach and very committed to their tasks. The school offered regular training in child protection. At the time of the inspection, it had only been offered to teaching staff. As ancillary and auxiliary staff were also in contact with children, further training was needed. The school had developed very good training, backed by comprehensive materials for cyber safety and protection. Students received sound advice on internet security, cyber bullying and abuse of social network sites. Parents and teachers were also well briefed on the potential dangers and hazards of electronic networking and the internet. Medical facilities were of high quality. The doctor and nurses provided students with an excellent health service. Gates were guarded throughout the day. Buildings were well maintained and appropriate safety records were held. Safety appliances had been checked and their certification was up-to-date. Buildings were very well suited to the needs of all students. Although, the school promoted healthy living, many students ate snacks throughout the day. Some entered classrooms while still eating. 				

	Foundation Stage	Primary	Secondary	Post-16
Quality of support	Outstanding	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> In almost all lessons and in all aspects of school life, staff and students interacted with courtesy, respect and good humour. There was a whole school focus on students' personal growth, self-esteem and confidence building. Effective systems were in place for promoting good attendance and punctuality. Parents were kept well informed of any issues. When students with special educational needs were admitted into the school, all available indicators were used very well to identify, assess and classify their needs. As a result of these prompt and rigorous processes, students quickly received appropriate support. Teachers were proactive and effective in modifying the curriculum and support for students with special educational needs in lessons. Highly skilled teachers and assistants in the 'Oasis' teams provided personalised one-to-one or small group support to accelerate students' progress, raise their confidence and ensure they experienced success. As a result, most students with special educational needs made good progress. Students had ready access to known and trusted members of staff, though some claimed that they had no one in whom they could trust. The school provided very good guidance and counselling systems to address students' academic, social and personal needs. Students received excellent advice when applying for further and higher education, both in their choice of establishment and in how to present their applications. 				

How well does the school provide for students with special educational needs?

	Overall
The overall effectiveness of provision for students with special educational needs	Outstanding
<ul style="list-style-type: none"> • Senior leaders of special educational needs provision were dedicated to providing students with a high quality of care and support. Leaders had successfully improved aspects of provision and had a very good capacity and vision for further development. • The school's admissions policy was clear and compliant. The policy for special educational needs was implemented effectively with clear pathways for identification of needs, for referrals, for provision planning, for review, for parental involvement and for the role of 'Oasis' staff. As a result of prompt and rigorous processes, students quickly received appropriate support. • Teachers were active and usually very effective in modifying the curriculum and support for students with special educational needs in lessons. Initiatives, such as transition and organisational support through the 'meet and greet' approach, ensured that students were able to cope with the practical demands of the school day in a way which supported positive attitudes to learning. • Parents were kept informed at all stages, at least termly, or more often in the Foundation Stage and the primary school. Parents were involved in setting targets and reviewing the impact of provision on their child's learning. Their responses indicated that they were very pleased with the quality of the school's care and support. • Almost all students with special educational needs made good progress. Individual learning targets for students were relevant, appropriate and challenging. Rigorous systems were in place to monitor the progress of students with special educational needs against their learning targets and against age-expected attainment. Consequently they acquired appropriate levels of knowledge, skills and understanding which adequately prepared them for their next stages of education. 	

6. How good are the leadership and management of the school?

	Overall
The effectiveness of leadership	Outstanding
<ul style="list-style-type: none"> • The Director had a very clear vision for the school, based on sound educational theory and pragmatism. His unwavering determination in the pursuit of excellence had driven the school forward. His ambitious plans for the design of the school and the lay-out of the grounds had resulted in a pleasant learning environment, more like a college campus than that of a primary and secondary school. • The Director was supported by a headteacher of the primary school and a headteacher of the secondary. The Director held them and the heads of department accountable for improvements in teaching, learning and student outcomes. Although, all responded very positively, not all had succeeded in attaining the very high standards which he had set. • Relationships between senior managers, teachers and non-teaching staff were very good. The Director and his senior management team had effectively created a harmonious atmosphere of mutual support and trust. 	

- Almost all leaders had the ability to take the school forward. They were perceptive, committed and mutually supportive.
- School leaders had been very successful in developing the school and sustaining high performance in most respects.

	Overall
Self-evaluation and improvement planning	Outstanding
<ul style="list-style-type: none"> • The processes for self-evaluation were sound, and the documentation comprehensive. The analysis of external and internal examination and test data offered a solid base on which to construct the self-evaluation process. • The school's view of teaching tended to be over-optimistic, considering a greater number of lessons to be outstanding than actually was the case. • Despite some self-evaluation shortcomings, development planning had been very effective in maintaining the high performance in most aspects of the life and work of the school. • Senior leaders had managed change very effectively. The relatively smooth transition to the International Baccalaureate was evidence of constructive and comprehensive development planning. The school had acted to address the recommendations of the previous report. It had not totally succeeded in its efforts, which had been hampered by inappropriate timetabling. 	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> • Parents thought very highly of the school and were very supportive. Some had offered to contribute to curriculum delivery. The school had accepted and used parents productively to assist the learning process. • The school had developed very effective lines of home-school communication. • Parents received regular informative reports on their children's progress and advice on what their children needed to do in order to improve. • The school had established very good productive links with the community, some of which helped to develop students' sense of responsibility and a caring attitude to those less fortunate than themselves. 	

	Overall
Governance	Outstanding
<ul style="list-style-type: none"> • The Governing Board was made up of volunteers from various professions. It was not fully representative. It did not include representatives of the teaching body or of ancillary staff, or of students. • The Board effectively monitored the work of the school. Members had visited classes to observe learning and teaching. They had had open discussions with teachers and students. Members had contributed fully to the debate over the introduction of the International Baccalaureate. • Members of the Board offered high quality strategic and operational guidance as a non-profit making organisation. Their carefully judged financial advice ensured that the school had expanded at an appropriate pace. Their forward plans were realistic and sustainable. 	

	Overall
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- The school operated very efficiently. However, there was a mismatch in timetabling between the primary and secondary phases, which made curricular progression slightly awkward and which the school still had to address. Some Islamic Education classes were timetabled outside the regular school day.
- Teachers were appropriately qualified. There was a good mixture of experienced teachers and newcomers. Staffing was relatively stable. The school offered very high quality opportunities for staff development. These included study and fact-finding trips to the UK and USA.
- The school buildings and grounds had been imaginatively designed and constructed. They provided an environment that was conducive to learning, and reflected the school's commitment to excellence.
- Resources to support learning were plentiful and of high quality.

What are the views of the Principal, parents, teachers and students?

Before the inspection, the views of the Principal, 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		Percentage
 Parents*	This year	147	16%
	Last year	225	18%
 Teachers	54		41%
 Students	41		12%

- A minority of teachers, and a few parents and students responded to the questionnaires.
- Of those who responded to the survey, almost all parents were satisfied with the quality of education provided in the school. Only one respondent disagreed.
- Almost all indicated that their children were making good progress in English, mathematics and science.
- All who responded to the specific question felt that their children were making good progress in Islamic Education.
- In Arabic as a first language more parents were dissatisfied with progress than those who were satisfied.
- In Arabic as an additional language just under half of parents were happy with their children's progress.
- Most parents expressed satisfaction with all other areas of the work of the school.
- Almost one third of students felt that they did not have adequate opportunities to learn about the heritage and traditions of the UAE. A similar number thought that they had insufficient knowledge of Islamic values.
- Almost half of teachers felt that they did not have enough time during the school day to prepare for lessons or to correct students' work.

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

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

How to contact us

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