

VERY GOOD



2019-2020

INSPECTION REPORT

INDIAN CURRICULUM

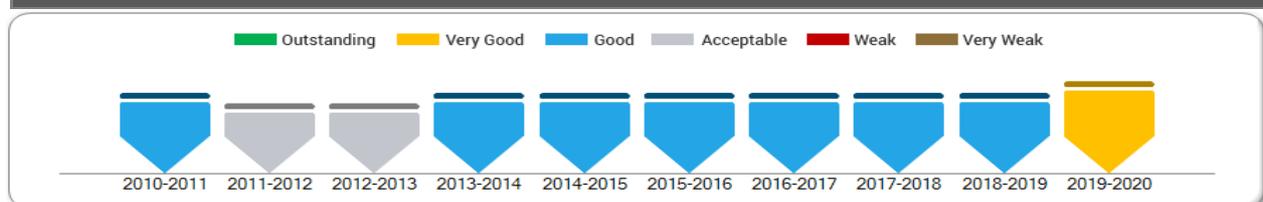
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School Information

General Information	 Location	Jumeirah Village Circle – 2
	 Opening year of School	2009
	 Website	www.jssisdubai.com
	 Telephone	04-240-6353
	 Principal	Ms. Lata Nakra
	 Principal - Date appointed	11/24/2016
	 Language of Instruction	English
	 Inspection Dates	14 to 17 October 2019
	Students	 Gender of students
 Age range		3-17
 Grades or year groups		KG 1 to Grade 12
 Number of students on roll		2106
 Number of Emirati students		0
 Number of students of determination		150
 Largest nationality group of students		Indian
Teachers	 Number of teachers	188
	 Largest nationality group of teachers	INDIAN
	 Number of teaching assistants	14
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	4
	 Teacher turnover	8
Curriculum	 Educational Permit/ License	Indian
	 Main Curriculum	Indian
	 External Tests and Examinations	ICSE, ISC
	 Accreditation	CISCE
	 National Agenda Benchmark Tests	ASSET

School Journey for JSS INTERNATIONAL SCHOOL LLC



Summary of Inspection Findings 2018-2019

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

Students Outcomes	<ul style="list-style-type: none"> Children in the Kindergarten (KG) now make very good progress and attain very high standards across the curriculum. Results in mathematics have improved in the primary phase and progress remains strong in English. Outstanding performance is achieved in secondary English, mathematics and science. Students continue to achieve high standards in Islamic education. In Arabic, their attainment remains acceptable, but progress has declined in the secondary phase. The courteous, well-behaved and hard-working students continue to be the major strength of the school. They have very good knowledge and understanding of Emirati culture and how Islam influences life in the UAE. They also have a good understanding of their own cultures and heritage. Students show initiative, and secondary students demonstrate strong leadership skills. They support the younger students very well.
Provision for learners	<ul style="list-style-type: none"> Teaching is very strong across the KG, middle and secondary phases. Here, teachers make very good use of a well-developed assessment system to modify teaching and the curriculum, and teachers meet students' needs very well. In the primary phase and in some Arabic classes the quality of teaching is less consistent and thus does not have the same positive results. The very good features of the curriculum include the smooth transition between the KG and Grade 1 and the improved range of courses in the secondary phase. The planned curriculum is not implemented as well in the primary phase. Cross-curricular links are strong in Islamic education and social studies. Teachers have modified the curriculum well to meet the needs of different groups of students. The school implements robust child protection and safeguarding procedures. The buildings and grounds are safe, accessible to all, attractive and well maintained. The medical facilities are extremely well organised. Staff members promote healthy eating and fitness. Students' attendance and punctuality are monitored effectively. The identification of, and provision for students of determination have improved. Students now have improved pastoral, academic and vocational guidance.
Leadership and management	<ul style="list-style-type: none"> The very effective leadership provided by the governing board, principal, other senior leaders and most heads of department has resulted in the school improving since the last inspection. Links with parents and the wider community continues to develop. Staffing remains stable and the school continues to be organised and managed very effectively. The school is very well staffed and resourced.

The Best Features of The School:

- A strong and well-distributed leadership which is improving the school for the benefit of students and the whole school community.
- The development of students' personal and social skills that is enabling them to become effective contributors and responsible citizens.
- Teaching and learning in KG, which provides children with a very strong start to their formal education.
- The outstanding levels of attainment in secondary English, mathematics and science.
- A safe, healthy and caring environment in which students can make healthy lifestyle choices.

Key Recommendations:

- Improve students' progress in Arabic as an additional language by:
 - ensuring that the curriculum is adapted to students' experience of learning Arabic;
 - improving the planning of lessons, providing more time for students to work independently and in their groups;
 - choosing tasks and activities which match students' achievements in the language.
- Improve the consistency and effects of teaching, mainly in the primary phase.
- Provide clear individual education plans for students of determination to help classroom teachers meet their learning needs more effectively.

Overall School Performance

Very good ↑

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable ↓
 English	Attainment	Very good ↑	Very good	Very good	Outstanding ↑
	Progress	Very good	Good	Very good ↑	Very good
 Mathematics	Attainment	Very good ↑	Very good ↑	Very good	Outstanding
	Progress	Very good ↑	Very good ↑	Very good	Outstanding
 Science	Attainment	Very good	Very good	Very good	Outstanding ↑
	Progress	Very good	Very good	Very good	Very good
 UAE Social Studies	Attainment	Very good			

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

3. Teaching and assessment

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

4. Curriculum

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

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	Very good ↑	Good	Very good ↑	Very good ↑

6. Leadership and management

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

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

National Priorities

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. 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.

The school's progress in international assessments is above expectations.

- With only one round of PISA and TIMSS testing, no progress measures can be established for these benchmarking tests. However, the PBTS (PISA-based test for schools) results show large rises in scores since the 2015 PISA session in mathematics, science and reading. In all three cases the PBTS scores significantly exceed the 2018 PISA targets. Progress on the ASSET tests is outstanding in English, mathematics and science. The progress made by students from their measured potential (CAT4) to the most recent National Agenda Parameter assessment (ASSET) is very good in English, mathematics and science.

The impact of leadership is above expectations.

- The action plan identifies the school's own priorities and those highlighted in last year's DSIB inspection report, together with strategies to move the school forward. Data in all forms are analysed with care and precision. Senior leaders use the analysis to implement strategic changes in light of this new evidence.

The impact on learning meets expectations.

- Across most subjects, students are increasingly exposed to open-ended tasks, investigations and projects. The large majority exhibit the critical thinking skills necessary to handle these tasks, either independently or in collaboration. Research skills are developing well and practiced almost daily. Students generally communicate their findings accurately, both orally and on paper.

Overall, the schools' progress towards achieving the UAE National Agenda targets is above expectations.

For Development:

- Ensure that the most relevant analysis of data reaches all stakeholders and that they are trained to use it effectively.
- Ensure that work which develops critical thinking skills is an integral part of lessons in all subjects and all phases.

Moral Education

- The quality of teaching in moral education is good and sometimes very good. Most teachers use a wide range of teaching strategies and plan engaging, motivating learning experiences for their students.
- Robust assessment systems are in place to measure students' understanding of the values explored in classes. Students' learning in moral education is assessed using both formative and summative approaches, including projects. Reports to parents include students' outcomes in moral education.
- The quality of the curriculum is very good. It enables teachers to provide learning experiences that develop students' knowledge and collaborative learning skills appropriately. It is designed to ensure smooth transition across all three phases. All key concepts and learning objectives are fully addressed.

The school's implementation of moral education is above expectations.

For Development:

- Give students opportunities to learn about relevant values through research, when appropriate.

Reading Across the Curriculum

- Information from assessments demonstrates an incremental increase in students' literacy levels across the school. A wide range of effective strategies has been put in place to support underperforming readers.
- Most children in the KG and primary phase are confident, motivated readers and aware of their own reading levels. Almost all students in the middle and secondary phases are avid readers.
- Teachers of English, mathematics, science and social studies provide support for those students with low reading skills. Throughout, there are structured, direct interventions to accelerate reading development.
- School leaders are fully committed to developing highly proficient readers. A plentiful supply of high-quality books is available in the different libraries. A reading coach has been appointed.

The school's provision for reading across the curriculum is developing.

For Development:

- Ensure that the libraries are central to the reading development programme by making them places for the celebration of students' literacy achievements.
- Teach explicitly the skills of analysis and comprehension to ensure that students can accurately extract information from texts.

Innovation

- Across all phases, the school provides a wealth of opportunities for students to devise and lead initiatives. Learning technologies are well used to support and present students' innovative thinking.
- The school is supportive of students who wish to initiate projects and who have innovative ideas. The strongest involvement is within the middle and secondary phases.
- Teachers provide the circumstances which allow for independent learning, the generation of ideas and problem solving. Students use their initiative and are encouraged to research topics of interest.
- The 'sustainability corners' in classrooms helps students to find solutions through problem solving and research. Students use their entrepreneurial skills to make contributions to charity.
- All leaders are very successful in creating the conditions for innovative practice to develop. Leaders have empowered students to follow their interests.

The school's promotion of a culture of innovation is systematic.

For Development:

- Enhance the opportunities for students to develop their innovation skills, especially in the classes for younger students.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Primary students have only some knowledge of the Pillars of Islam but do not always fully understand the relevant ideas. In the middle phase, students can debate issues and apply Islamic values. In the secondary phase, students understand well the concept of tolerance and make links to the Hadeeth.
- Across all phases students possess good knowledge of Islamic teaching. They sometimes make reference to Qur'anic verses or the Hadeeth. However, students in all phases have underdeveloped Tajweed skills.
- Since the last inspection, the Islamic department has placed greater emphasis on memorising the Holy Qur'an with Tajweed skills. However, this initiative is still at an early stage. It is not well structured and has not yet affected students' attainment.

For Development:

- Raise students' attainment in all phases by developing strategies to meet their needs more effectively.

Arabic as an Additional Language

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

- Students' skills across all phases are within expectations, based on their years of studying Arabic. However, there are differences in the levels of achievement between phases. Of the language skills, speaking is strongest in the primary phase, and writing skills are the weakest in the secondary phase.
- Students' lack of vocabulary in each phase reduces the effectiveness of communication. Their creative writing varies in quality but is slightly better in the primary phase. Throughout the phases, high achieving students lead lessons, but a very few students' progress is hindered by their passivity.
- Teachers' use of a few learning patterns has had little effect on improving students' progress in lessons. This inequality of learning opportunities has limited the development of students' skills. As a result, the internal attainment data is less than reliable.

For Development:

- Improve learning through more effective differentiated activities.
- Track the progress of students' development in all language skills and provide appropriate support.

English

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

- Very high levels of attainment in the secondary phase are not yet matched by comparable progress in other phases. In the primary phase, students are not consistently clear about the standards required to secure better progress in lessons.
- Very good listening and speaking skills begin in KG and in all phases become a strength. Students regularly engage in articulate and purposeful discussions and presentations. They read widely, engaging with demanding poetry, prose, drama and non-fiction.
- Students write well for a range of purposes and audiences. Secondary students write high-quality extended essays in preparation for examinations. Middle school students also write at length for a range of purposes, as do older students in the primary phase.

For Development:

- Improve students' progress in primary lessons through clearer statements of what students will know, understand and be able to do, and what success looks like.

Mathematics

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

- Consistently strong teaching of mathematics in the KG has led to children's improved knowledge, understanding and skills. Teachers set challenging work and have high expectations throughout, especially in the secondary phase. Planned learning could sometimes be more clearly differentiated from the very beginning of the lesson.
- High-quality lessons with diverse activities are supporting students' attainment and progress. Progress in external and internal tests has remained strong across the school or has improved over recent years. This is exemplified by exceptional performance in mathematics on the latest ASSET benchmark assessments.
- Improvements in skills in the primary phase have raised achievement. In the KG and primary phases, the introduction of games in mathematics has helped to improve students' focus. Better target-setting and use of pre-tests in Grades 3 to 8 have improved attainment, but further advancements can be achieved.

For Development:

- Make task differentiation in lessons more effective.

Science

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

- Most children in KG attain above the expected levels and make very good progress. Primary and middle school students have very good subject knowledge. Enquiry skills are well developed throughout the school. In the secondary phase, almost all students perform extremely well in lessons and examinations.
- Primary and middle phase students have very good understanding of all three sciences. Secondary students have exceptional understanding. They can explain what they know extremely well. They evaluate, analyse and justify their reasons for interpreting information confidently and very well.
- Students' rates of progress have been maintained and the progress of the higher attainers has improved. The use of computers has increased, and when their teachers' set high expectations students make rapid progress and attain extremely well.

For Development:

- Ensure that investigations are of a consistently high quality, especially in the lower primary classes.

UAE Social Studies

	All phases
Attainment	Very good

- At each phase, students have higher than expected knowledge of the components of the UAE social studies curriculum. By Grade 9 they have very good skills of communication, analysis and presentation. They use these, for example, to investigate and share information on Dubai's economy.
- Students are skilled at working together on different social issues and in presenting their findings to their classmates. They can carry out research and provide answers to questions on the history, geography and economics of both the UAE and India.
- Strengths of the department include the explicit strategies used by teachers to develop students' creative and critical thinking skills, which they apply to global issues in social studies.

For Development:

- Develop students' research skills and their abilities to judge the validity of their findings.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Very good	Very good

- Across all phases, students' keenness and readiness to learn is very clear. They quickly immerse themselves in active and collaborative learning. Across the school, students make relevant connections between their learning and the world beyond school.
- In the KG, middle and secondary phases, students are very frequently self-directed, independent learners who select and apply appropriate strategies to solve problems. Students typically think laterally, flexibly and creatively, especially in mathematics.
- In the primary phase, good learning skills are less consistently demonstrated. In a large proportion of lessons, and in a minority of key subjects, students do not yet benefit from effective opportunities to take enough responsibility for their learning.

For Development:

- Primary students should take greater responsibility for learning, so as to match the quality of such opportunities enjoyed in the best lessons.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students meet the high expectations set for conduct extremely well. Older students are very good role models for other students in their behaviour and learning. Younger students are supported well and from an early stage show kindness to others and a love of learning.
- Strong relationships, respect and a diligent approach to work underpin the positive learning ethos in classrooms. Students want to do their best. They use all resources sensibly, including their digital devices.
- The outstanding levels of attendance reflect students' love of the school. They understand very clearly how they can keep safe and follow a healthy lifestyle. The school initiative on climate change adds to their understanding of the need to safeguard their future well-being.

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

- In all phases, students have excellent understanding and appreciation of Islamic values. They recognise the importance of these values in society, regardless of their nationalities and religions.
- Students exhibit a strong knowledge of the UAE's culture and heritage. They acquire this understanding across the curriculum and from special days that the school celebrates, such as National Day, Martyrs' Day and Flag Day.
- Students demonstrate excellent knowledge and understanding of their own and other cultures. They can describe Indian traditions and how they differ from one state to another. Students in all phases exhibit an excellent knowledge of world cultures, especially European cultures.

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

- Students of all ages demonstrate very high levels of community involvement, both at school and beyond. They contribute to environmental activities and have received many awards, for example through the Duke of Edinburgh award programme.
- The student's council communicates very well with school leaders to support students' initiatives, such as an inclusion awareness campaign and world-wide conferences.
- All students take responsibility for keeping the school environment clean and tidy. They actively work on recycling, sustainability and other ecological initiatives.

For Development:

- Provide children in KG and students in the primary phase with more age-appropriate activities to increase their participation within and outside the school.

3. Teaching and assessment

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

- In all phases and subjects, including creative arts and yoga, teachers provide challenging activities that capture students' attention and imagination. Teachers usually take good account of students' abilities when planning work. This is not as consistently done in the lower primary phase.
- Teachers' subject knowledge is very good. Their questions frequently prompt students to research and improve their understanding. Many teachers in all phases encourage independent learning. They provide opportunities for critical thinking and for students to question and evaluate their knowledge and understanding.
- Teaching has improved, especially with more child-centred activities in KG and more challenging work in the secondary phase. Improvement has not been strong in Arabic or in Islamic education lessons, where students have fewer opportunities to work independently or in groups.

	KG	Primary	Middle	Secondary
Assessment	Very good	Good	Very good	Very good

- Baseline measures and on-going formative assessments in KG are most effective. In other phases, teachers give less emphasis to formative than to summative assessments. They use benchmarking assessments well in the primary and middle phases to identify students' needs.
- Data are used well in mathematics, science and UAE social studies, but less effectively in Arabic as a first language and Islamic education, or to address the needs of students of determination in the primary phase. Data influence curriculum adjustments in most subjects. Teachers' written feedback in students' books is in some cases superficial.
- Increased use of the CAT4 test results in most subjects gives teachers greater insights into students' abilities. In the primary phase, self- and peer-assessments are underdeveloped. Teachers are not using assessments sufficiently to modify the learning experiences of all students.

For Development:

- Provide more opportunities for independent work in Islamic education and in Arabic as a first language.
- Improve the quality of teaching and use of information from assessments, especially in the lower primary phase, to make sure that tasks are suited to students' learning needs.

4. Curriculum

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

- The curriculum offers a wide range of learning experiences designed to meet the individual needs, interests and learning styles of all, especially the children in the KG. In the primary phase, teachers do not consistently teach the planned curriculum in lessons.
- Teachers review and modify the curriculum annually, taking good account of assessment information. A wide range of subject choices in Grades 9 and 11 provides students with opportunities to follow diverse career paths.
- Teachers make good use of cross-curricular links in Islamic education and social studies lessons. These opportunities to link learning are often missed by teachers of other subjects, especially in the primary phase. In all phases, students often refer to the United Nations sustainability goals in their projects.

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

- The school successfully modifies the curriculum to meet the needs of all students, strongly so in KG and the secondary phase. In this latter phase, teachers provide exceptional opportunities to extend students' aspirations and real-life experiences.
- A wide range of cross-curricular activities motivates and encourages students to hone their skills in diverse fields such as technology, sports, public speaking and the fine arts. The UAE's culture and heritage are strongly embedded in the curriculum in all the phases.
- Students in all age groups are involved in various projects to find sustainable solutions to global issues. The school's guidance and counselling support assists students to progress towards careers of their choice.
- Arabic is taught once per week for 40 minutes in KG2.

For Development:

- Implement the planned curriculum, with its emphasis on research and critical thinking, consistently in all primary subjects and grades.
- Enable students from all grades to benefit from the after-school clubs.

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

- Child protection and safeguarding procedures are thorough, supported by a well-trained staff and benefit from extremely good links with families. Staff members deal with any issues sensitively. The school has very effective links with external services.
- The buildings and grounds are attractive and maintained to a very high standard of cleanliness and repair. They are fully accessible to all students and adults. Maintenance staff ensure that they are safe for all who use them.
- Medical care is extremely well organised by a doctor and nurses. They tend to minor accidents extremely well and are sensitive to students' needs. Staff members promote healthy eating and fitness effectively. Swimming is an important element in the promotion of healthy lifestyles.

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

- The relationships that the students have built with both their peers and the staff are highly positive. There is an inclusive ethos which permeates the whole school. Students' attendance and punctuality are monitored effectively. Behaviour is managed very well.
- Systems for the identification of students of determination have improved. The school has developed systems to identify those who are gifted and talented and provides them with opportunities to excel. Teachers' support for students has positive effects on their progress, particularly in KG.
- Students have access to an improved range of advice for their pastoral and academic support. They can now make more informed career choices as a result of readily available guidance counselling.

For Development:

- Build on the systems already in place to enhance the teaching and learning of all students of determination, especially those in the primary phase.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- This inclusive school is led with commitment, energy and drive by the inclusion champion and governor for inclusion. The inclusive education improvement plan is a direct response to the recommendation in the previous inspection report and contains key markers for generating better progress.
- Early and accurate identification of needs results in the establishment of well-planned support, especially in KG. Skilful teaching interventions are in place. Students of determination benefit from individualised and small group programmes of work. This work is less effective in the primary phase.
- Parents are pleased with the communication that the school has established but have expressed their desire for more. They know that the school takes very good care of their children. They are involved in the creation of their children's individual education plans (IEPs).
- The IEPs of students of determination have improved, but further work is required. There is not enough alignment between the key barriers to learning and actions, and students are not involved enough in the creation of these plans.
- Very good levels of care, guidance and support ensure that students of determination make good and sometimes very good academic and personal progress. Many students show emotional resilience as they tackle increasing challenges.

For Development:

- Improve the IEPs to highlight the key barriers to learning and involve students of determination in their construction.
- Monitor students' progress towards their IEP objectives more closely, particularly in the primary phase, and adjust the objectives as each one is achieved.

6. Leadership and management

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

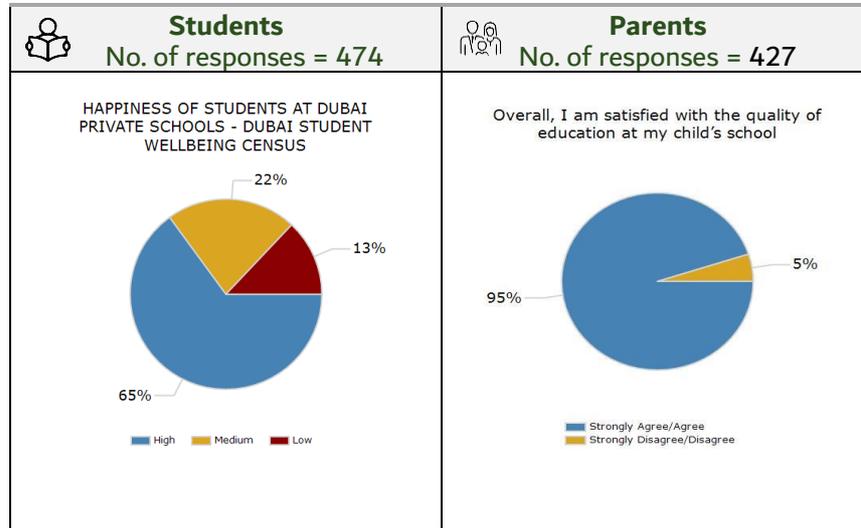
- The principal and other senior leaders provide very strong leadership. They communicate very well a vision of providing high-quality, inclusive education which embraces the UAE's National Priorities. Senior leaders and most heads of department promote innovation and good practice well. Relationships and communication within the school are very good. The principal shares leadership very well among senior and middle leaders and other key members of staff. Leaders have the capacity to improve the school.
- The well-organised and systematic approach to self-evaluation has enabled the school to improve since the last inspection. The quality of lessons, students' work, and their progress and attainment are reviewed regularly by heads of department and senior leaders. This has helped teachers to improve students' outcomes in all key subjects except Islamic education and Arabic as an additional language. There is still a need to continue to improve the consistency and effectiveness of teaching, mainly in the primary phase.
- Parents are happy with the high quality of personal care, academic guidance and support which their children receive. They are well informed, kept up to date with school activities and about how well their children achieve. Teachers provide valuable details about students' progress, especially those of determination. Parents are pleased with the many opportunities available for their children to develop independence and maturity. They are impressed with the wide range of partnerships and links which the school has established, and which positively enhance learning.
- The governing board is very effective in supporting and challenging the school. Its membership includes corporate representatives, teachers, parents and students. Members have a range of expertise which they apply very effectively in their designated roles. The board scrutinises student performance measures and follows up other aspects of the school's work, often by visiting classes and holding workshops for teachers and students. Governors provide clear strategic leadership and fund the school well.
- Highly efficient daily routines contribute very well to the school's harmonious and purposeful learning climate. The bright and welcoming learning environment extends across all phases. High-quality student displays illustrate very sound learning and personal development. Well-equipped specialist facilities significantly enhance curricular provision and students' well-being. Ample resources, including learning technology, support collaborative learning across the school. Regular professional development has yet to bring about improvement in some aspects of learning and teaching.

For Development:

- Improve the effects of self-evaluation procedures on the quality of learning, teaching and the use of assessment information in the primary phase and in Arabic as an additional language.

The views of parents and senior students

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> Students' responses to the well-being survey are mostly positive and are broadly in line with other students in Dubai. Most feel a strong sense of belonging to the school. They report high levels of emotional engagement with teachers and friends. The large majority of students have a strong sense of academic self-belief and high expectations of success. Inspection findings agree with the student survey.
 Parents	<ul style="list-style-type: none"> Almost all parents are satisfied with the quality of education and communication provided by the school. Almost all consider that their children's learning, physical, and health and safety needs are met. Parents believe that their children's social and emotional well-being is secure, and that relationships and learning in school and at home are good. Inspection findings are consistent with these views.

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