



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Jumeira Bacculaureate School

Curriculum: IB

Overall rating: Good

Read more about the school



www.khda.gov.ae

“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

Contents

| | |
|---|----|
| School information | 2 |
| Summary for parents and the community | 3 |
| Main inspection report | 10 |
| 1. Students' achievement | 11 |
| 2. Students' personal and social development, and their innovation skills | 15 |
| 3. Teaching and assessment | 17 |
| 4. Curriculum | 18 |
| 5. The protection, care, guidance and support of students | 19 |
| Provision for students with special educational needs and disabilities (SEND) | 20 |
| 6. Leadership and management | 21 |
| The views of the parents, teachers and students | 24 |

School information

General information



| | |
|-------------------------|---|
| Location | Jumeirah First |
| Type of school | Private |
| Opening year of school | 2010 |
| Website | www.jbschool.ae |
| Telephone | 04-3446931 |
| Address | street 53B off Al Wasl Road, Jumeirah 1 |
| Principal | Richard Drew |
| Language of instruction | English |
| Inspection dates | 14 to 17 March 2016 |

Students



| | |
|--|----------------------------|
| Gender of students | Boys and girls |
| Age range | 3-18 |
| Grades or year groups | Kindergarten 1 to Grade 12 |
| Number of students on roll | 975 |
| Number of children in pre-kindergarten | 34 |
| Number of Emirati students | 243 |
| Number of students with SEND | 49 |
| Largest nationality group of students | Emirati |

Teachers / Support staff



| | |
|---------------------------------------|---------|
| Number of teachers | 93 |
| Largest nationality group of teachers | British |
| Number of teaching assistants | 28 |
| Teacher-student ratio | 1:11 |
| Number of guidance counsellors | 2 |
| Teacher turnover | 26% |

Curriculum



| | |
|---------------------------------|------------------|
| Educational permit / Licence | IB |
| Main curriculum | IB |
| External tests and examinations | IBDP, BTech, IBT |
| Accreditation | None |
| National Agenda benchmark tests | IBT |

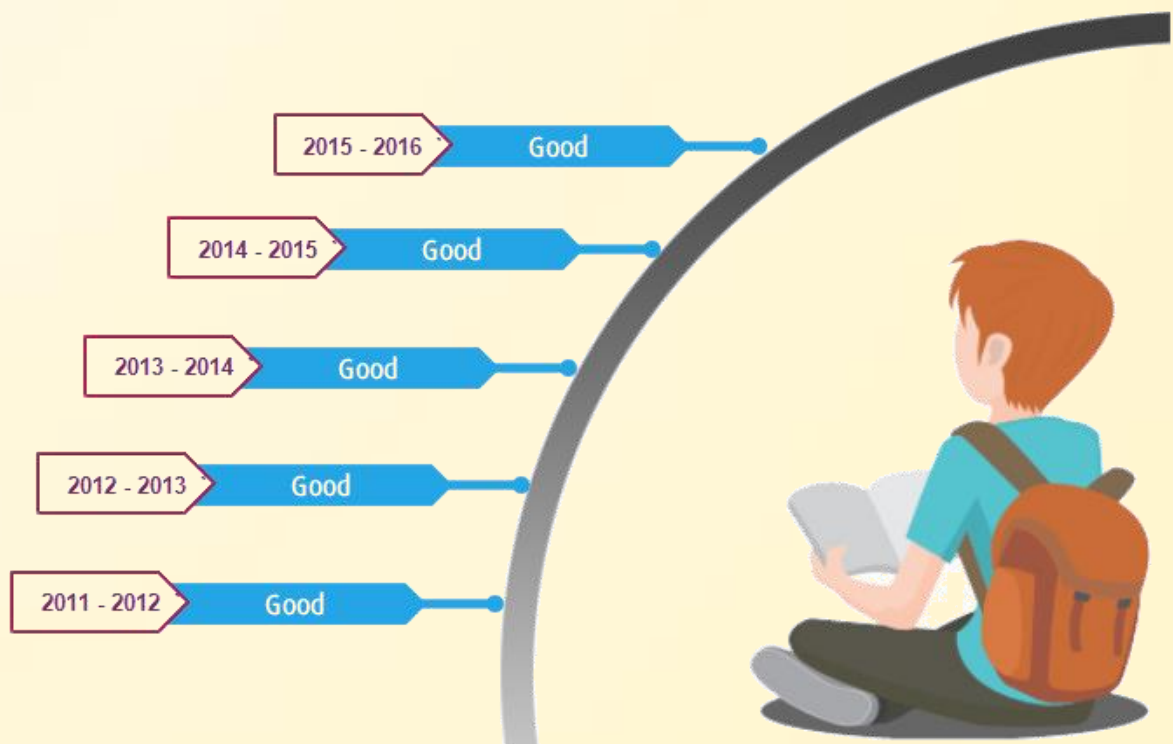


Summary for parents and the community

Jumeira Bacalaureate School was inspected by DSIB from 14 to 17 March 2016. The overall quality of education provided by the school was found to be **good**.

In order to judge the overall quality of education provided by the school, inspectors considered six key standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.

The inspection judgements were drawn from evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, **Jumeira Baccalaureate School** provided a **good** quality of education for its students.

- The school had improved over the year under new leadership and with a new Kindergarten (KG) and Primary Years Programme (PYP) curriculum. There were mostly good or better standards of attainment throughout the school. Students made mostly good or better progress except in mathematics in the Middle Years Programme (MYP) where students' attainment and progress were acceptable. Students' learning skills were at least good.
- Students' personal and social development skills were outstanding across all phases. Students showed very good understanding of Islamic values and awareness of Emirati and world cultures. Students were also well aware of environmental issues and initiated recycling projects.
- Teaching quality was very good in Kindergarten and at least good across the other phases. Assessment was good across the school.
- The school provided a very good curriculum in MYP and DP and had a newly established good curriculum elsewhere.
- There were very good arrangements for students' health and safety and mostly good arrangements for their care and support.
- Leadership was very effective as were management, staffing, facilities and resources. The school had good arrangements for monitoring and improvement planning. There were outstanding links with parents and the community. School governance was also outstanding.



What did the school do well?

Since the previous inspection, the school had:

- Improved children's achievement in the Kindergarten (KG), students' achievement in Arabic and English and improved students' learning skills.
- Improved students' understanding of Islamic values and students' sense of social responsibility.
- Made improvements to the curriculum and to standards of health and safety.
- Improved the quality of leadership, management and the general provision for its students.



What does the school need to do next?

- Improve students' achievement in Islamic education in the Primary Years Programme (PYP) and the Middle Years Programme (MYP) and in mathematics in the MYP.
- Improve the consistency of teaching through increased regularity and rigour of the monitoring of teaching and the follow up evaluative discussions, mentoring and training.
- Support the more accurate identification of students with special educational needs and disabilities (SEND) and increase the school's capacity to meet their needs.



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

- The majority of students with SEND made good progress. Teachers were fully aware of individual students' needs and consistently offered personalised, academic support.
- The procedures for reporting to parents were based on a model of trust, sensitivity and mutual respect. The quality and range of information were practical, supportive and were managed in a confidential, sensitive manner.
- Effective communication was the rule and every effort was made to ensure that parents had good access to learning support teachers and counsellors.
- Across all phases, parents were involved in most aspects of their child's education. Engaging positively with parents was a key principle of the school's ethos. Feedback was highly valued and parents were encouraged to contribute to policy and provision.
- The school employed expert counselling and guidance staff to monitor students' well-being and offer guidance on career choices.

National Agenda Parameter



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

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

Main points:

- The school met the registration requirements of the National Agenda Parameter. Progress towards meeting the National Agenda targets was not secure.
- The school had promoted awareness of the National Agenda vision and global targets well amongst all stakeholders. However, awareness of the National Agenda as a vehicle for school improvement and what was needed to meet school specific goals was less developed.
- The school had a strong focus on skills' development and this aligned well with the skills focus of TIMSS and PISA tests. However, particularly in the upper PYP and the lower MYP, the required body of knowledge and understanding were less well developed.
- There was a very effective strategy to develop critical thinking and inquiry skills across the school.
- Children in KG were inquisitive. Grade 1 students began to use fair testing. Older students had very good investigative skills. Students had a very good understanding of how to set their own learning targets and how to carry out internet or book-based research. A group of Grade 5 students took responsibility for planning their own learning with their peers. Teachers worked alongside them as providers of resources and guidance, and checkers of accuracy.

Innovation in education

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


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



Promoting a culture of innovation:

- Innovation was an inherent characteristic. It was promoted to all stakeholders through a strategic plan that incorporated strands of innovation through leadership, teaching, and its impact on learning. Staff were engaged in collaborative professional development, promoted through shared innovation practice that filtered throughout subjects and grade levels. The school building offered diverse learning spaces, and technology was integrated in learning, research, and communication to foster 21st century skills development. The curriculum was inquiry based and promoted natural links to critical thinking, problem solving, and conceptual understandings with connections across subjects.

| Overall school performance | | | | | |
|----------------------------|--|--|--|--|--|
| Good | | | | | |

| 1. Students' achievement | | | | | |
|---|------------|----------------|------------|--------------|----------------|
| | | Kindergarten | PYP | MYP | DP |
| Islamic education  | Attainment | Not applicable | Acceptable | Acceptable | Good |
| | Progress | Not applicable | Good | Good | Good |
| Arabic as a first language  | Attainment | Not applicable | Good | Good | Very good ↑ |
| | Progress | Not applicable | Good | Good | Very good ↑ |
| Arabic as an additional language  | Attainment | Not applicable | Good ↑ | Good ↑ | Not applicable |
| | Progress | Not applicable | Good | Good | Not applicable |
| English  | Attainment | Good | Good | Very good ↓ | Very good ↑ |
| | Progress | Very good ↑ | Good ↓ | Very good ↓ | Very good ↑ |
| Mathematics  | Attainment | Good | Good | Acceptable ↓ | Good |
| | Progress | Very good ↑ | Good | Acceptable ↓ | Good |
| Science  | Attainment | Good | Good | Good | Good |
| | Progress | Good | Good | Good ↓ | Good |

| | Kindergarten | PYP | MYP | DP |
|-----------------|--------------|------|------|-------------|
| Learning skills | Very good ↑ | Good | Good | Very good ↑ |

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

| | Kindergarten | PYP | MYP | DP |
|---|--------------|-------------|-------------|-------------|
| Personal development | Outstanding | Outstanding | Outstanding | Outstanding |
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |
| Social responsibility and innovation skills | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |

3. Teaching and assessment

| | Kindergarten | PYP | MYP | DP |
|---------------------------------|--------------|------|------|------|
| Teaching for effective learning | Very good ↑ | Good | Good | Good |
| Assessment | Good | Good | Good | Good |

4. Curriculum

| | Kindergarten | PYP | MYP | DP |
|--------------------------------------|--------------|-------------|-------------|-------------|
| Curriculum design and implementation | Good | Good | Very good ↑ | Very good ↑ |
| Curriculum adaptation | Good | Very good ↑ | Very good ↓ | Very good ↓ |

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

| | Kindergarten | PYP | MYP | DP |
|---|--------------|-------------|-------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |
| Care and support | Good ↓ | Good ↓ | Good ↓ | Very good ↓ |

6. Leadership and management

| | All phases |
|---|-------------|
| The effectiveness of leadership | Very good ↑ |
| School self-evaluation and improvement planning | Good ↓ |
| Parents and the community | Outstanding |
| Governance | Outstanding |
| Management, staffing, facilities and resources | Very good ↑ |



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

Kindergarten

| Subjects | Attainment | Progress |
|----------------------------------|----------------|----------------|
| Islamic education | Not applicable | Not applicable |
| Arabic as a first language | Not applicable | Not applicable |
| Arabic as an additional language | Not applicable | Not applicable |
| English | Good | Very good ↑ |
| Mathematics | Good | Very good ↑ |
| Science | Good | Good |

- Attainment in English was good. Most children reached above age level expectations in word recognition, speaking and listening skills. Writing skills were emerging. Children used correct letter formation and inventive spellings. Most children could identify and correctly use sounds and blends in their spoken English. A large minority could write simple sentences with appropriate punctuation. Children made very good progress using their language and eagerly volunteered to share their experiences with the teachers in conversation and in writing. Most children spoke expressively in complete sentences and a few read simple stories with feeling.
- In mathematics, children's attainment was good. Almost all children could name basic shapes and use them correctly in simple problems. They could identify and count numbers to twenty and perform basic addition and subtraction mentally. Children made very good progress solving problems independently, first counting and then matching groups of objects with corresponding written numbers on charts. Almost all children responded well when challenged with problems requiring them to work with their peers creatively.
- In science, children had a natural curiosity about the world around them. Their attainment was good with children eagerly discussing prior learning with good recall of vocabulary and facts. In review of previous lessons, they shared their knowledge and related it to the world around them. Almost all children made good progress in discussing their shadows and identifying what caused them. Children made rapid progress when they manipulated objects and explored their natural world. Almost all children were interested in the environment and a majority knew the concept of reduce, re-use and recycle.

PYP

| Subjects | Attainment | Progress |
|----------------------------------|------------|----------|
| Islamic education | Acceptable | Good |
| Arabic as a first language | Good | Good |
| Arabic as an additional language | Good ↑ | Good |
| English | Good | Good ↓ |
| Mathematics | Good | Good |
| Science | Good | Good |

- In Islamic education, recent results in assessments showed above expected levels of attainment. However, both in lessons and in their work, most students performed at expected curriculum levels. Students' knowledge of Islamic values was strong but their understanding of Hadeeth and Qur'an was inconsistent. Although Grade 1 students knew Sourat-Al-Fatiha by heart and many short Hadeeths, their understanding was weak. Grade 3 students could list fasting manners. Students made good progress in their knowledge of different Islamic principles such as the Six Pillars of Faith. They were developing their reading of Holy Qur'an and Hadeeth. They frequently made links with real life applications.
- In Arabic as a first language, the majority of students attained levels that were above the expected curriculum standards. Students' oral communication skills were grammatically correct and their reading skills were strong. Students' writing skills were well developed. Students could use different writing styles when working collaboratively or individually. Students made good progress in speaking with greater precision and in listening to an argument and following the main points. Their writing skills were developing well and they could read quite demanding texts aloud and understand their meaning.
- In Arabic as an additional language, the majority of students attained levels that were above the curriculum expectations in relation to years of study. Consistent exposure to instructions in standard Arabic ensured that almost all students reached above expected oral comprehension skills. Students asked direct questions confidently and used a wide range of vocabulary. Oral reading skills, open-ended questioning and comprehension levels of familiar short texts were well developed. Students made better than expected progress aligned with the curriculum standards and in line with International Baccalaureate (IB) PYP modified language scope and sequence.
- Attainment in English speaking, listening, reading, and writing was good. Students made rapid progress in listening, speaking and reading. In speaking and listening, students could follow and interact with discussions. Although writing and reading attainment results fluctuated in Grades 3, 4, 5, attainment against international benchmarks overall approached international standards in writing and reading. Writing skill development increased as students moved up through the grades. Writing targets improved comprehension, grammar and self-expression. For students new to English, the programme of sustained exposure to English (immersion) enabled them to make rapid progress.
- In mathematics, boys' and girls' attainment and progress, based upon the recently introduced IB curriculum, were good. Emirati students and those with SEND also made good progress because they received well targeted support. Progress of higher ability students was more variable as they sometimes lacked challenging work. There was no comparable data available for PYP. Students enjoyed their learning and were confident in long division and multiplication. They could manipulate fractions and understood time including international time zones. They could apply their mathematical skills in complex investigations identifying key factors to be assessed and processed mathematically.

- The school had recently changed the science curriculum and so three years of comparative data was not available. However, a majority of students attained above international standards. Students had made strong progress in developing effective skills of scientific investigation. They had also developed a good understanding of scientific concepts. However, the breadth of knowledge they learned was limited and this impeded success in international benchmark tests.

| MYP | | |
|----------------------------------|--------------|--------------|
| Subjects | Attainment | Progress |
| Islamic education | Acceptable | Good |
| Arabic as a first language | Good | Good |
| Arabic as an additional language | Good ↑ | Good |
| English | Very good ↓ | Very good ↓ |
| Mathematics | Acceptable ↓ | Acceptable ↓ |
| Science | Good | Good ↓ |

- In Islamic education, students' attainment in internal assessments was better than expected. Internal assessment over the last two years showed an improving trend. However, in lessons and in their work, most students performed at expected curriculum levels. Students' knowledge of Islamic principles was strong but their recitation of Holy Qur'an using Tajweed was weaker particularly for non-Arabic speakers. Grade 9 students did not understand well enough when they were reading Tafseer' of Qur'an. Nonetheless, students made good progress in their knowledge of different Islamic identity and virtues such as 'Sabr' and its types. Grade 7 students developed their understanding of Islam through clear links with real life when they learned about the 'Sabr' of a famous local blind woman lawyer.
- In Arabic as a first language, the majority of students had levels of knowledge, skills and understanding above those expected. Students' oral communication skills in grammatically correct standard Arabic were strong, as were their reading skills. Students used good literary language skills to make connections and reflect understanding of literary work. Students' writing skills and the ability to apply them to analyse literary text were well developed. Assessment data showed that the majority of students made significant progress. In lessons, students made better than expected progress in relation to objectives aligned with curriculum standards.
- In Arabic as an additional language, students attained levels that were above those expected. Almost all students reached above expected oral comprehension. Students asked direct questions confidently and used a wide range of familiar vocabulary. Oral reading and comprehension skills of familiar short texts were good. Assessment data indicated that students made better than expected progress in their independent reading and writing skills. The majority of groups made better than expected progress in all the language skills.
- In speaking and writing skills in English, students attained levels that were well above curriculum standards. Although progress fluctuated at each Grade, by the time students reached Grade 10, progress was very good. Considering the number of students for whom English was a not their first language, individual and group progress was better than expected for a large majority, particularly in relation to their starting points. There was significant progress in analysis, synthesis and argumentation necessary to perform at the next phase where fundamental English skills were necessary to express the higher level thinking skills involved.

- Students attained acceptable standards in mathematics. Good general investigative and thinking skills were developed in mathematical projects and investigations but attainment was limited by the inconsistent development of mathematical skills. International benchmarking data was used to provide an external assessment of mathematics. Progress of boys and girls was variable over time and was acceptable for most students and good for those students with SEND. Students could extend their skills with number, solve linear equations, and they understood lines of symmetry and geometric sequences.
- In science, the majority of students attained levels above curriculum standards. Over the previous two years attainment had varied. Nevertheless, students had made impressive progress in developing very strong skills of investigation and research. Their understanding of topics such as bond energy was acceptable. Girls made significantly better progress than boys and Emirati students' attainment was above the school average.

| DP | | |
|----------------------------------|----------------|----------------|
| Subjects | Attainment | Progress |
| Islamic education | Good | Good |
| Arabic as a first language | Very good ↑ | Very good ↑ |
| Arabic as an additional language | Not applicable | Not applicable |
| English | Very good ↑ | Very good ↑ |
| Mathematics | Good | Good |
| Science | Good | Good |

- In Islamic education, students' attainment was good when measured by internal assessments. Attainment had improved over the last two years. In lessons and in their work, the majority of students reached levels above curriculum expectations through their research and presentations. Students' knowledge of Islamic values and principles was strong and most understood Islamic history well. Grade 12 Arabic speakers understood the events of the life of Mohammed Al-Fateh well. Students made good progress in their knowledge and understanding of Islamic law and etiquette. This was particularly true of Arabic speakers. Grade 11 non-Arabic speakers found it difficult to understand some verses of the Qur'an and how to use the text to support their argument about rights of women in 'Jahliya' and Islam.
- In Arabic as a first language, the large majority of students reached attainment levels that were above the MoE curriculum standards and in line with the IB Diploma Programme (DP) standards. Students' oral communication skills in standard Arabic were strong and they used them very well in debates and criticism of literary work. Students' discussions and writing related to Arabic and translated world literature were of high quality. Students' oral recorded discussions showed high skills. Students' writings of critical literary essays were very good. In lessons, students made good progress towards appropriate learning objectives.
- In English, students' attainment had strengths in the interrogation of complex text, reason points and the citing of hypotheses. They could research to draw appropriate conclusions substantiated by data whenever possible. A large majority of students attained levels well above curriculum standards. In English standard, higher level literature and in Language B, students demonstrated speaking, reading, writing and listening skills that exceeded curriculum standards. In relation to individual starting points across the three phases, a majority of students made much better than expected progress. This was particularly good for the many students in IBDP for whom English was not their first language.

- In mathematics, international benchmarking tests confirmed that students' attainment was good and had been in the recent past. Progress made by all students including those with SEND, was good. Teachers and students identified and reinforced gaps in curriculum knowledge regularly and this contributed to the good progress made. Students worked confidently with more complicated mathematical concepts such as equations for the tangent of a curve, probability, arithmetic progressions and radians.
- In science, a majority of students attained above expected standards, exceeding international levels and had done so over a three-year period. Students had a strong understanding of curriculum requirements and were adept at ensuring their work exceeded the requirements. They made better than expected progress in developing an understanding of scientific concepts.

| | Kindergarten | PYP | MYP | DP |
|-----------------|--------------|------|------|-------------|
| Learning skills | Very good ↑ | Good | Good | Very good ↑ |

- Students in the PYP and the MYP enjoyed learning and took increasing responsibility for planning their own work and improving their performance. However children in the KG were very eager to learn and, for their age, effectively took responsibility for their learning. DP students were strongly self-motivated and used the programme rubrics to identify areas of weakness and worked purposefully to improve.
- Across the school, students collaborated and communicated well. Children in KG worked together purposefully and productively to achieve agreed learning goals. DP students collaborated very effectively, explained their learning well and were particularly supportive of each other. They also provided one another with suitably challenging questions.
- In the PYP, planning ensured students made strong cross curricular links, particularly between English, mathematics and science. Elsewhere students also made connections between subjects, encouraged by the units of inquiry framework but these were less strong. In all phases, students could apply their learning to the world outside school, particularly concerning environmental issues. Grade 7 students saw relevance of their Islamic education through the social studies programme.
- Effective use of inquiry and research skills was a strong feature of learning in most lessons. Students were confident and competent users of information communications technology (ICT) both for research and recording. They had a systematic approach to problem solving. Critical thinking was a key feature of learning in most subjects. Grade 3 students developed good enterprise skills in designing, making and marketing saleable products mainly using recycled materials.

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

| | Kindergarten | PYP | MYP | DP |
|----------------------|--------------|-------------|-------------|-------------|
| Personal development | Outstanding | Outstanding | Outstanding | Outstanding |

- Almost all the students had positive attitudes towards their work and school life. They were confident and articulate when speaking in the lessons with peers, staff and visitors. They often offered help without being asked. They responded to feedback from teachers and built on it. They set goals and worked towards achieving them. They were conscientious and thorough.
- Almost all students were self-disciplined and interacted well with their peers and teachers. Students were always ready to give support to others when needed. They turned naturally to one another to solve problems. There were very few incidences of bullying and the school operated harmoniously.

- Students understood the needs of others and responded positively to them. They respected one another's differences of background and culture. The relationships among students were marked by tolerance and consideration. They listened patiently to other points of view during discussions and tried to remain positive when presenting an alternative idea in a balanced way.
- Students had a strong awareness of healthy living. Children in the KG spoke about healthy food. Through the PYP units of study they gained a good awareness of healthy lifestyles. Across the school, students demonstrated their understanding of healthy lifestyles through the choices they made for food and sports activities both during school time and after school activities.
- The students' very good attendance and punctuality reflected their positive attitude towards their learning and their respect for their school and their teachers. They liked school and their parents thought so as well.

| | Kindergarten | PYP | MYP | DP |
|---|--------------|-------------|-------------|-------------|
| Understanding of Islamic values and awareness of Emirati and world cultures | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |

- Students, particularly those in higher grades, had a clear appreciation of how Islamic values influenced life in Dubai. Children in KG listened attentively and respectfully to the Holy Qur'an. However, non-Muslim students' understanding of Islam was not well developed. PYP students were developing their understanding of Islamic art, especially the geometric designs incorporated in Masjid (holy buildings).
- Students were very respectful of the Emirati heritage and culture. Senior students talked confidently about the development of Dubai. They were well aware about different economic and social factors. KG children sang the National Anthem every day, knew about prominent buildings and the colours of the flag.
- Students had a clear understanding of their own culture; for instance, celebrations such as Diwali for Hindu students. However, knowledge of other world cultures was weaker. Most students could not talk about the culture of their peers very well. They valued the importance of National Day and all students celebrated international day when each student carried the flag of their country.

| | Kindergarten | PYP | MYP | DP |
|---|--------------|-------------|-------------|-------------|
| Social responsibility and innovation skills | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |

- Students and children took seriously their responsibilities as members of the school community. They carried out their duties diligently. Students accepted, with pride, leading roles in charity campaigns, such as 'clothes for compassion'.
- Most children and students enjoyed their work. They had enough confidence to ask for help. They took advantage of many opportunities to develop their enterprise and entrepreneurial skills such as selling artefacts made from recyclable materials. Senior students were reliable, active participants in school life and in the wider community and sometimes led projects through the Creativity, Activity and Service (CAS) programme.

- Students and children cared for their school. Although younger students tidied away their work together, the older ones left a little litter. They contributed to the school's ethos of learning through excellent displays of work throughout the school. They were well aware of environmental issues such as recycling and the preservation of energy. They understood the need to conserve water.

3. Teaching and assessment

| | Kindergarten | PYP | MYP | DP |
|---------------------------------|---|------|------|------|
| Teaching for effective learning | Very good  | Good | Good | Good |

- KG teachers used their very good knowledge of how children learn to make learning an enjoyable experience. In all other phases, teachers had good subject knowledge, which was used well to explain new concepts and help students develop secure subject knowledge and skills. Teachers drew on expert subject knowledge to ask searching questions of more able students or offer different explanations to others.
- Almost all lessons were planned well to provide a variety of interesting tasks that engaged students and helped them use their subject skills in real life investigations. Lessons were well paced to sustain students' interest. Resources, especially ICT, were used well in most lessons to enhance learning and offer scope for further study.
- Throughout the school the high quality interactions between teachers and students helped to foster a lively learning ethos in classes. Teachers promoted discussions carefully so students were enthusiastic to share and reflect on their ideas. All viewpoints were valued. Most teachers gave time for students to reflect on and consider what they had learned and linked these sessions to promote good communication skills.
- An appropriate range of teaching strategies had been developed and was evolving to engage and motivate students. Challenge was provided in all classes but it was often not sufficiently focused to promote improved progress for the most able students. Teachers, competently supported by teaching assistants in younger classes, provided a range of activities to extend learning and often based these tasks on the world outside school.
- Students' learning and subject-based skills were developed well. A range of learning materials to extend their learning experiences supported them very well. The resources also enabled students to explore ideas and conduct research thoroughly. Students were encouraged to think for themselves and to justify their decisions with reasons. They took pleasure in sharing their views and communicated their ideas well.
- In Arabic as a first language, teachers planned interesting lessons and used resources well in a creative learning environment. Very positive interactions with the students ensured that they were engaged learners in all phases. Teachers questioning involved students well in most lessons and encouraged their critical thinking skills. This was particularly so when connecting literature text to the understanding of the modern world.
- In Arabic as an additional language, teachers had good knowledge of their subject. Their planning provided an interesting learning environment. Teachers used their time and resources effectively to ensure that students were engaged learners. They provided activities to motivate and challenge students to engage them with meaningful and reflective discussions.

| | Kindergarten | PYP | MYP | DP |
|------------|--------------|------|------|------|
| Assessment | Good | Good | Good | Good |

- Internal assessment information was collected efficiently from both internal and external tests and analysed with increasing care by senior staff to provide an accurate picture of students' attainment. The tracking of students' progress across phases and subjects was developing rapidly to provide a clear picture of how well students were moving ahead in their learning.
- The International Benchmark Tests (IBT) for Grades 3 to 10 had been introduced to provide valuable external comparisons for attainment. All external data was carefully reviewed to provide a further perspective on students' levels of attainment when compared against international expectations.
- The school recorded results of all assessments efficiently and increasingly useful information of students' progress was also available. Data was refined to track the progress of different categories of students but the use of this information at classroom level was still developing.
- The use made of assessment information in classes was variable. It was not used consistently to guide lesson planning. The result was that tasks set for students did not always match students' needs, particularly the most able. Assessments made during lessons, through questioning, were mostly good and teachers identified how well students understood their learning.
- Teachers' good knowledge of students' attainment was based on regular class tests and on-going assessment in class together with consideration of students' own self-assessment. In better lessons, teachers gave students very good advice on how to improve their work and set individual improvement targets with them.

4. Curriculum

| | Kindergarten | PYP | MYP | DP |
|--------------------------------------|--------------|------|-------------|-------------|
| Curriculum design and implementation | Good | Good | Very good ↑ | Very good ↑ |

- The curriculum was broad and balanced and consistently developed knowledge, skills and understanding. The curriculum met the requirements of the International Baccalaureate and the statutory requirements of the UAE. The addition of the PYP and the IBCP programmes provided appropriate balance across the phases for all students. This introduction had been particularly well handled.
- The curriculum framework assured continuity of learning within phases. However, as the school had recognised, progression of learning between the newly implemented PYP and MYP phases needed further work. Students in the MYP were very well prepared for their next phase of education and IB Diploma students were strongly supported in preparing for transition to university.
- Across the school, the teaching strategies enabled students to select topics and ways of learning that suited their interests and learning needs. Older students benefited from a wide range of curricular choices including the IBCP. This enabled a large majority of students to develop their talents and interests to meet their aspirations.

- Cross-curricular links were plentiful and integrated into units of inquiry in the PYP, where they were well managed. In MYP, the framework provided for cross-curricular links. However, cross-curricular collaboration by teachers across subjects was underdeveloped. In IBDP, a range of cross-curricular links was evident in English and social science lessons.
- The curriculum was reviewed regularly in all phases. This had resulted in the introduction of the PYP and the IBCP to complete the suite of IB programmes. This helped meet the needs and interests of an increasingly diverse student population in this very inclusive school.
- The content of the UAE social studies programme was varied and planning was aligned with the IB principles of research and inquiry. Critical thinking and cross-curricular links were key features of provision in all phases and the successful outcomes evident in the students own Learner Profile.

| | Kindergarten | PYP | MYP | DP |
|-----------------------|--------------|-------------|-------------|-------------|
| Curriculum adaptation | Good | Very good ↑ | Very good ↓ | Very good ↓ |

- The curriculum had been modified to include the PYP. The school had integrated KG into PYP and had added IBCP as an option in the Diploma Programme to meet the needs of most students. Documentation on PYP and IBCP had been made available to help teachers adapt to the new programmes. Training was provided and additional training was planned to modify the curriculum to the school's emerging needs.
- There were many opportunities for enterprise, innovation, creativity and social contribution in units of inquiry across the curriculum. These included broad extra-curricular activities within and outside of the school, including sports, art, music, dance and drama. These experiences had enhanced students' academic and personal development, self-motivation and enjoyment of learning.
- There was an extensive range of opportunities for students to become involved with aspects of the local culture. With further curriculum modification, the school aimed to increase intercultural awareness and develop a broader understanding of the UAE's culture and society.

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

| | Kindergarten | PYP | MYP | DP |
|---|--------------|-------------|-------------|-------------|
| Health and safety, including arrangements for child protection / safeguarding | Very good ↑ | Very good ↑ | Very good ↑ | Very good ↑ |

- Procedures for safeguarding students were robust. They included policies on child protection, anti-bullying and educational outings. Students were well supported in the safer use of the internet, including raising parents' awareness. Positive relationships minimised the risk of bullying. Students reported that they felt safe and had access to pastoral staff, the nurse and other adults at school.
- The site was secured by security guards and rigorous visitor management. Well-managed indoor and outdoor spaces ensured a clean, safe and hygienic environment. Maintenance and security office personnel ensured the premises were safe and clean. Sunshades over the pool provided safe places during the hot weather. A calm atmosphere was maintained during breaks by appropriate staff supervision.
- Swift responses from the maintenance and security Office ensured the good maintenance of buildings and equipment. All necessary safety checks were undertaken. Risk assessments were completed well for all educational visits in UAE and overseas. Evacuation drills were regular and recorded with remedial actions when necessary. The director of student support was informed of all incidents. Teachers were trained to respond to students' conditions, including allergies.

- The premises and facilities met the needs of all students. They included provision for drama, music and the arts. There was ample space for displays. There were ramps for wheelchairs at the entrances. Plans were in place to increase accessibility to the school.
- Safe and healthy living was embedded through the curriculum. Through personal and social education, a considerable programme for students was available. The substantial extra-curricular programme promoted many physical activities. The canteen menu, which was shared with parents, encouraged a balanced diet.

| | Kindergarten | PYP | MYP | DP |
|------------------|--------------|--------|--------|-------------|
| Care and support | Good ↓ | Good ↓ | Good ↓ | Very good ↓ |

- The ethos of the school was to encourage positive relationships, promote high expectations and enhance all aspects of social, academic and personal development. The school had clear behavioural procedures and the parents' handbook provided comprehensive information about the school's high expectations of students across all phases.
- Teachers and parents fully supported the importance of maintaining high levels of attendance and punctuality and believed that good habits were a valuable life skill. Students were well aware of the school's systematic and supportive procedures for managing attendance, especially when absences were unforeseen.
- The school implemented procedures that enabled the early identification of students with SEND. Greater clarity was required in the policy to ensure that parents and teachers fully understood the different processes and outcomes, when identifying the language abilities or special educational needs of students. A policy on more able and gifted students was being developed.
- The majority of students received support from a range of sources depending on their individual needs. The SEND team, teaching assistants and shadow teachers, provided consistent support during in-class and withdrawal sessions. Resources were not deployed to clearly target the literacy, numeracy and behavioural needs of a wider range of students with very specific needs.
- The school employed a counsellor to support students' personal and social development. Individual needs and concerns were managed sympathetically and in confidence, when necessary. A dedicated guidance counsellor provided expert levels of personal advice and support to older students in selecting a career of their choice.

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

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

Good

- The leadership and management of the school's provision for students with SEND was very good. Members of the team were highly skilled and provided insightful professional development on strategic planning and systems, to meet the needs of diverse groups of students.
- The school used a range of indicators, including internal assessment methods to identify the specific needs of most students. The identification policy and processes had not clearly clarified the differences between additional language needs and SEND.

- The school had developed strong communication links with parents that led to a productive engagement in planning for their child's educational outcomes. Parents valued the quality of guidance and personal support that was available.
- A range of individual planning was developed by the SEND team to enable teachers to make successful modifications across all phases. The practical modification of curriculum content was varied across the phases.
- Lesson observations and assessment data indicated that the majority of students made good progress. The "Pupil Passport", used to outline the individual planning process, was not an effective tool to track or measure progress, due mainly to an over-emphasis on language targets.

6. Leadership and management

The effectiveness of leadership

Very good ↑

- The newly appointed principal had swiftly made his mark in a number of areas. This had been recognised by parents. Amongst these actions was wide consultation on the school's vision and mission statement that fully embraced national priorities. An inclusive ethos was a marked feature of the school's policy and practice and the curriculum developments bore this out.
- The expanded senior leadership team, had already established very good working relationships. These were based on clear lines of delegated authority. Regular meetings and effective decision-making ensured that channels of communication were open.
- Leaders had fostered aspects of innovation through, for example the integration of subjects and the development of ICT in teaching and learning. Since the previous inspection, leaders had made improvements to the curriculum and to what the school provided overall. Leadership had a good capacity for further improvement.
- School leaders were accountable to one another, the governors and ultimately to the parents for the school's performance. They had had an impact on students' achievement by raising standards of attainment in Arabic and in improving older students' progress. They had improved children's achievement in KG and in English for DP students.

School self-evaluation and improvement planning

Good ↓

- The school had drawn on a wide range of information and involved staff and governors in the self-evaluation process. This had been rigorous and the result was a largely accurate evaluation of the school's provision and outcomes which provided a good basis from which improvement planning could start. Both development and strategic plans were effectively focusing the school's energies on the right priorities.
- The school had a good system for monitoring teaching quality. This enabled new staff to settle quickly and become productive members of the school team. It also gave senior staff a good picture of general teaching strengths. It was not rigorous enough in highlighting which aspects of teaching were most effective or which needed most improvement. Overall, the monitoring had a good impact on students' achievement.

- The three-year strategic plan and the one-year school action plan had the right priorities for moving the school forward. Although the planned actions and the responsibilities for carrying them out were clear enough, their impact on students' achievement was not clear and some other success criteria were too general to measure precisely.
- The school had made good progress since the previous inspection and had the capacity to continue to do so. All the recommendations had been acted on and important changes made to what the school provided. For instance, the leadership of Islamic education and Arabic had improved as had the achievement in Arabic. Better leadership of KG had improved outcomes for children. Child protection arrangements were secure.

Partnerships with parents and the community

Outstanding

- Many areas of school life benefited from the highly effective partnership with parents. Careful note was taken of parental ideas, leading to a significant improvement in how their requests were acted upon. Through active involvement in the school advisory board, the parent voice was heard clearly and was influential in school decision making. The work of the parent liaison officer has further strengthened links with parents.
- The school used a range of newsletters, face to face meetings and digital communications to correspond with parents. Parents of students with SEND were very satisfied with their close involvement in their child's education and well-being. This mirrored the experience of others. This direct contact enabled parents to keep abreast of their child's development and communicate readily with the school if there were concerns.
- Regular contact with teachers kept parents up to date with their children's learning and on how they could help them at home. Reports on progress and meetings with teachers helped parents understand the progress their children were making. The reporting process also set out students' next steps in learning.
- The school had many local, regional and international links which supported the broad curriculum. Students took part in sporting and other contests with other schools and had established links through field trips and charitable events. Local sponsors and visitors enriched the curriculum. One example of this was the careers programme for older students who were out of school on work experience activities during the inspection.

Governance

Outstanding

- The school's executive board worked closely with the advisory board. Together they provided the governance function. Between them they had a wide representation of stakeholders. They arrived at decisions that supported the school, they acted as a critical friend and held it to account for its performance. Parental views were taken fully into account. With close connections, regular visits and reports, governors knew the school very well.
- Governors had full involvement in the process of self-evaluation during which leaders were asked to account for all the judgements. This association continued through to school improvement and strategic planning and close participation in the appointment and performance of senior staff. Governors were conversant with the details of students' academic and personal development outcomes. Their influence over time had been fundamental to the school's steady improvement.

- Because of their direct involvement in strategic planning, the executive board had allocated sustained levels of funding that enabled the school to develop and improve. Significant investment in staffing and training was promoting the effective management of change. Governors had ensured that all statutory requirements were met and that this growing school could provide increasing levels of facilities and resources in line with larger school numbers.




Management, staffing, facilities and resources

Very good ↑

- The school had very good guidance policies and systems that provided a strong framework for its smooth running. Staff knew their roles and responsibilities well and they made a major contribution to the school's efficiency. Students arrived to lessons on time.
- The school was fully staffed with diligent support staff, well qualified teachers and experienced senior managers. There were higher than usual levels of staffing to meet students' needs and to enable the school to implement change effectively. One example was the successful implementation of the new curriculum in part of the school. Staff training enabled new staff to integrate quickly and settle in to effective teaching.
- The classrooms were light and airy, the specialist curriculum areas were functional and well equipped. The facilities for indoor and outdoor physical education promoted healthy lifestyles. The two libraries were well stocked and very well used. The well designed Kindergarten areas encouraged indoor and outdoor learning. A new building was being built to provide older students with full access to all parts of the school.
- The school was very well stocked with a wide range of quality resources to teach all aspects of the school's broadening curriculum. Reliable Wi-Fi and interactive whiteboards in classrooms throughout the school meant that staff and students could readily use ICT in their work. The separate buildings had independent resource areas which enhanced efficient working.

The views of the parents, teachers and students

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

| Responses to the surveys | | |
|---|-----------|-----|
| Responses received | Number | |
| Parents*  | 2015-2016 | 137 |
| | 2014-2015 | 162 |
| Teachers  | 37 | |
| Students  | 39 | |

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

- Most parents and the majority of students, who responded to the survey, felt that the school provided a good quality of education.
- About half of the parents and students, who responded to the survey, did not know enough about student progress in Islamic education and Arabic, whereas most knew of progress in English, mathematics and science and thought that progress was good.
- Most categories of respondents felt that students had good levels of personal development and learning skills.
- Most students and parents felt that teaching, learning and assessment were good. Nearly all students thought that the school was well resourced and most parents agreed that the school had a good curriculum. However, a minority of students disagreed with this and said they had concerns over the extra activities provided.
- Most students felt that teachers' comments helped them improve their work.
- Most parents felt that their children were safe in school and on the buses. Most students felt safe, cared for and treated fairly although a small minority had concerns over bullying.
- Nearly all parents found reporting arrangements useful in keeping abreast of their children's progress. Most parents felt that the school was well led but a majority of students felt that the school did not listen enough to them.

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