



JSS International
School LLC

 Curriculum: CISCE

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information		Students	
Location	Al Barsha	Gender of students	Boys and girls
Type of school	Private	Age range	3-16
Opening year of school	2009	Grades or year groups	KG 1 - Grade 12
Website	www.jssisdubai.com	Number of students on roll	1,813
Telephone	04 3256886	Number of children in pre-kindergarten	97
Address	P.O. Box No. 37232, Al Barsha South, Dubai	Number of Emirati students	0
Principal	Mr. James Richard	Number of students with SEND	72
Language of instruction	English	Largest nationality group of students	Indian
Inspection dates	10 to 13 October 2016		
Teachers / Support staff		Curriculum	
Number of teachers	177	Educational permit / Licence	Indian
Largest nationality group of teachers	Indian	Main curriculum	CISCE
Number of teaching assistants	34	External tests and examinations	ISCE, ISC. IBT. CAT4
Teacher-student ratio	1:11	Accreditation	NA
Number of guidance counsellors	3	National Agenda benchmark tests	Acer: IBT; GL: CAT4
Teacher turnover	8%		



The DSIB inspection process



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

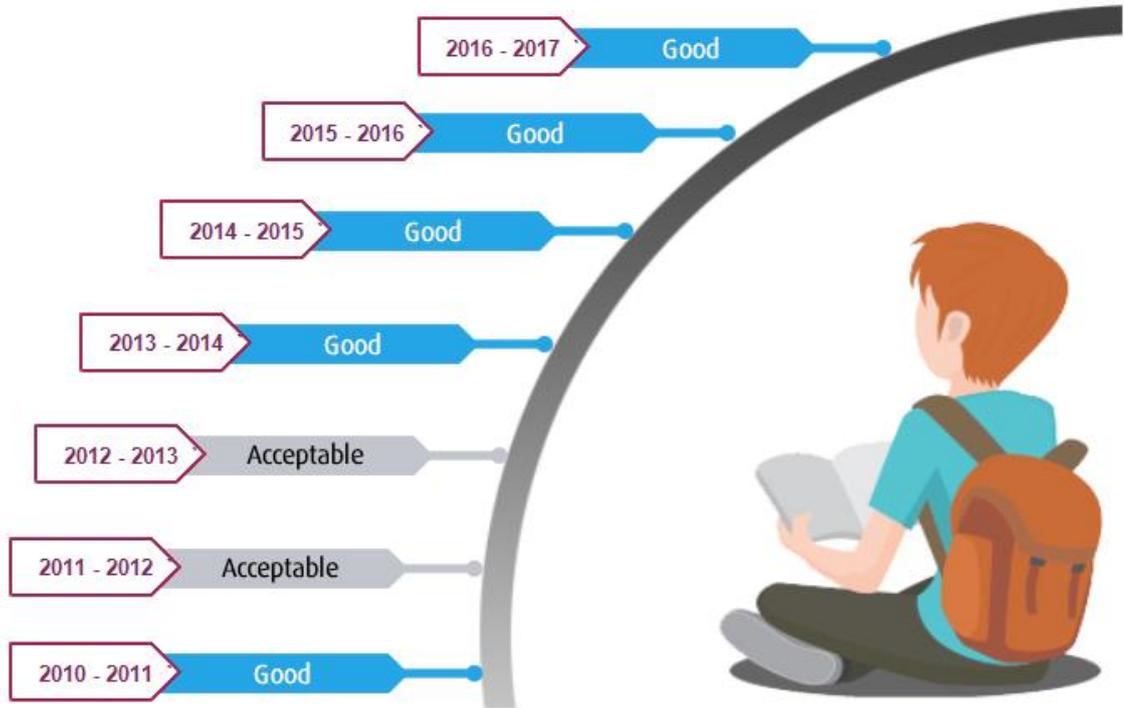
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students’ learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for JSS International School LLC



- JSS International School opened in 2009. At the time of inspection, 1,813 students attended the school, aged between 4 to 17 years. The principal has been in post since 2012. Turnover of teachers this year was eight percent, compared to 18 percent in the previous year.
- The three previous inspections have acknowledged students' excellent attitudes to learning and their overall behaviour throughout the school. Other strengths included students' good achievement in secondary English and science, and the school's rigorous health and safety systems.
- Recommendations over the three year period focused on the need to improve students' achievement, the teaching of Arabic as an additional language, and the use of assessment data to meet the needs of students, including those with special educational needs and disabilities (SEND).

Summary of inspection findings 2016-2017



JSS International School LLC was inspected by DSIB from 10 to 13 October 2016 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Attainment and progress in English, mathematics and science are at least good in the Kindergarten, primary and middle phases, and very good or better at the secondary phase. They are acceptable or better in Arabic as an additional language and Islamic studies. The quality of learning skills is good in the Kindergarten, primary and secondary phases, and very good at the secondary level.
- Students' personal development in all phases is outstanding. Their understanding of, and commitment to, Islamic values is fully embedded. Students demonstrate an appreciation of UAE heritage and culture. They have a strong commitment to living a healthy lifestyle. Key skills necessary to be innovative and creative are rapidly evolving.
- Teaching and assessment practices are good throughout the school with very good teaching in secondary. Teachers questioning, knowledge of how students learn and students' interaction.
- The design of the curriculum is good in the primary and middle school and very good in the Kindergarten and secondary. Critical thinking and problem solving is now seen more frequently in lessons. Curriculum adaptation was very good in the Kindergarten, middle, and secondary phases, and good in primary.
- The health and safety of all students is a priority for the school and is outstanding in all phases. Child protection policies are in place and teachers are trained annually about their responsibilities in this regard. The care and support of students are good. Provision for students with SEND is acceptable.
- The principal and other members of the senior leadership team are committed to improving the school. They have a good understanding of the school's strengths and weaknesses. Parents are welcome in the school. The school is appropriately staffed and resourced. The premises are well cared for and attractively presented.

What the school does best

- Students' very good and outstanding achievement in English, science, and mathematics prepares them well for their continuing education.
- Students' personal development, their understanding of Islamic values, and awareness of Emirati and world cultures are outstanding across the school.
- The school's provision for the health and safety of all students is outstanding.

Recommendations

- Improve attainment and progress in all key subjects, particularly in Arabic as an additional language, by:
 - establishing accurate starting points of students, to enable teachers to set clear, measurable learning targets for individual students
 - matching teaching to meet the needs of the wide variety of learning styles of students.
 - developing greater rigour within lessons, by monitoring progress against success criteria.
- Improve the progress made by students with SEND by ensuring that effective modifications to the curriculum are carried out consistently during lessons.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

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

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment based on the National Agenda Parameter benchmarks is at the expected level in English, mathematics and science.
- Senior leaders analyse well the results of international assessments in order to monitor how well students are learning. Students have a basic understanding of their performance in benchmarked tests. Teachers are aware of the areas that need further improvement.
- The curriculum is modified to include an emphasis on problem solving. Additionally, there are increasing examples of opportunities for the development of critical thinking, the application of learning to the real world, individual research and student collaboration.
- The use of open-ended questioning to elicit higher-order thinking is becoming more common in the majority of lessons.
- Students regularly apply their learning to the real world and use it to solve problems, often set in word form. Increasingly, students are presented with some choices and are able to follow an interest and present their research to their peers. Thursday has been designated as a 'Thinking Day' for the whole school. This year, within the school, students are limited to book resources to develop their research skills.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Overall school performance

Good

1 Students' achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Good	Good	Acceptable
	Progress	Not applicable	Good	Good	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
Language of instruction 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
English 	Attainment	Good	Good	Good	Very good
	Progress	Very good	Good	Good	Very good
Mathematics 	Attainment	Good	Good	Good	Outstanding ↑
	Progress	Good	Good	Good	Outstanding ↑
Science 	Attainment	Good	Good	Good	Outstanding ↑
	Progress	Good	Very good ↑	Good	Very good
		KG	Primary	Middle	Secondary
Learning skills		Good	Good	Good	Very good

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

Main inspection report



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
Language of instruction	Not applicable	Not applicable
English	Good	Very good
Mathematics	Good	Good
Science	Good	Good

- In English, the majority of children have well-developed skills in listening, speaking, reading and writing, as measured against the school's curriculum standards. They make very good progress from their starting points, and by the time they are in KG2, they are well prepared for entry into Grade 1. The written work of children in KG2 is above expected standards. The majority write in sentences independently with acceptable spelling, and are beginning to write for a variety of purposes. Children enjoy looking at books and are beginning to recognise high frequency words. They use strategies to decode unknown words and speak confidently.
- In mathematics, the majority of children make good progress, and by KG2, they are working above age related expectations. They use everyday language to talk confidently about length, size and shapes. They have well developed skills in counting. Children demonstrate a good understanding of numbers by increasingly using their skills in practical situations, such as using money in a class shop or post office.
- In science, the majority of children attain above the school's curriculum expectations. They show a curiosity to find out about the world around them. Children are developing a range of science skills and an increasing vocabulary base. Their knowledge of 'science' words extends beyond expectations, when judged against their starting points. They make good progress, and by KG2, they complete science tasks independently. For example, they make boats using a variety of materials and compare why some materials will float. KG2 children are also beginning to record their observations and tell others about what they have found out.

 Primary		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Very good 

- The majority of students attain levels of knowledge in Islamic education and recitation that are above curriculum standards. Students can discuss their own values in written assignments and discussions. Students in Grade 1 understand how one of the pillars of Islam, Zakat (charity), supports the overall community by providing for others. The majority of students make better than expected progress in relation to lesson objectives. Students in Grade 5 describe how reading the biography of the prophet Muhammad (PBUH) has had an impact on their lives.
- In Arabic as an additional language, most students attain in line with expectations. They have adequate reading and listening skills. The development of their speaking skills is secure. Their writing skills are however less well developed. Progress of students' based on their starting points is acceptable but better when the topic is engaging. Students with learning difficulties are not making enough progress as a result of the weak support provided. Both boys and girls make similar progress.
- In English, the majority of students attain above curriculum expectations. Students in the lower primary phase make good progress in their reading skills as a result of a guided reading programme. The speaking and listening skills of the majority of students are enhanced through carefully planned group work leading to whole class presentations. However, students' progress in their creative writing skills is less secure.
- In mathematics, the majority of students attain above curriculum expectations. Internal assessment data show that attainment has been good for several years. This is confirmed by the results from international benchmark assessments. In lessons and in their recent work, students make good progress with some clear strengths in number, calculations and measurement. Their understanding of probability, geometry and data handling is less well developed.
- In science, the majority of students attain above curriculum expectations. International benchmark test scores indicate good attainment across the primary phase. At the end of the phase, internal exam data indicate very strong attainment. During lessons, most students display a good grasp of the scientific method of predicting, observing, and recording, when demonstrated by Grade 3 students' analysis of the components of soil. Almost all students make very good progress in skill acquisition and in fulfilling the learning objectives during their lessons.

Middle		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable	Acceptable
Language of instruction	Not applicable	Not applicable
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic education, the majority of students attain above curriculum standards. Students can distinguish between positive and negative behaviours, through exploration of Islamic concepts. For example, students in Grade 8 write about the wider impact of Sadaqa on their community. Students make better progress when challenged to write more extensively about various topics.
- In Arabic as an additional language, most students' attainment levels are in line with expectations. They show secure competencies in most of the skills, however writing is below expectations. Their ability to compose lengthy sentences is limited. Progress is better when students are more engaged and when the lesson topic is related to real life. For example, Grade 6 students enjoyed wondering what their future jobs might be. Girls make slightly better progress than boys.
- In English, the majority of students attain above curriculum standards. Their reading skills are well-developed, enabling students to analyse texts effectively. Writing skills are less well-developed and focus predominantly on non-narrative pieces such as factual recounts. Speaking and listening skills continue to be strong and are used to good effect in focused discussion. In lessons and in their recent work, students make good progress across the phase.
- In mathematics, the majority of students attain above curriculum standards. Attainment as measured by internal tests and international benchmarks is good, and has been over the previous three years. Students have a particularly strong understanding of the use of number, calculations and fractions. They make good progress through the curriculum and between grades. The data from international benchmark assessments supports this view. Students' progress is less rapid with regard to their understanding of probability and simple interest, based on the lessons observed.
- In science, the majority of students attain above curriculum standards. By the end of the phase, internal exams indicate good attainment. During lessons, almost all students display a good grasp of the scientific method; hypothesising, predicting, observing, recording and analysis. Grade 8 students apply critical thinking when exploring the interactions of acids on metals, and suggesting the best metallic material for a food container. These extended skills are reflected in the outcomes of international benchmark tests. The majority of students make better than expected progress in skill acquisition and in fulfilling the learning objectives during their lessons.

 Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable ↓
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Acceptable ↑	Acceptable
Language of instruction	Not applicable	Not applicable
English	Very good	Very good
Mathematics	Outstanding ↑	Outstanding ↑
Science	Outstanding ↑	Very good

- In Islamic education, most students attain levels in line with curriculum standards. Students write direct and simple explanations to issues and how they relate to the world. Older students discuss healthy food as an expectation in Islam, and the impact it has on their bodies. Most students make expected progress in relation to learning objectives. Progress is better when students are challenged to write extensively.
- In Arabic as an additional language, most students' attainment levels are in line with expectations. They have acceptable levels of speaking, listening and reading. They enjoy talking to visitors in Arabic. However, the development of their writing skills is less secure; some students are not able to write complex sentences and well-constructed paragraphs. Students make acceptable progress. Progress is better when students are more engaged in learning tasks that are more relevant and age appropriate.
- In English, a large majority of students attain above curriculum standards. They are highly skilled at communicating their ideas with others through a variety of speaking and listening activities, including debate and role play. Their writing skills are well developed, reflecting technical accuracy and the ability to use vocabulary imaginatively and with precision. However, students have fewer opportunities to produce longer, more continuous pieces of writing, such as essays, to explore the text of others or create their own fictional work.
- In mathematics, most students attain above curriculum standards. Data from internal tests, international benchmark assessments, and ICSE and ISC examination results all confirm that attainment is outstanding, and that it has improved over the past three years. It is clear from the lessons observed that students make outstanding progress in their understanding of most concepts. By the end of the phase, they become confident and proficient in a wide range of computations and proofs.
- In science, most students attain above curriculum standards. International benchmark assessments and ICSE scores indicate outstanding attainment. From the science lessons observed, students make rapid progress in their ability to apply their abstract knowledge to real world applications and problems. They construct hypotheses, and then test these through carefully designed and refined experiments. They confidently present their theories and findings to one another, indicating very good progress in the acquisition of scientific skills throughout the school.

	KG	Primary	Middle	Secondary
Learning skills	Good	Good	Good	Very good

- Most students, across the school, are taking increasing personal responsibility for their own learning. For example, Grade 6 students share their observations about leaf structure. Students engage effectively with their teachers to find out more about what they need to do to improve.
- Students work collaboratively in all phases. They communicate well with each other through active learning. Interactions are stronger in the secondary phase, where students listen to the views of other group members.
- Students make some connections between areas of learning, using research and critical thinking. In the secondary phase students are able to find things out for themselves in a range of ways. For example, senior students produce a science magazine, providing a forum for others to share their research.
- When given the opportunity, students engage in problem solving and critical thinking. They analyse, and apply judgements based on their analysis. For example, KG2 students choose to practice letter writing skills and then post them in the class post office after buying stamps using Dirhams. Primary students in science, design and build structures, such as bridges, to support the weight of toy cars across water. The use of learning technologies by students in all phases is limited, and most students are not given enough opportunities to research independently.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students demonstrate very positive and responsible attitudes, even during the less effective lessons. They show full attention during assemblies and presentations, and they welcome constructive feedback.
- Students are consistently self-disciplined and respond very well to others. They resolve difficulties in mature ways, such as in their contributions to support younger students, including those with SEND. They are keen to represent the school and do so with excellent manners.
- Students are sensitive and show empathy to the needs and differences of others. They always help each other, for example through the sales of art products made by students with SEND, to raise funds for charity. As a result, relationships amongst different groups of students are harmonious.
- Students highly appreciate, and engage in practices that contribute to safe and healthy living. Older students initiate activities that promote safe and healthy lifestyles, for example by conducting meditation sessions in the morning, leading assemblies and monitoring younger students during the break time.
- Attendance is very good and has exceeded 97% over the last year. Students are almost always punctual to school and lessons.

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

- Students have an excellent appreciation of Islamic values, and can give examples of how these influence contemporary life in the United Arab Emirates (UAE). They understand and appreciate the importance of mosques as places of worship, and contribute to many charities in Dubai through school committees. They understand the importance of the Five Pillars of Islam.
- Students show significant respect for, and appreciation of, the culture of the UAE. They can discuss in depth the developments that have occurred in Dubai over the years. They celebrate National Day and Flag Day as well as Eid. Students are familiar with most of the main cultural sites in the UAE, such as museums and forts.
- Students show an excellent understanding, awareness and appreciation of their own culture and religion. They are aware that they must live in a harmonious environment to be more productive. Students know about the cultures of different countries, through special school days, such as 'Culture Day' and 'French Day'.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good ↑	Very good ↑	Very good ↑	Outstanding ↑

- Students in all phases participate voluntarily in a range of initiatives and projects that help them understand the impact they can have on their school and the wider community. They are aware of their place in their local community and the wider world and are eager to make their own positive contribution to society.
- Students demonstrate their enterprise and strong work ethic in their collaborative involvement in a range of productive ventures. They are very aware that happiness and success in school and life are due to hard work and commitment. Students take on leadership roles in organisations and clubs in their school and community.
- Students, especially those in the secondary phase, have a heightened awareness of the environment, which has been acquired through their participation in a wide range of school projects. They are aware of current environmental issues and the impact they can have on the UAE and the world. They accept that they have a responsibility to support the actions that will improve the environment.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Good	Good	Good	Very good

- Most teachers, especially in the secondary school, have good subject knowledge. Most Kindergarten teachers understand how young children develop through play and active learning. In other phases, knowledge of how students learn is more variable, especially in Arabic as a second language.
- Most teachers plan lessons well, especially in mathematics and science. A good range of resources support teaching, particularly in the KG and in science. For example, Kindergarten teachers use resources creatively, ensuring an independent grasp of vocabulary from stories using costume and puppetry.
- Most teachers provide opportunities for students to participate in discussions. The majority are effective in questioning to promote analysis. In some secondary mathematics and science lessons, teachers challenge students to think critically in order to improve their investigations.
- The majority of teachers plan and implement strategies to meet students' varying learning needs. This is more evident in the secondary phase, where activities are prepared to help support and challenge students according to their abilities.
- The majority of teachers provide students with opportunities to develop independence, problem solve and think more critically. These aspects are more evident in mathematics and science lessons. The provision of opportunities for students to use educational technologies is less evident.

	KG	Primary	Middle	Secondary
Assessment	Good	Good	Good	Good

- Internal assessments are aligned with the CICSE curriculum and with external benchmark tests in English, mathematics and science. Opportunities for students to show their problem-solving skills are included in these assessments, as are questions that test their higher order thinking. Internal assessments in Islamic education are not sufficiently aligned to the Ministry of Education curriculum, especially in the secondary phase.
- Students in Grades 3 to 10 sit for international benchmark tests in English, mathematics and science. These tests allow the students' attainment to be compared against that of students nationally and from other parts of the world. Students in Grades 4, 6, 8 and 10 have also sat for external cognitive ability tests that should help support the measurement of their progress in the future.
- Senior leaders accurately analyse the results of assessments in order to monitor how well students are learning. The analysis is carried out at individual student level, as well as by class, grade, phase and gender. Results are tracked over time so that the school can determine trends of student performance. An online assessment tool is used to monitor students' progress in science and mathematics during lessons.
- Senior leaders use their analysis of assessment data to modify the curriculum, for example, to emphasise curricular areas to address gaps in students' knowledge. Teachers of English, mathematics

and science in the KG, lower primary, and secondary phases, are more effective in using assessments of students' strengths and weaknesses to influence their planning and choice of teaching strategies.

- In most curriculum areas, teachers know their students' strengths and weaknesses well. Teachers use this knowledge to support students and extend their learning. Students are being supported to develop the skills to assess their own learning.

4. Curriculum

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

- The curriculum is closely aligned to the requirements of the CICSE curriculum. It is enriched and adapted to reflect the requirements of international benchmarking tests. All key subjects are given an appropriate amount of time. The blend of subjects provides sufficient variety to provide an enjoyable academic experience for most students.
- The curriculum is introduced systemically with new knowledge, building upon that which was learned previously. Continuity and progression from lesson to lesson, and from grade to grade, is carefully monitored to provide seamless transitions.
- Students in the upper grades are offered a variety of subjects that is sufficient to allow them to explore their interests and academic abilities, to guide their next steps in education and careers. Students appreciate the opportunity to explore variety in curriculum choices.
- Opportunities for students to make cross-curricular links, are provided in all phases of the school. In all key subject areas, lessons offer links to UAE culture and heritage. Cross-curricular links in literacy, numeracy, and technology provide opportunities for students to learn independently and to improve their research skills.
- The school's curriculum is reviewed regularly. The National Agenda Parameter has become the driving force behind curriculum review and modification. Almost all of the key subjects have been modified to provide additional opportunities for students to think critically and learn independently.
- The UAE social studies curriculum is taught as a standalone subject in the primary phase. It is integrated with CISCE social studies in Grades 6 to 9. The teaching of skills, knowledge and understanding of concepts is well balanced. Text books are supplemented with teacher-made resources, and those sourced online. Students are assessed in various ways, for example, through projects, home assignments and written tests conducted at the end of each term.

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

- The curriculum is modified to challenge, accommodate and support some groups of students. Modifications to help ensure that students with SEND are enabled to make good progress are still not consistent. The school is starting to make adaptations to help students with gifts and talents to maintain their interest and joy of exploration.
- There is a wide variety of extracurricular and co-curricular activities available to broaden the scope of students' educational experience at school and to satisfy their interests. Opportunities for public service and charity work are provided. Entrepreneurship is offered through activities such as the 'Business Bay Initiative' as well as through the student-staffed branch of 'JSSIS bank' located on the school campus.
- Students demonstrate in conversation that they have good understanding of the culture and society of the UAE. Their knowledge of the heritage of the UAE is evident in the projects and presentations located around school. The curriculum in all key subjects facilitates frequent links relative to life in the UAE.
- Arabic instruction has been introduced in the KG with the aim of improving attainment in this subject across all phases.

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

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

- All members of the school community are fully aware of the need to maintain the safety and protection of students. A comprehensive child protection policy is in place, and training is regularly provided to all staff regarding its implementation. Procedures are also in place to raise awareness about, and protect students against, bullying.
- Rigorous checks are carried out to ensure the school meets health, safety and security requirements. Teams of specialist staff, such as security guards, are visible throughout the school and give valuable support in these key areas. The supervision of students, including the arrangements for those using school transportation, is highly effective.
- The school building is maintained to a high standard, with regular checks to ensure it continues to meet the school's high expectations. Accidents and incidents are recorded and where necessary, action is taken to maintain a safe environment. The medical team maintains meticulous records of all students to support their medical care and healthy development.

- All students are able to access learning throughout the school premises. A lift ensures access to all floors and ramps have been added where needed. The school clinic is used very well by the medical team to provide an excellent standard of care for the whole school community.
- The school promotes healthy eating through the curriculum, and through specific health education sessions which are provided by medical staff for students and parents. A comprehensive system is in place to monitor students' weight on a regular basis, to ensure they meet healthy recommendations. A full sports programme encourages students from an early age to develop a healthy active lifestyle.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- Relationships between students and their teachers are positive and courteous. As a result, a positive and purposeful ethos permeates the whole school. A range of successful systems are in place which both encourage and reward good student behaviour.
- The school works closely with parents and students to reinforce the importance of attending school. Certificates are awarded on a regular basis to those students with full attendance and good punctuality.
- The school uses a range of approaches to identify students in need of additional support, including those with gifts and talents. Data is gathered from a selection of reputable screening tests and is combined with information from professional reports, from parents and teachers to accurately identify the needs of the student.
- A newly-established, qualified and experienced team of specialists works collaboratively with teachers to provide individualised support for students with SEND. The impact of the support by class teachers is still variable. This includes supporting students in setting goals, developing advanced learning plans and promoting participation in high level research and activities.
- Most students receive high quality personal guidance and support from their teachers. The school counsellor contributes to the promotion of personal development and life planning throughout the school. Aptitude tests are used by the school to ensure secondary students receive appropriate career guidance which matches their interests and ability with potential careers. Students are fully supported in their selection of, and application to, universities.

Inclusion

Provision and outcomes for students with SEND

Acceptable

- The school welcomes students with SEND and demonstrates a commitment to improving provision through appropriate staffing and resources. The SEND team is relatively new and has started to put into place systems to ensure better support and modification for students, however the outcome is still not yet consistent.

- A system is in place for the identification of students with SEND, and those with gifts and talents. Data from a range of diagnostic tests and rating scales is combined with the information provided in professional reports, teacher referrals, and classroom observations to ensure students are appropriately identified. However, the data could be used more effectively to inform the development of individual educational plans.
- The majority of parents are positive about the care and support that their children receive, and they appreciate the school's advice and support. Although parents receive regular reports, some would like better information about their children's progress and greater involvement in the development of their children's individual education plans.
- The SEND team provides personalised recommendations on curriculum modification and accommodations in each student's individual education plan. However, the application of these modifications and accommodations is inconsistent. Modifications are not always integrated into lesson plans. Consequently, students are not always enabled to access the curriculum or to actively engage in set tasks and this affects their progress.
- Systems for monitoring, tracking and evaluating the outcomes of students with SEND is still developing. As a result, there is limited evidence to determine student progress.

6. Leadership and management

The effectiveness of leadership

Good

- The senior leadership team, as well as middle leaders, are committed to raising students' achievement. They have identified the goals of the UAE National Agenda as a primary focus for school improvement, and together with the teaching staff are working towards meeting these goals.
- The majority of school leaders have a good understanding of the curriculum and are committed to the development of best teaching practices. They have established a learning environment in which the pursuit of high achievement in a setting of care and respect, is the norm.
- Relationships and communications amongst all stakeholders are professional and effective. Leaders provide easy access to parents, teachers and students who wish to discuss educational issues or other matters and concerns with them.
- Most leaders demonstrate a capacity to improve the school. They are effective in developing plans and in guiding staff in order to raise achievement for students. They are providing a clear direction for the introduction of a culture of innovation, however the implementation of these initiatives varies between teachers.
- Leaders have demonstrated that they are capable of sustaining and steadily improving outcomes for their students, particularly in the secondary phase.

School self-evaluation and improvement planning

Good

- School leaders make efforts to include all stakeholders in the self-evaluation and improvement planning process. The opinions, participation and efforts of parents and other members of the school community in school improvement are welcomed.
- The monitoring of teacher performance is slowly evolving. Systems are now in place to evaluate the quality of teaching and to give teachers useful information that they can use to improve their practice.
- Effective school improvement plans, based on the recommendations made in the previous inspection, have been developed and implemented. The evaluation of the impact of these plans on classroom practice remains inconsistent.
- Governors and school leaders have made some progress in addressing the recommendations in the previous inspection report. The school has shown sustained improvements over time in most key areas.

Partnerships with parents and the community

Good

- Parents feel that staff and senior leaders are welcoming and highly approachable. They appreciate their participation in academic, structural and organisational developments through the parent forum. Some parents participate, together with their children, in initiatives such as the parents' Arabic conversation classes and the science club, which are held on Saturdays.
- The school communicates well with parents via e-mail and messaging applications, as well as through newsletters. Parents appreciate the swift responses they receive to telephone calls and the ease of access to teachers and senior leaders.
- Parents are positive about the quality of information they receive about their children's achievement and personal development through reports and parent-teacher consultations. However, some parents of students with SEND feel insufficiently informed regarding their children's individual education plans and have little or no input to their creation.
- The school has developed a number of links with local, national and international communities. Students talk keenly about their charitable initiatives. Parents speak highly of the students' exposure to other cultures, including visits to NASA, the Indian Space Programme and a Himalayan expedition.

Governance

Good

- The Board of Governors comprises representatives of most stakeholders; there are a number of parents serving on the Board. The actions of the Board demonstrate that governors respond with sensitivity to the comments and views of all stakeholders.
- The Board holds the leadership of the school accountable for the performance and improvement of the school. School leaders are expected to demonstrate to the governors the extent to which they have responded to recommendations made in the previous inspection report.

- Governors have been effective in ensuring that the school meets its commitment to parents, and consistently fulfils statutory requirements.

Management, staffing, facilities and resources	Good
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- The school operates smoothly on a day-to-day basis, with both parents and students notified in advance of any changes. Senior leaders ensure that lesson time is not interrupted.
- There is an adequate quantity of teachers to provide for the needs of most students. Teachers are adequately qualified, and deployed effectively, so that they can have the maximum positive impact upon students' learning.
- The school is well constructed, with ample space for classes and specialist facilities, which include sporting fields and a swimming pool. Science laboratories are adequately staffed and resourced. All classrooms have ICT resources available for teachers' use.
- There is an adequate supply of resources to support the delivery of the curriculum. However, the availability of learning technologies for students' to extend their learning and research skills is limited in all phases.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

Before the inspection, the views of the parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 <p>Parents*</p>	2016-2017	353
	2015-2016	439
 <p>Teachers</p>	99	
 <p>Students</p>	98	

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

- Parents are very satisfied with the educational experience that their children receive at the school. They feel that their children have a good sense of UAE history and culture. Parents report that they feel that their children are safe in school and on transportation between home and school.
- Almost all teachers feel that the school provides a good quality of education to its students and that school leaders provide a clear vision for the school. They report good collegiate relations with their colleagues and believe that almost all students enjoy school.
- Students report that there are members of staff who care about them and monitor their personal and academic progress. They believe that teachers are supportive and maintain behavioural expectations for their well-being. Students report that they would like to experience greater choice in their educational pathways and an extended sporting programme.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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