

# INSPECTION REPORT

2022-2023



**GEMS JUMEIRA PRIMARY SCHOOL - DUBAI BRANCH**

**UK CURRICULUM**

**OUTSTANDING**

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## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Al Safa
	Opening year of School	1996
	Website	www.jpsdubai.sch.ae
	Telephone	97143943500
	Principal	Rachel Sian Higgins
	Principal - Date appointed	9/1/2016
	Language of Instruction	English
	Inspection Dates	30 January to 03 February 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS1 to Year 6
	Number of students on roll	1450
	Number of Emirati students	55
	Number of students of determination	144
	Largest nationality group of students	UK

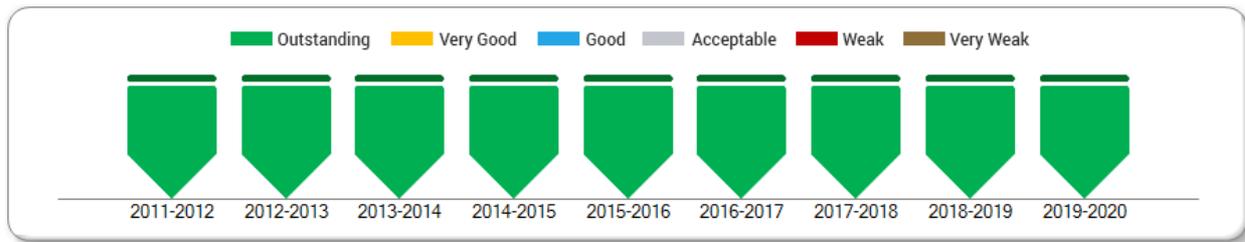
### TEACHERS

	Number of teachers	101
	Largest nationality group of teachers	British
	Number of teaching assistants	85
	Teacher-student ratio	1:14
	Number of guidance counsellors	3
	Teacher turnover	11%

### CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	No
	Accreditation	No

### School Journey for GEMS JUMEIRA PRIMARY SCHOOL - DUBAI BRANCH



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- Students' achievement is impressive across the school, especially in English, mathematics, science, social and moral studies and some of the creative areas of the curriculum. Achievement in Arabic, as a first language has improved since the previous inspection report.
- Students display positive attitudes towards school. Their behaviour is exemplary and they are respectful of one another. They are self-disciplined and sensitive to the needs and differences of others. Their regular attendance at school reflects their high sense of responsibility and eagerness to learn. Students understand the benefits of healthy eating and regular exercise. They participate enthusiastically in various sports and extra-curricular activities.

### PROVISION FOR LEARNERS

- Most teachers skilfully apply their secure subject knowledge to plan successful lessons which provide support and challenge for students. Time and resources are used well, although the use of technology for learning is variable. Assessment processes are coherent, regularly reviewed and linked to curriculum standards. They give reliable measures of attainment and progress. Teachers use this information effectively to support learning.
- The curriculum is compliant in all respects. Children in the Foundation Stage (FS) have an excellent start to their education. Students routinely make links between all areas of learning and with life beyond the classroom. The curriculum is reviewed and refined, where necessary, to ensure that any gaps in learning are filled. An extensive range of extra-curricular activities challenges and engages students who celebrate the heritage and culture of the UAE with enthusiasm.
- The school has highly effective arrangements to protect children from all forms of abuse and bullying. The school environment is clean, hygienic and of high quality. Healthy living is promoted well. Security and supervision are strong. A rigorous tracking system and data analyses support the early identification of students of determination. The wellbeing and personal development of students is at the heart of the life and work of the school.

### LEADERSHIP AND MANAGEMENT

- Leadership is very strong across the school, with the capacity of all leaders very evident. The sense of community, and a culture of all students being able to succeed and to develop their talents is testament to this excellent leadership. Parents and governors are fully supportive partners as the school strives for even more improvements in its drive to go beyond outstanding.

**The best features of the school:**

- Excellent achievement in English, mathematics and science and the improving picture in Islamic Education and Arabic, which result from excellent teaching and assessment practices.
- The profound sense of community, where personal attention and a caring atmosphere of knowing that everyone can be successful, together with well-behaved, thoughtful and sympathetic students.
- Inspirational, leadership, at all levels, which has built a creative, sustainable learning environment.

**Key Recommendations:**

- Strive for consistently very good or outstanding progress in all subjects across the school.
- Make use of the High-Performance Learning (HPL) status of the school by encouraging teachers, particularly in Primary, to inspire students to take the lead in their own learning, so that the higher-order skills of investigation, evaluation and creative writing become a regular feature in all subjects.
- Ensure that the whole curriculum is experiential, creative, progressive and immersive, and that suitable facilities underpin this.

## Overall School Performance

# Outstanding

### 1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

	Foundation Stage	Primary
<b>Learning skills</b>	Outstanding	Outstanding

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

## 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

## 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

## 6. Leadership and management

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

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

## Focus Areas

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets.](#)

#### The school meets the registration requirements for the National Agenda Parameter

	Whole school	Emirati cohort
<b>Progress in international assessment</b>	<b>is above expectations.</b>	<b>is above expectations.</b>

- Most students across the school make better than expected progress against the National Agenda Parameter (GL progress tests). In Trends in International Mathematics and Science Study (TIMSS), most students make better than expected progress in mathematics and science.

	Whole school
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations</b>

- Leaders across the school identify gaps from the national agenda tests in both skills and knowledge, through detailed analyses. They are used to adapt the curriculum effectively and enable teachers in English, mathematics and science to provide continuous opportunities to address learning gaps.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is above expectations</b>	<b>is above expectations</b>

- Across the school, most students have reading comprehension skills which are above their ages. Students often demonstrate independently that they are versatile, can solve problems, analyse and research from various sources.

**Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.**

#### For Development:

- Ensure that strategies to maximise achievement support the learning of all different groups of students.

## Wellbeing

### The quality of wellbeing provision and outcome is at a very high level.

- The school's vision and mission embody the clear policy to build individual and collective wellbeing. The school has developed strong partnerships with parents and the wider community. Leaders collect and analyse a range of data to monitor their approach to wellbeing. This helps them to develop a clear picture of wellbeing as well as assisting them in identifying trends and in adjusting the curriculum. The school's strategic and operational routines are focused on the promotion of whole school and individual wellbeing.
- Well-planned lessons and support take into account the individual needs of students. A Head of Belonging and Diversity has been appointed to ensure that all students feel a sense of belonging within the school. Counsellors offer individual sessions to students and parents, as well as group work and whole class interventions. Relationships between teachers and students are exceptionally strong. The school Student Wellbeing Leaders plan and lead effective whole school initiatives and improvements.
- Mutual trust and respect underpin the strong relationships between students and adults. Students' engagement and positive behaviour is supported in classrooms and across the school. The school's medical team promotes healthy lifestyles. The physical education department promotes physical health through inclusive school sport and the after-school activities programme. Students have very positive attitudes to school, as reflected in their excellent behaviour. They work very effectively in groups, collaborating and sharing their learning. They engage positively with their classmates and adults.

## UAE social studies and Moral Education

- The school teaches the UAE social studies and moral education using the Moral Social and Cultural Framework in English for two weekly lessons of 40 minutes in KS1, and 50 minutes in KS2.
- During social studies lessons, teachers make appropriate links with other subjects. Students benefit from role-play activities organised by visiting groups. They apply their skills of critical thinking, reasoning and problem-solving in lessons. The school uses the internal assessment system to track progress and identify gaps in learning.
- Moral education is planned as a separate subject, although concepts are embedded into the wider curriculum. Students are encouraged to think critically. They collaborate well and make connections between the outside world, their own life and what they are learning. The school uses a range of assessment tools to measure and track progress.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Students in Primary demonstrate appropriate age-related skills in Islamic Education. In defining religious concepts and connecting them to real-life applications, students use multiple evidence sources to demonstrate their skills.
- Students' analytical skills, especially with the interpretation of Qur'anic texts, and retrieving information from previous knowledge and using it in learning, are strong. There is an even better picture in the non-Arab lessons, where language is not a barrier to learning. Tajweed knowledge and memorisation skills are above expectations.
- Students' progress in lessons has improved, as a consequence of higher expectations of what they can achieve. When opportunities to think critically are regular, and student data are used in lesson planning, this progress is even stronger.

#### For Development:

- Improve students' progress through activities that stimulate their critical thinking and problem-solving skills.

#### Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good ↑

- Students in upper and lower primary demonstrate similar levels in terms of using language in a variety of contexts. However, a small group in upper primary shows more advanced language skills.
- In speaking activities, students' levels of self-confidence in using standard Arabic vary. Their knowledge of grammar is within expected levels. A small group of students is able to produce skilful writing, but the dominant characteristic is lack of development in extended writing for most students. In terms of expressing their understanding of texts, students' skills are within expectations.
- Through the guided reading programme, and through using digital platforms, students' language outcomes are improving. More targeted support and challenge is also supporting students' rates of progress.

#### For Development:

- Provide additional support to underachieving groups by using a variety of language activities that enhance their skills of speaking and writing.

### Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- Based on the number of years of study, the majority of students achieves language levels that are in line with curriculum standards in upper primary. Students develop their communication skills as appropriate for their age in lower primary. Linguistic maturity is evident in the majority of students in lower primary.
- Students can express themselves in multiple contexts using a good range of vocabulary. They understand what they are listening to, responding in simple ways that vary in level and quality. Writing skills are at an expected standard.
- Raising expectations from students, and effective teaching strategies in the lower primary, have contributed significantly to raising students' language proficiency. Due to their slower progress, students in Years 5 to 6 have varying levels of achievement.

#### For Development:

- Enhance speaking and writing skills in upper primary according to curriculum standards and expectations.

### English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Information from external and internal tests show that achievement across the school in English is very strong indeed. Most students are attaining at levels which are ahead of curriculum standards and are also making rapid progress in learning language.
- Reading fluency and comprehension skills are well developed, especially in the upper school. Inference and deduction from a text are strong features. Similarly, speaking skills and handwriting are very well-developed, especially in the lower part of the school. For all students, writing and listening skills are maturing well.
- Since the previous inspection there has been an emphasis on instilling the joy of wider reading and of writing at greater length. This has been successful in most forms of written work. The focus on editing work with an emphasis on improving spelling has also led to improvements in students' work.

#### For Development:

- Encourage students to develop their higher-order writing skills to write more creatively with confidence.

## Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Most students achieve excellent results in internal, national and international benchmark tests in Key Stage 2. From their starting points, students throughout Primary make rapid and consistent progress in developing a thorough understanding of mathematical concepts.
- Assessment in FS shows that most children exceed expectations. Children quickly master the skill of measuring, using non-standard units. They know and use correct mathematical language exceptionally well. In Primary, most students have very secure numeracy skills. They have a clear understanding of the different strategies which they can use to calculate answers.
- The school's approach to teaching mathematics has been highly successful. The ability of students, across both phases, to think critically, to reason and to problem-solve is exceptional, and highly effective in promoting deeper mathematical thinking.

### For Development:

- Provide even more opportunities for students to engage in independent, open-ended, investigative and problem-solving activities.

## Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- In the FS children quickly build an understanding of the world around them and are equipped to explore with the skills of observation, prediction and investigation. From this strong start, they rapidly develop their knowledge and understanding of science concepts and how to carry out valid experiments and scientific enquiry.
- In Primary, students develop strong scientific skills as well as their skills of critical thinking, problem-solving and reasoning. Their understanding and science skills develop rapidly across this phase, including their ability to conduct articulate science dialogue and use of terminology across different areas of science.
- Students have improved their research and investigation skills as a result of improved opportunities to explore and investigate and to devise tests and then explore their hypothesis.

### For Development:

- Enhance students' skills by providing more opportunities for open-ended investigative science learning and on a regular basis.

## Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Across the school, children and students are enthusiastic, motivated, keen, independent learners who communicate their learning effectively to others. They enjoy making connections across areas of learning and in applying this to the outside world.
- Students enjoy using technology during lessons when they have the opportunities. They collaborate effectively when learning and are articulate communicators. Most enjoy engaging in independent research, and in enhancing the development of their critical thinking skills.
- Almost all groups of students consistently demonstrate creativity and innovation. Students are reflective about their own and others' work. They revisit ideas and many are able to refine the quality of their work to impressive levels.

### For Development:

- Ensure that the use of learning technologies, critical thinking and problem-solving skills are core features of all students' learning across all subjects.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students display positive attitudes towards school. Their behaviour is exemplary, thoughtful and respectful. They have a strong sense of belonging as a result of very positive relationships with teachers and school personnel.
- Students are self-disciplined and feel safe and supported. They are sensitive and sympathetic to the needs and differences of others. Their regular attendance at school reflects their high sense of responsibility and eagerness to learn.
- Students display a very high commitment to safe and healthy living. They understand the benefits of healthy eating and regular exercise. They participate enthusiastically in various sports and extra-curricular activities to support healthy living.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Throughout the school, students have a strong appreciation of Islamic values. They understand and know how to apply them in practical situations within the family and wider community.
- Students have a strong understanding of the UAE culture. They show respect for the heritage of the UAE and the history of the region. Through this deep understanding, they have positive attitudes towards Emirati culture and traditions. They participate in cultural events promoting the heritage of the UAE, including National Day and Flag Day.
- Students value their own cultures and other world cultures. They demonstrate this through participating in activities within and outside school.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students demonstrate high levels of responsibility and contribute actively to the school and to the wider community. Some charitable projects and volunteering are initiated by students.
- Students consistently display a strong work ethic and benefit from extensive opportunities to take leadership roles in both phases of the school. The Eco Warriors group leads the school in various initiatives, for instance the collection of plastic bottles and Waste-free Wednesdays.
- Through enterprise activities, students display creativity, practical ideas and an ability to make informed economic decisions. Environmental awareness and sustainability are embedded in activities and lessons.

### For Development:

- Maintain the very high standards achieved so far.

### 3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Most teachers skilfully apply their strong subject knowledge to plan dynamic and engaging lessons in both phases. These lessons provide opportunities to support and challenge all students. Teaching of this quality, particularly in Arabic, is less consistent.
- Teachers' questioning of students is often challenging and effectively develops higher-order thinking and articulates dialogue between the teacher and students. Time and resources are used well, although the applications of learning technologies are sometimes variable.
- In lessons, most teachers recognise the point at which students are ready to move on to more challenging tasks. However, in a few lessons, higher attaining students do not benefit from extension activities introduced at an early point in the lesson.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- In both phases, the school has coherent and consistent internal assessment processes linked to the curriculum and providing reliable measures of attainment and progress. They are benchmarked against a range of external measures and provide accurate information on all aspects of students' development.
- A strong feature of the school's assessment practice is the systematic gathering and rigorous analysis of a range of internal and external data, including the tracking of students' potential. The analysis is used competently to adapt teaching and the curriculum to support the needs of all groups of students.
- The school constantly reviews and tailors its assessment procedures, so that they provide the right information to improve learning. Recently, this has included more support for the Arabic department through collaborative work with the English department.

#### For Development:

- Ensure that students' digital literacy skills are carefully included and tracked across the curriculum in both phases.

#### 4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum has a clear rationale and shared values which are fully aligned to the National Curriculum for England (NCfE). It fulfils the requirements of the Ministry of Education (MoE) for all prescribed subjects. A balance of skills and knowledge is achieved within the provision of the curriculum.
- Children in the FS are given an excellent start to their school life. They routinely make links between all areas of learning and with everyday life. However, the skills necessary for art and design technology have not been explicitly or consistently taught.
- The curriculum is constantly reviewed and, where necessary, modified to ensure that any learning gaps are identified and closed. This underpins students' academic and personal development.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- The curriculum is refined to provide stimulating learning opportunities for most groups of students. In FS, children benefit from a wide range of engaging learning opportunities. In all subjects, teachers plan purposeful modifications to meet the needs of students.
- An extensive range of extra-curricular activities challenges and engages students. They are offered in the morning and after school to provide opportunities for participation. Chances for students to lead their own learning and to develop their creative, enterprise and innovation skills, are variable.
- Students are able to celebrate the heritage and culture of the UAE through many school-wide events organised by parents and the students themselves. Students' development of the understanding of Emirati culture and UAE society are effective.
- In FS2, children are taught Arabic for 30 minutes each week.

#### For Development:

- Provide more opportunities for students to lead their own learning to support the development of their creative, innovative and enterprise skills.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- The school has highly effective arrangements to protect children from all forms of abuse and bullying. All staff receive safeguarding and child protection training on a regular basis. The school's policies and procedures ensure that students are kept safe within school.
- The school environment and facilities are clean, hygienic, of high quality and well-equipped to meet the needs of all. Comprehensive records are kept of actions taken and all medical records are stored securely.
- Healthy living is promoted systematically and supported by the use of high-quality sports facilities. Security and supervision throughout the school and on school transport are very effective.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- There is an ethos of mutual respect and trust between students and teachers. There are clear and consistent positive behaviour management expectations adhered to by students. The schools' policies and systems for managing attendance and punctuality are effective.
- A rigorous tracking system and data analyses support the early identification of students of determination. All students receiving additional assistance are tracked on a database and their support is monitored and evaluated. Individualised planning and effective reviews ensure that the needs of all groups of students are met.
- The wellbeing and personal development of students is at the heart of the school. The wellbeing team offers support to all members of the school community and responds to individual and group needs. The school provides personal guidance. Students feel effectively cared for in their learning journey.

### For Development:

- Disseminate and celebrate best practice in inclusion and diversity.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Outstanding

- The school has an ethos of inclusion, driven by senior leaders and governors. The inclusive improvement plan is resulting in effective provision and ensuring that the needs of students are identified and met.
- The inclusion team uses a range of assessments to identify students of determination. The process allows the school to monitor patterns and trends and to adjust their provision. IEPs and profiles support students and remove barriers to learning for the large majority.
- Parents are consulted at all stages of identification, intervention and support. They are seen as an integral part of their children's learning. The guidance and support for parents is personalised according to their needs and they are informed about future pathways and curriculum options for their child.
- As provision for students is personalised, curriculum modifications match their learning needs. Learning Support Assistants (LSA) provide skilled interventions for students. This, and the support from their teachers, mean that they are fully included with their classmates in all areas of school life.
- Students' progress is tracked skilfully to ensure a greater understanding of their needs. Students are also encouraged to reflect on their progress, which leads to a collective approach to target setting. This personalised provision means that students make the best progress possible.

### For Development:

- Ensure that students' barriers to learning are the key focus in their IEPs and in target setting.

## 6. Leadership and management

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

- Leadership across the school is highly effective. Senior leaders show considerable understanding of educational systems. They understand the best practices in teaching and learning. The skills of middle leaders are developing rapidly. The school is fully inclusive and has a driving, purposeful learning culture where all students feel that they can achieve. Communications are excellent between all parts of the school. Distributive leadership empowers individuals and teams across the school. There is a cooperative collegiate culture.
- All staff play a full part in the systemic self-evaluation processes. They are based on reliable and valid data. The views of parents and students are sought and taken into account. This leads to effective development planning across the school and within departments. Teaching and learning are monitored closely, and students' attainment and progress are tracked towards agreed targets. Middle leaders monitor and evaluate students' experiences in classrooms with rigour.
- Parents are fully supportive of the school, the leadership team and their own children's learning. Their views are sought and considered when decisions are being made. They receive regular reports and are thereby enabled to support their children further. They value the effective communication with the school. They also praise school leaders for creating a supportive, caring community, where their children are treated as valued individuals and where they succeed and develop their talents.
- The school's governing board, at both the local and the corporate level, meets regularly and represents the school's community. Very effective processes are in place to make sure that governors know what the school is doing. They support the school very well in its endeavours. Governors hold leaders to account as well as acting as most effective critical friends and offering strategic guidance to leadership. Governors ensure that the school is fully compliant with regulatory standards.
- The school premises are spacious, light, well maintained and suitable to support the learning activities of students. Resources are of high quality and in good condition. The school runs very smoothly on a day-to-day basis. Teachers are well qualified and deployed appropriately to provide excellent learning opportunities. There is a good balance of experience in the teaching staff. A regular programme of professional training ensures that all members of staff are well prepared to support learning in the school.

### For Development:

- Ensure that all middle leaders are continually developing their roles and capacity as leaders.
- Improve students' achievement in Islamic Education and Arabic.

## What happens next?

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

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

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

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)