



Jumeira Baccalaureate
School

Curriculum: IB

Overall Rating:

Good



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

Sheikh Mohammed Bin Rashid Al-Maktoum



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School information



General information	
Location	Jumeira First
Type of school	Private
Opening year of school	2010
Website	www.jbschool.ae
Telephone	043446931
Address	Street 53B off Al Wasl Road, Jumeira 1
Principal	Richard Drew
Language of instruction	English
Inspection dates	6 to 9 February 2017

Teachers / Support staff	
Number of teachers	94
Largest nationality group of teachers	British
Number of teaching assistants	30
Teacher-student ratio	1:10
Number of guidance counsellors	2
Teacher turnover	26%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	Pre KG-Grade 12
Number of students on roll	893
Number of children in pre-kindergarten	20
Number of Emirati students	264
Number of students with SEND	61

Largest nationality group of students	Arab
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Curriculum	
Educational permit / Licence	IB
Main curriculum	IB / MOE
External tests and examinations	IBT CAT4
Accreditation	IB
National Agenda benchmark tests	IBT



The DSIB inspection process



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

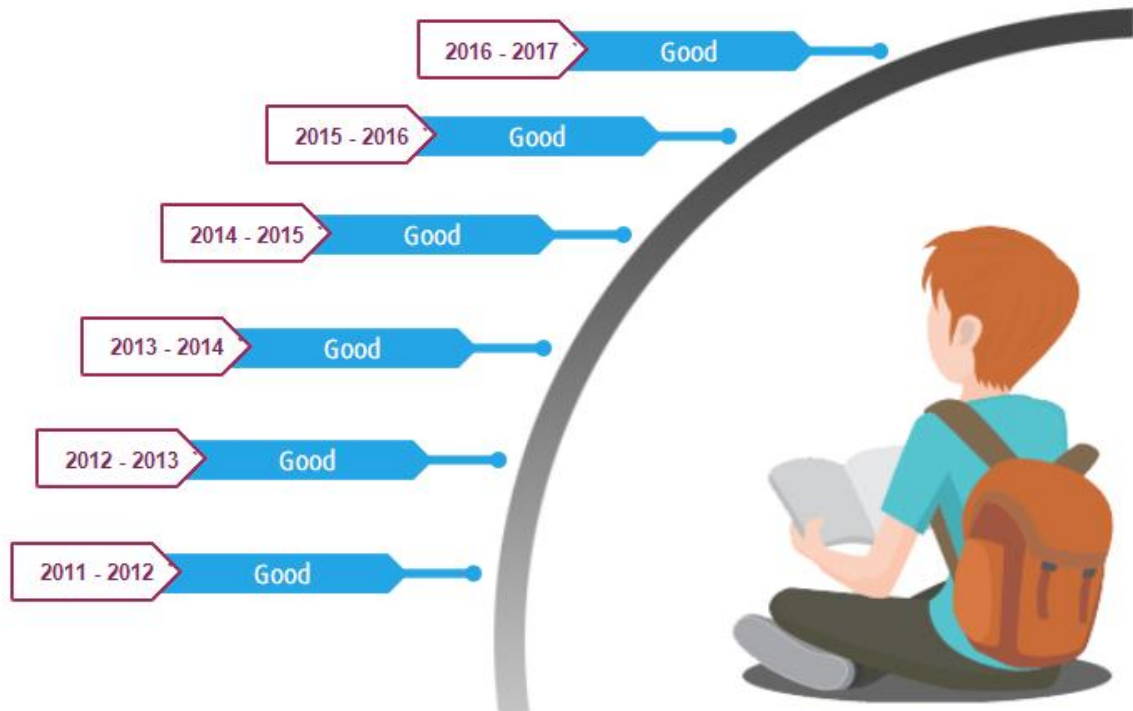
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Jumeira Bacalaureate School



- The school opened in 2010 with the current principal joining the school in August 2015. The school provides education for students from age three to 18. Student numbers have been relatively stable since the opening of the school but have dropped a little in the current school year. In the last three years teacher turnover has been 26 per cent.
- The school has been rated as good in each inspection, over the last three years. Strengths include, the outstanding attitudes and behaviour of students, the active engagement of parents and continuous improvement in many areas of provision.
- Inspection recommendations have repeatedly focused on improving attainment and progress in Islamic education, the use of assessment information to plan and deliver lessons that meet the needs of all students and the provision for students with special educational needs and disabilities (SEND). Following the last inspection, recommendations continued to focus on a few of these recurring areas for development.

Summary of inspection findings 2016-2017



Jumeira Baccalaureate School was inspected by DSIB from 6 to 9 February 2017. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Children's progress is mostly very good in the Kindergarten (KG) and for students in the diploma and career programmes (DP/CP), as a result, of at least consistently good teaching. It is mostly good in the primary years programme (PYP) and the middle years programme (MYP). Students' attainment is at least good across the school apart from Islamic education in the PYP, where attainment remains acceptable. However, progress is good in this subject. Most students are able to work without close teacher supervision. A minority of students, in the PYP and lower MYP lessons wait for direction from the teacher and as a result, a few become disengaged.
- Students' personal and social development remains outstanding across the school. In the MYP and DP phases, students have a deep understanding of Islamic values and how these influence their daily lives. The understanding of Islamic values by non-Muslim students in the KG and PYP is not as strong.
- Almost all teachers have secure subject knowledge. Effective questioning in the KG and DP phases is very effective in ensuring that students build progressively on their prior learning. This is not as consistently effective in the PYP and MYP phases. Assessment processes take account of both internal and external data when measuring student outcomes. Systems to track the progress of individual students, overtime are not fully developed.
- The curriculum is effectively designed to meet the requirements of the International Baccalaureate programmes for children and students from Pre KG to DP/CP. Adaptations have been made to the curriculum to add a greater degree of challenge to support students in reaching higher standards. This is most effective in the DP and still developing in other phases.
- Procedures to ensure the health and safety of students are rigorous and consistently operated. All students' benefit from the inclusive, nurturing and family ethos that results in very good care and support. In the DP/CP advice for students to prepare them for life in further education or work is of a high quality.
- Leaders effectively share with all staff a clear vision and direction for school improvement. Self-evaluation processes are improving but do not yet provide leaders with a fully accurate view of the schools effectiveness. Parents continue to be fully engaged as partners in their children's learning. The governing board has an outstanding influence on the work of the school, not least in the provision of high quality resources

What the school does best

- The quality of teaching in the KG and DP phases, that results in students' very good progress in English, mathematics, science and Arabic as an additional language.
- The systems to ensure the health and safety of students and staff.
- Students' personal development including their awareness of and contribution to social responsibility.
- The partnerships with parents.

Recommendations

- Continue to improve student progress in the PYP and MYP, so it is at least as rapid as in other phases of the school by:
 - ensuring that teachers' questioning consistently requires students to provide extended answers
 - effective use of assessment information by all teachers
 - all leaders having explicitly defined and understood roles and responsibilities, linked to improving student performance, for which they are held accountable.
- Further improve the impact of school self-evaluation by:
 - reviewing, and revising, the school's internal assessment practices, particularly across the PYP, to ensure a consistent, valid process is used to provide an accurate and verifiable measure of student progress over time
 - further improving the skills of leaders in measuring student progress in lessons and using this information as a means of evaluating the quality of teaching.

National Agenda Parameter



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

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

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

- The school meets the registration requirements for the National Agenda Parameter.
- Attainment as measured by the National Agenda Parameter benchmark tests is not secure in English, mathematics and science.
- The school analysis of external data from benchmark tests is detailed. Target setting for students is developing and at an early stage of implementation. However, assessment information is not always communicated effectively to teachers.
- In some subjects, for example, science units have been added to the curriculum to fill gaps following analysis of the requirements of TIMMS and PISA international tests.
- Teaching strategies, particularly in the MYP and DP, effectively promote critical thinking. There is emphasis in developing investigative skills through units of enquiry. Open-ended questions, application to real life and cross-curricular links are constant features of many but not all lessons.
- Students are aware of what international tests mean for them in terms of their achievements and how they are compared to international expectations. Students are encouraged to set their own targets and track their progress. Opportunities for research and extended tasks are evident in the school.

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

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.









Promoting a culture of innovation:

- In the strategic planning for school improvement, leaders give careful consideration to the incorporation of innovative practice. This includes the use of the latest developments in technology. The school curriculum is designed to provide wide ranging opportunities for students to explore new ideas. Students' skills of creativity and enterprise, together with their ability to research, draw conclusions are used well to instigate projects which have a positive impact on the wider community. Innovative use of technology by teachers improves the efficient use of the time available for students learning.

Overall school performance

Good

1 Students' achievement

		KG	PYP	MYP	DP
Islamic education 	Attainment	Not applicable	Acceptable	Good ↑	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	Very good ↑	Very good ↑	Not applicable
English 	Attainment	Good	Good	Very good	Very good
	Progress	Very good	Good	Very good	Very good
Mathematics 	Attainment	Good	Good	Good ↑	Very good ↑
	Progress	Very good	Good	Good ↑	Very good ↑
Science 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑
		KG	PYP	MYP	DP
Learning skills		Very good	Good	Good	Very good

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

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

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Good	Good	Very good ↑
Assessment	Very good ↑	Good	Good	Good

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	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	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Care and support	Very good ↑	Very good ↑	Very good ↑	Outstanding ↑


6. Leadership and management

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



1. Students' achievement

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

- From their starting points when most children are learning English as a second language the large majority make rapid progress. Most children are eager to use their English to have conversations with each other and with visitors in their classrooms. The majority are able to write two or three sentence stories using invented spelling, this represents attainment, which is above that expected for their age, Children enjoy learning to read with expression as they make very good progress in guided reading practice.
- In mathematics, the large majority of children make very good progress from their starting points to attain standards above those expected for their age. They have a good understanding of number, shape and space. Progress in mathematical skills is very good. Children are developing a keen interest in mathematics through the use of the outdoor learning centres. On the 100th day children were eager to demonstrate how they could count to 100 and able to make 10 groups of 10 objects.
- Progress in science remains good since the last inspection. Children are naturally curious about the world around them and this contributes to the majority reaching standards above those expected for their age. For example, the work on dark and light is sparking their curiosity in the enquiry unit called the Dark Den. Children's observations, drawings as well as photos of their experiences adds a richness to learning.

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

- The school data indicates acceptable attainment in Islamic education. In lessons and workbooks, most students demonstrate understanding of the subject that is in line with MoE curriculum standards. Students demonstrate an adequate understanding of the five pillars of Islam such as Salah and Zakat. They can recall facts about the Prophet's life (PBUH) and can derive lessons from them such as lessons of Hijra. They have a better understanding of Islamic values and manners such as gratefulness. Their progress in lessons and in workbooks is good.
- In Arabic as a first language, students are making good progress. As a result, attainment of the majority of students is above curriculum expectations. They have good oral communication skills, which enables them to respond to literature, answer comprehension questions and express personal thoughts using standard Arabic. Most students can listen to an appropriate text and respond to questions with accuracy. They can use the Arabic language as a tool to think about concepts from other areas of learning. Although improving well, extended forms of speaking and writing need further development.
- In Arabic as an additional language, students are fully engaged in listening, speaking, reading and writing tasks that allow them to make rapid progress in a short period of time. Consequently, the majority of students are attaining standards above curriculum expectations. They can analyse a range of vocabulary words and verbs, and use them to phrase increasingly complex sentences. Most students enjoy using the Arabic language and connect it to their real lives. They have secure listening skills and can form simple phrases following a model. The majority can use familiar words in creating new sentences, but this is a weakness for the few who are not yet reaching above expected standards.
- In English, the majority of students make good progress from their different starting points. There has been an upward trend in attainment over recent years. The results of International Benchmark Tests (IBT) are below international expectations. These results do not reflect the above age-related levels of attainment of the majority of students observed in lessons. Speaking and listening skills develop particularly well. By Grade 5, most students are able to plan and write factual accounts using appropriate vocabulary. However, there are weaknesses in spelling and grammar, similarly handwriting and presentation are inconsistent across all grades.
- In mathematics, the majority of students attain levels that are above curriculum standards. Although, International benchmark tests show weak attainment across the phase, in lesson and in students work overtime attainment is good. The lessons in which students make the best progress are those where they have the opportunity to develop investigative skills and solve problems. The use of mental mathematics strategies are evident in students' work books but used to a lesser degree in lessons. Although good overall, students do not make the same rates of progress in each of the mathematical domains.

- In science attainment and progress measured against the school's curriculum standards shows that the majority of students attain above age-related standards. Students are beginning to develop appropriate inquiry and investigation skills. For most students, development in testing, reflecting and refining investigation skills is still needed. Students can make predictions about the likely outcomes of investigations they plan and carry out. They are able to express their ideas and understanding, often using the correct scientific language. Attainment over the past three years is consistently above curriculum standards and comparable to international benchmarks.

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

- In Islamic education, the majority of students demonstrate levels of understanding that are above (MoE) curriculum standards. Students show good understanding of the Holy Qur'an, Hadith and Seerah and can derive guidance from them. For example, the story of Prophet Yusuf (PBUH). Holy Qur'an recitation skills are adequate. Students demonstrate a good understanding of Islamic concepts such as justice and equality. The majority of students make good progress in lessons and in their work overtime.
- Students make better than expected progress in knowledge, concepts and skills when learning in Arabic as a first language. As a result, the majority are working at levels above curriculum expectations. They analyse variably challenging literary texts and produce comparative analyses and critiques of literary elements. Their writing is of variable quality but generally observes conventions of the language and mechanics as required by each grade level expectation. Students read texts effectively and identify features, values and intended messages.
- In Arabic as an additional language, the majority of students are exceeding the curriculum expectations in the acquisition of language skills. Students are exposed to a significant number of unfamiliar texts. As a result, they develop a rich vocabulary base, which they then use in their writing. They make very good progress, as they are eager to take risks in the language they use due to the confidence they have to effectively learn from their mistakes.
- In English, attainment and progress are above expectations for the large majority of students. This level of attainment is not reflected in IBT results, which are well below international expectations. Speaking and listening skills are particular strengths. In a Grade 10 lesson, for example, students presented their viewpoints with clarity when preparing for a debate and responded thoughtfully to the views of others. Almost all older students are competent independent readers. Although underlying weaknesses in spelling, punctuation and grammar remain; the extended writing of most students reflects the good quality of their speaking skills.

- The majority of students attain and make progress above expectations in mathematics. Based on the IBT test results, teachers are recognising gaps in mathematical skills and are effectively working on addressing these issues through the setting of individual targets. This effectively contributes to the improved rate of student progress. The majority of students are developing their investigative and problem-solving skills well. Overall, students demonstrate good understanding in applying mathematical concepts.
- Attainment and progress in science, as measured against the school's curriculum standards shows that the majority of students are above age-related standards. Students are actively engaged in their learning and are developing more effective inquiry and investigation skills. They are able to clearly express their ideas and understanding using the correct scientific terms. They can relate their learning to real life situations and make some connections between subject areas, although this remains a weakness for some. Good progress has ensured that over the past three years attainment has been consistently above curriculum standards and comparable to international benchmarks.

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	Very good ↑	Very good ↑
Science	Good	Very good ↑

- In lessons and samples of students' work, a majority attain levels that are above (MoE) curriculum expectations. They show a good understanding of the Holy Qur'an and Hadith. They can refer to them for evidence of certain rulings such as those related to alcohol and tobacco. They have a strong understanding of Islamic manners such as those related to marriage and family life in Islam. Their Holy Qur'an recitation skills are secure. Students' progress in lessons and over time is also good. Attainment is consistently good over time.
- In Arabic as a first language, most students have reached advanced levels of attainment relative to curriculum expectations. Students respond very well to tasks involving multiple levels of analysis and critique, both verbally and in writing. Their classroom discussions are systematic and follow individual and collective thinking tasks. Overall, students are deeply engaged with Arabic literature in a medium of inquiry and investigation, resulting in significant progress in their language skills and their understanding.
- In English, students make very good progress and the attainment of the large majority is well above course expectations. This level of performance is reflected in the IB diploma results, which are consistently well above the expected levels. Students are articulate speakers and focused listeners who confidently tackle a range of demanding texts. Students are able to apply their skills of critical analysis and synthesis at the levels necessary for success in higher education. They make mature connections with contemporary issues, for example, when students in Grade 11 explored the moral issues related to cloning.

- In mathematics, the large majority of students attain levels that exceed curriculum expectations in external IB examinations at Grade 12. Over the past three years, attainment levels as measured against international standards have shown great improvement. In lessons, when working mathematically, the large majority of students can reason, generalise and make sense of solutions. The large majority of students make better than expected progress over the phase when provided with challenging tasks. They communicate their learning confidently, using accurate mathematical terminology.
- In science, the majority of students have the knowledge, skills and understanding to achieve good or better level of attainment. Students' attainment in biology is outstanding. It is significantly lower in chemistry and physics. Students have developed effective investigation skills in achieving the outcomes of the required practical components of their science classes and a large majority are making better than expected progress. They are able to express their ideas and understandings clearly and when challenged most are able to justify their understanding with sound reasoning.



	KG	PYP	MYP	DP
Learning skills	Very good	Good	Good	Very good

- Students are generally well-focused and engaged in their lessons. Most are active independent learners. The majority demonstrate the ability to work without close teacher supervision. However, in the PYP and lower MYP lessons, students mostly follow the directions of their teacher and a few lose concentration and become passive spectators rather than active learners.
- Students willingly share ideas, listen carefully and show respect for the views of others. They work well in groups or on their own. They can clearly communicate what they have learned. Older students are able to present reasoned arguments with supporting evidence. They effectively provide and receive critical feedback to each other, giving each other suggestions and supporting the completion of tasks.
- Children in the KG make regular connections between their different areas of learning. In Islamic education the links that students make to real life situations supports learning very well. This is less consistent in other subjects, especially in the PYP. In science, for example, connections are made but frequently these are at the suggestion of the teacher and not driven as a result of student curiosity.
- The development of critical thinking through research and finding things out for themselves, is a regular feature of learning in the upper grades. In all phases the large majority of students demonstrate that they are competent in the use of technology to support their learning and investigations. Most students enjoy the challenge of researching and finding things out for themselves.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the phases practice and exhibit the attributes of the IB learner profile. They are driven by curiosity, committed to learning and eager to take risks. They take their teachers' feedback seriously and this has been key to the development of their personal responsibility.
- Students' communicate with adults and peers in mature ways. Their discussions reflect their ability to support and provide feedback to one another. They are self-disciplined and eager to support one another in developing mature behaviour even amongst the younger students. They propose constructive ways of dealing with bullying and report they feel safe at the school.
- Students are responsible in their relationships with teachers and peers, particularly with students with SEND. They are open-minded about differences, as reflected in their conversations and conduct. They are generally respectful, conscientious and positive.
- Students are generally responsive to the 'Fitnovation' initiative in the school. They understand the significance of staying healthy, opting to participate in sports initiatives, and making wise food choices. Across the school, this is a journey in progress.
- Students' attendance is at least very good. They are generally punctual in attending lessons. They demonstrate a love of their school and respect its requirements.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding 	Outstanding 

- Students across the school have an excellent awareness of the role of Islam in the UAE. They also understand the relevance and impact of its values to many aspects of life. They talk about tolerance in the UAE and explain how all people are respected irrespective of their race or culture. Understanding of Islamic values by non-Muslim students is less evident.
- Students in all phases fully respect and appreciate Emirati heritage and culture. This is apparent in many of the activities and school projects completed by the students. Most students can talk in detail about public places and cultural activities in the UAE. They also explain how the UAE has changed to become a favourite destination for people from all over the world.
- Students are very well aware of cultural diversity in the UAE. They appreciate their own cultures; and show great respect for other cultures. Most students are able to speak in detail about other cultures such as language, history, food, dress and arts. Students' in the MYP and DP have a deeper understanding of world cultures than those in lower grades.


	KG	PYP	MYP	DP
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Almost all students are involved in community support, outreach and engagement initiatives. Discussions with students and their work on display reflect their proactivity, resourcefulness and the multitude of lessons they have learned. For example, projects especially the student self-initiated actions, their units of inquiry and school enabled innovations.
- Many children and students are keen to be actively involved in projects in all phases. They take on roles as leaders such as those related to the student council and Model United Nations. They are proactive, innovative and take their roles and work seriously. Their entrepreneurial skills are growing.
- Students and children have developed excellent environmental awareness and generally take appropriate action in and around the school in regards to energy conservation and recycling. They are responsible and knowledgeable about scarce resources and their importance.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Good	Good	Very good ↑

- Most teachers have a secure knowledge of their subjects and understand how students learn. Teachers generally make good use of this knowledge to provide students with stimulating and interesting work. This is particularly evident in many English and science lessons in the upper grades. In the KG, teachers' use their knowledge of how young children learn to ensure that most make rapid gains in their learning.
- Most lessons are well planned with clear learning objectives. As a result, students know exactly what they are going to learn. For example, thoughtful planning and clear learning objectives enable Grade 8 students, to make rapid progress in learning Arabic as an additional language. While resources are generally used well to support learning, in a few instances there is an over-reliance on teaching assistants to support lower attaining students.
- Excellent relationships ensure that teaching takes place in a safe and supportive learning environment. In many lessons, skilled questioning is used well to challenge students' thinking. This is a strong feature of many English and science lessons in the upper grades. However, this is not consistent in the PYP and MYP. Consequently, teachers' questioning does not always encourage students to think more deeply and provide extended answers.
- Teachers use a variety of strategies to meet the needs of different groups of students. Most teachers are aware of students' diverse abilities and adjust the work well to meet their individual needs. Expectations are generally high and learning activities encourage students to do their very best. However, not all teachers promote high levels of engagement.
- There are many examples of the successful development of critical thinking. For example, the application of research and reasoning skills is seen in many science lessons and in English, students are increasingly able to apply skills of critical analysis. However, this is not consistent across all subjects and grades. In most subjects, learning is placed in socially relevant contexts.

	KG	PYP	MYP	DP
Assessment	Very good 	Good	Good	Good

- The school assessment policies outline a set of processes for both formative and summative assessment practices that are linked to the school's curriculum standards. The results of these assessments are used to determine students' overall attainment and analysed to provide an indication of overall progress. The measure of progress does not consider student achievement in the individual assessment criterion or learner outcome strands in subjects or units of inquiry. Nevertheless, in KG, assessment processes and recording systems are comprehensive. They take into account evidence from a wide range of sources, including children's self-assessments and reflections on their work.
- The school effectively uses the IBT results of Grades 3 to 10, to compare students' performance to international standards. In addition, they are now beginning to use the CAT4 assessment to provide a student ability and potential profile in the same grades.
- The school accurately analyses available assessment data from internal, IBT and CAT4 assessments and uses this as a measure of whole grade and individual student progress. The analysis is also used to gather information on the performance of groups of students. The process for tracking an individual student's progress over time is under-developed.
- The school is using the data from both internal and international assessments, to modify the delivery of the curriculum, particularly in relation to the National Agenda requirements. Teachers have access to the analysed data, but the use of data to modify teaching is inconsistent. As a consequence, the learning needs of students as individuals or groups are not always being met. In KG, however, teachers constantly assess to refine their knowledge of what children can do and what they need to do next. The assessment information is used well to plan lessons.
- Teachers, particularly in KG and PYP, have a good awareness of their students' strengths and weaknesses from formative assessment. In the better lessons, this leads to the provision of focused challenge and support for future learning through constructive feedback. This is not yet consistently effective across all grades. Students are involved in some self and peer assessment but this is under-developed as a practice for improving student learning.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Very good	Very good

- The school has a comprehensive curriculum aligned with the requirements of the four IB programme frameworks. The curriculum meets the statutory requirements of the UAE. The curriculum is wide-ranging and balanced across all subjects. It provides many age-appropriate opportunities for students to both develop and demonstrate their subject skills, knowledge and understanding and in particular develop their critical thinking skills.
- The curriculum is structured to allow for smooth progression and transition between programmes. MYP students are given appropriate guidance for future studies in the DP and CP. These students are very well prepared for the entry and transition into further education. Curriculum transition between other phases is not always as effective.

- The curriculum provides a wide range of options for students. There are opportunities for choice in the final two years with the DP and CP pathways meeting the learning needs and interests of the students. In the PYP units there are opportunities for student-driven lines of inquiry.
- Cross-curricular links are part of the curriculum in all programmes and are evident in lessons in all phases of the school, in particular in the trans-disciplinary units of inquiry in the PYP classes. There are opportunities for students to make links and transfer skills between subject areas both inside and out of the classroom. The delivery of the MYP interdisciplinary units is not yet fully developed.
- The curriculum is reviewed regularly, relative to programme and national requirements, leading to modifications where necessary or appropriate. The curriculum continues to meet the academic and personal development needs of the diverse student body.
- The UAE social studies curriculum is drawn from the MoE curriculum and integrated into PYP and MYP units of inquiry. It is carefully planned to provide students with meaningful learning experiences. It is based on the development of knowledge and understanding with an appropriate balance of concepts and skills. The curriculum provides continuity and progression, with increasing depth in the coverage of concepts. Assessment criteria are shared with students, and through teachers' marking, they are given guidance on how to improve. UAE social studies is assessed as part of the on-going PYP and MYP assessment procedures.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good 	Very good	Very good	Outstanding 

- The curriculum is effectively planned to provide a wide range of stimulating and varied learning opportunities. Adjustments have been made to the curriculum to provide greater challenge and also to support students with SEND. This is most effective in the DP phase where the needs of students are more consistently met than in other phases.
- High quality experiences are frequently provided to enhance students' learning and these are carefully designed to motivate students. Inspiring opportunities to participate in enterprising, innovative, creative and social experiences are embedded in units of inquiry. Additionally a wide and stimulating programme of extra-curricular activities within and outside the school significantly enhance students' academic and personal development.
- Emirati culture and the UAE's values are integrated effectively into the curriculum. Frequent planned visits to places of interest and participation in national celebrations help develop students' knowledge, understanding and appreciation of the heritage of the UAE. Units of study across all phases of the school ensure students learn about their host and home countries. Learning about intercultural awareness is especially strong in the DP phase.
- Arabic as an additional language is offered in the KG in 40 minute sessions three times a week. Arabic is taught for both speakers and non-speakers of the language at both KG1 and KG2. The curriculum is adapted and planned by the staff members to meet the requirements of the MoE.

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has highly effective procedures for the safeguarding of students. The child protection policy is comprehensive. It includes categories of abuse, signs of abuse and clearly identifies staff roles and responsibilities. Information is shared and well communicated to all stakeholders. The policy is translated into three languages, Urdu, Tagalog and Nepalese and certified child protection personnel conduct training for all staff members.
- The school campus is safe and supervision throughout the school is thorough. First aid training is conducted once a year. Two buildings have emergency chairs (stretchers) and both students and teachers are trained on how to use them. The few issues brought to the attention of the school during the inspection were resolved immediately. However, improved rigour in risk assessment would have prevented these.
- The school's facilities, including laboratories and the swimming pool, are well maintained by in-house provision and external contractors. Visual inspection checks are regular. Maintenance, visitor logs, emergency drills and health records are comprehensive and securely stored.
- The school premises provide a safe and accessible environment for all. Classrooms are spacious, stairs and corridors are wide and the school has lifts and ramps that allow ease of movement for wheelchair users. The entrances to the campus are securely monitored.
- Within the curriculum and through programmes such as 'fitnovation', whole school workout sessions and guest speakers, ensure the school very effectively promotes healthy lifestyle choices. Healthy food options are available to the students in the school canteen.

	KG	PYP	MYP	DP
Care and support	Very good	Very good	Very good	Outstanding

- Relationships between all members of the school community are highly positive. Teachers are aware of students' individual social, physical, emotional and intellectual needs and consequently support them well. Behaviour expectations are suitably high, widely shared and clearly understood by staff, students and parents. Procedures for managing students' behaviour are systematically applied and are consequently very effective.
- The school is extremely successful in promoting excellent attendance and punctuality. The very efficient systems for tracking attendance and following up absentees help to ensure that high levels of attendance are maintained throughout the school. Parents are promptly notified if there are concerns about individual students. They fully support the importance of maintaining high levels of attendance and punctuality.

- The admissions policy is inclusive and the school provides a welcoming and nurturing learning environment for students with SEND. Procedures for identifying students with special needs have been strengthened to ensure individual needs are identified more accurately and swiftly. New assessments are also helping the school to identify students who are academically gifted and/or talented.
- Additional staff, many with specialist skills and experience, have recently been recruited to strengthen the learning support team. Consequently, the school's capacity to identify and support students with a wide range of specific needs has increased. Suitable modifications have been made to the curriculum. However, the ability of teachers and learning support assistants to deliver the adjusted curriculum is too variable and this impacts on students' progress.
- Students have ready access to the school counsellor and known and trusted members of staff. They provide students with well-informed advice and guidance about a range of important matters including their academic progress, health, well-being and further education. The school provides high quality career advice especially in the DP phase. Support related to subject options and career implications are less effective for Grade 9 students.

Inclusion

Provision and outcomes for students with SEND

Good

- Leaders and governors effectively promote an inclusive ethos. The admissions policy supports a fully inclusive philosophy and the school provides a nurturing learning environment for students with SEND. Additional staff, mostly with relevant qualifications and expertise, have been recruited. Consequently, the identification of students with special educational needs and disabilities has improved.
- Appropriate policies and procedures are systematically applied across the school to ensure consistency and equity of provision. The identification of student needs occurs within an appropriate timeframe and suitable interventions are put in place. Students who are gifted and or talented are now being identified and support for their needs is developing but not yet extensive.
- Parents are invited to contribute to their children's individual educational programmes and the review process. However, the information provided to parents is not always accurate and updates about the amount of progress their children are making towards their individual targets are not always frequent.
- Curriculum plans are usually modified to support students' individual learning needs. However, students' progress varies depending on the quality of provision at class level. Students' individual targets are not always matched closely to their identified key barrier to learning, impacting on their rate of progress. Most students receive sufficient support to enable them to actively engage in learning.
- In lessons the majority of students make good progress against the learning objective. Progress against individual learning targets is more variable across all phases of the school except in the KG where children make more rapid progress. Systems for tracking and monitoring students' progress are underdeveloped. Most students have a positive approach to their work and are becoming less reliant on adults.

6. Leadership and management

The effectiveness of leadership

Very good

- Leaders effectively share the school's very inclusive vision of providing high quality education for all students irrespective of their ability or background. They set a clear direction within the IB philosophy and are successful in fully incorporating the UAE priorities.
- Through effective recent appointments, leaders' expertise and experience of an IB curriculum and how this is best taught has improved. Expertise within senior leadership is effectively used to refine the curriculum and assessment systems in the KG and PYP phases. The school recognises that further improvement is needed in this aspect.
- Relationships between staff are consistently professional. They share a common goal to continue to strive to improve student progress. Leadership is widely distributed. However, job descriptions lack the detail needed to ensure that leaders at all levels, including subject and grade leaders have a clear understanding of their direct responsibility to improve provision and outcomes in specific subject areas.
- Senior leaders demonstrate a clear understanding of where the school needs to improve further and demonstrate the capacity to overcome potential barriers. Communication between senior and middle leaders is not yet ensuring that this level of leadership has the same detailed knowledge of the schools strengths and weaknesses.
- Strategic planning for future improvement often includes innovative solutions, such as the improvements to KG outdoor learning. Leaders are diligent in meeting statutory requirements especially those relating to the safety of staff and students.

School self-evaluation and improvement planning

Good

- The effective use of external data to support self-evaluation is improving as the school expands the range of information available. Comparisons between data generated through CAT4 testing and the outcomes of standardised and internal assessments, as a means of measuring whether students reach their potential is at an early stage of development. International benchmark tests and moderation with other schools is increasingly effective in measuring school performance.
- The school have taken prompt action since the previous inspection to improve the systems used for measuring the impact of teaching on student outcomes. Senior leaders have undergone comprehensive training and have made a good start at gathering a wealth of information. The skills needed to ensure that the evaluations are accurate are still developing.
- School improvement plans are focused on the school and UAE priorities linked to the national agenda. Success criteria are included and for some actions this is closely linked to measurable improvement in student achievement.

- School leaders acted swiftly following the previous inspection to address identified weaknesses. The actions taken have met with some success in all areas. For example, students' attainment has improved in the MYP in both Islamic education and mathematics. A full review of provision for SEND has been undertaken but it is too soon to measure the impact.

Partnerships with parents and the community	Outstanding
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- The school is highly effective at involving parents in the education of their children. Parents are confident that their views are listened to and that they have the opportunity to contribute to shaping the direction of school improvement. Parental involvement through the systems such as the 'mystery reader' and opportunities to share expertise on careers and cultures make a significant contribution to students' attainment and personal development.
- Parents are fully appreciative of the open door policy operated by the school and the community spirit that is developed. Teachers and school leaders are fully accessible to parents both formally and informally. Communication between parents and the school are for the most part very effective. A few parents of students with SEND expressed concern that the information they were provided with was not always accurate.
- Reports to parents are regular and informative and provide parents with information regarding students' academic ability across a range of subjects. Next steps for improvement in students' personal development are made clear in all reports with academic next steps most consistent in those provided for children in the KG.
- The school has comprehensive and productive links with their associated schools and member of the local and international communities. Students benefit from these links both academically and personally. For example, the links with the Emirates literacy festival, which is used to develop students love and appreciation of poetry.

Governance	Outstanding
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- Governance includes full representation of all stakeholders. The views of parents and those of community members are regularly sought through surveys, meetings and systems such as parent representatives for all grades. Students are invited to express their views at board meetings. As a result, governors have a deep knowledge of the school and what is needed to improve further.
- The governing board systematically and very effectively monitors the work of the school through visits and regular communication between the board, key staff and students. The information gained is used very effectively to pose challenging questions and provide constructive critical feedback.
- The strategic direction of the school is strongly influenced by the governing board: not least the care and investment in bringing about improvement in the experience and expertise of staff. High quality resources enable staff to encourage a climate of innovation throughout the school. Through this and the sharing of best practice across associated schools, the board makes a significant contribution to the overall performance of the school.

Management, staffing, facilities and resources




Very good

- The school operates smoothly on a day-to-day basis. Timetables are efficient and ensure good use of space with no disruption to planned lessons, activities and routines. The school liaises effectively with most parents who are regularly updated with developments at the school. It also has clear procedures to deal with necessary agencies regarding any incidents.
- The school is well staffed with suitably qualified teachers who benefit from on-going professional development. These match the school priorities and provide a high quality curriculum for all students. The school has sufficient teachers who are well deployed to optimise students' achievements.
- School premises and facilities are of high quality. They provide a safe, pleasant and attractive environment that supports the school curricular and extra-curricular activities. The size of classes is appropriate and the work areas for teachers are spacious. The school buildings are well maintained and the fixture and furniture are in very good condition and match the educational needs of all users.
- The school is very well equipped with all relevant resources that are necessary for promoting the on-going development of all students' skills. A significant feature of the school is the up to date resources including textbooks, technology and practical materials. Technology is used in all subjects to enhance students' learning experiences and promote their investigative skills.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	267
	2015-2016	140
 Teachers	68	
 Students	410	

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

- Almost all parents responding to the inspection survey were satisfied with the quality of education provided by the school. They felt that the school was well led and that they were kept well informed about how their children were progressing.
- Almost all teachers that responded agreed with parents' positive views about the quality of education and safety provided by the school. However, a quarter of teachers did not agree that the school provided them with high quality training.
- Almost all parents responding to the survey confirmed their satisfaction with how well they were kept informed and involved in their children's education. This was also a strong feature of the discussions with parents during the inspection.
- Approximately 20 per cent of parents did not agree that the school promotes their children's love of literacy or reading in Arabic.

What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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