

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة
Knowledge

INSPECTION REPORT

2017-2018

JSS Private
School LLC

Celebrating
10 years of
inspections

JSS PRIVATE SCHOOL LLC

INDIAN (CBSE) CURRICULUM

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School information

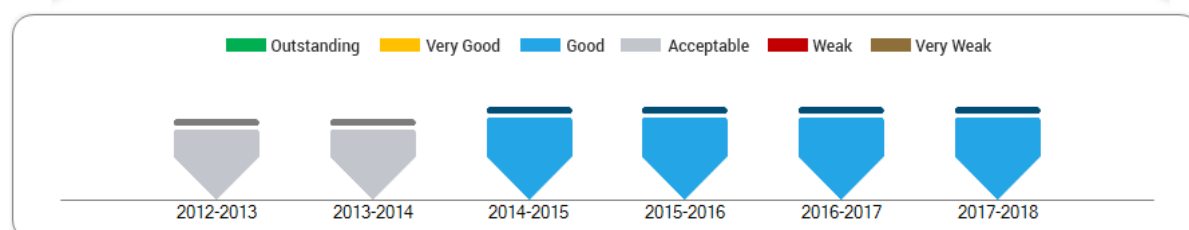
General information	
Location	Al Safa
Type of school	Private
Opening year of school	2011
Website	www.jsspsdubai.com
Telephone	00971-4-3446419
Address	P.O.Box 126721, Al Safa, Dubai
Principal	Mrs. Chitra Sharma
Principal - Date appointed	3/28/2011
Language of instruction	English
Inspection dates	25 to 28 September 2017

Teachers / Support staff	
Number of teachers	151
Largest nationality group of teachers	Indian
Number of teaching assistants	30
Teacher-student ratio	1:12
Number of guidance counsellors	2
Teacher turnover	12%

Students	
Gender of students	Boys and girls
Age range	4-17
Grades or year groups	KG 1-Grade 12
Number of students on roll	1904
Number of children in pre-kindergarten	0
Number of Emirati students	0
Number of students with SEND	88
Largest nationality group of students	Indian

Curriculum	
Educational permit / Licence	Indian
Main curriculum	CBSE
External tests and examinations	GL, CAT4, IBT, Asset
Accreditation	CBSE
National Agenda benchmark tests	ASSET, IBT

School Journey for JSS PRIVATE SCHOOL LLC



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

Summary of inspection findings 2017-2018

JSS PRIVATE SCHOOL LLC was inspected by DSIB from 25 to 28 September 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.

Leadership and management

There is a clear direction for the future of the school and almost all leaders demonstrate expertise in their areas. The school has improved learner outcomes and the quality of teaching, especially in the Kindergarten. The school has good links with parents and the local community. The governors' support of the school's leaders is inconsistent. The staffing is of good quality and the daily management of the school is smooth and effective.

Students' achievement

Students' achievement is good across all key subjects and very good in English. Their attainment against curriculum standards is good in mathematics and science, acceptable in Arabic and mixed in Islamic education. Students make consistently good progress and their learning skills are strong, particularly in the Kindergarten and the secondary grades. There are clear improvements in students' achievements since the previous inspection.

Students' personal and social development, and their innovation skills

Students in all phases of the school demonstrate very good or outstanding personal and social development. They show a thorough understanding of Emirati culture and Islamic values. They are aware of Indian and other global cultures. They take on meaningful responsibilities and contribute to their school and other communities in important ways. Some students are innovative, especially with information technology applications.

Teaching and assessment

The quality of teaching is typically at least good and at times very good or outstanding. Teaching is strongest in the Kindergarten and the higher grades, especially in mathematics and science. The assessment of learning is strongest in the Kindergarten and secondary grades. Some external tests were not reliably conducted.

Curriculum

The school succeeds in delivering the Indian CBSE curriculum which is fit-for-purpose from grade 1 through to grade 12. The Kindergarten offers the British EYFS curriculum. It is very good and well adapted to the children's needs. There are choices and enrichment to meet the needs of most students. The curriculum complies with the MoE requirements for Arabic and Islamic education.

The protection, care, guidance and support of students

There are effective measures in place to keep all students safe when at school, on buses and when using the internet. There is good or better support provided to students, including those with special educational needs and disabilities (SEND). There is effective guidance to post-secondary destinations for the older students.

What the school does best

- Students make good or better progress across all five key subjects in all phases of the school.
- Students consistently demonstrate strong learning skills, personal and social development and innovation skills.
- There are consistently good or better curricula and teaching across all phases of the school and these are very good in the Kindergarten.
- There is good or better protection, care, guidance and support provided to all students.







Key recommendations

- The school should raise students' attainment in Arabic as an additional language so that it is at least good across all three phases.
- The school should improve the assessment of learning by aligning internal assessments and tests with the standards of valid and reliable external measures.
- All teachers should provide regular, thoughtful and useful written feedback to students so that they know how to improve their learning.
- Governors should improve their understanding of students' achievements and the school's priorities for improvement so that they can better support the leadership team.
- The school should provide shade over the main courtyard area to protect students during physical education lessons and break times.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Good ↑
	Progress	Not applicable	Good ↑	Good	Good
Arabic as a first language 	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
English 	Attainment	Very good	Very good ↑	Very good ↑	Very good ↑
	Progress	Very good	Very good ↑	Very good	Very good
Mathematics 	Attainment	Very good ↑	Good	Good	Good
	Progress	Very good ↑	Good	Good	Good
Science 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, 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:

- Student attainment as indicated by the most recent National Agenda parameter tests is above expectations in English. Results in mathematics and in science are not statistically reliable for every class and, therefore, cannot be reported.
- The school meets the registration requirements for the National Agenda Parameter 2017-18.
- Senior leaders are committed to implementing the National Agenda, although governors do not have a sufficient understanding of key aspects of this.
- The school's analysis of external assessment data and comparisons with internal data are not sufficiently accurate, and so estimates of JSS students' achievements are too high at times.
- The school is getting better at modifying its curriculum to take into account the requirements of the TIMSS, PISA and other external standardised tests.
- Data from the cognitive abilities tests (CAT4) are increasingly used to modify teaching approaches for different groups of students; for example, by taking into account verbal and non-verbal learning styles.
- The school's use of various external tests is having positive effects upon their learning in most, but not all cases. Students' critical thinking and research skills remain as aspects in need of further improvement.

Overall, the school's provision for achieving its National Agenda targets meets expectations

Moral Education

- A coherent programme of moral education is being developed, from the beginning of this school year.
- Teachers are working hard to plan engaging lessons and seek students' perspectives, but in some cases, insecure knowledge about the nature of moral education limits their effectiveness.
- Students are keen to learn. They collaborate purposefully on research projects and communicate their learning effectively.
- Work samples are collected but assessment in the behavioural and affective domains is yet to be implemented.

The school's implementation of the UAE Moral Education Programme is under developed

Social Studies

- Most UAE social studies topics are integrated with Indian social studies. The Emirati aspects need to be emphasised more, to strengthen the curriculum and enrich students' experience of living in the UAE.
- Lessons are purposeful and engage students in meaningful discussions, thinking and investigative work. They also encourage cross-curricular links and connections with students' own experiences.
- Students are keen to learn, and enjoy participating in discussions and research projects. They communicate their learning in drawings, written texts and orally.
- Learning outcomes are assessed using different strategies that provide ongoing overviews of individual student performances. More explicit links to the UAE will strengthen these outcomes.

The school's implementation of the UAE Social Studies Programme is well developed


Innovation in Education

- In a minority of lessons across the curriculum, but especially in secondary English, students are developing strong innovation skills and a creative use of information technology.
- The members of the student councils are highly motivated and work with enthusiasm to establish a few entrepreneurial projects, which benefit the school and the wider community.
- In a minority of lessons, for example 'STEAM,' teachers encourage students to apply advanced technologies to develop innovative thinking. There is a commitment by school leaders to advance innovative practices and, as a result, the promotion of an innovation agenda is emerging.
- Some innovation seen in the secondary curriculum regarding the development of personal research in biology. Students able to present their research to the class and discussion involves thinking skills and problem solving by other students.
- Leaders pursue innovative ways to improve the school; for example, a new curriculum mapping method has been introduced and a census of students' well-being was done in the spring of 2017.

The school's promotion of a culture of innovation is developing

Main inspection report


1. Students' achievements

		KG	Primary	Middle	Secondary
Islamic education 	Attainment	Not applicable	Acceptable	Acceptable	Good ↑
	Progress	Not applicable	Good ↑	Good	Good

- Students' attainment is better in the secondary phase due to a greater depth of knowledge. Across all three phases, students show a good rate of progress in developing their understanding of the concepts and values of Islam.
- Students do research effectively in the secondary grades, and they are exposed more readily to real life applications of their religious beliefs.
- In all three phases, students' recitation skills are less well developed. In addition, students are not able to make specific references to the Qur'an, except during research. The contributions of lower attaining students to class discussions were infrequent and this slowed their learning.

For development


- Encourage students to give references for the topics discussed in lessons. Provide students with more opportunities to practice and improve their recitation skills.

		KG	Primary	Middle	Secondary
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good

- Although progress in Arabic across all phases is good, attainment is only acceptable. This is evident from internal examination results, lesson observations and the scrutiny of written work. Students with learning needs are supported, and boys and girls make similar progress.
- Students are positively engaged in learning, even in the less effective lessons, resulting in their good progress. Their speaking skills are less developed than other skills. The quality of their reading is good, especially in the primary grades.
- The special lessons offered to beginners increase students' rate of acquisition of the language. The use of computers helps the students to enjoy learning Arabic more.

For development


- Offer students more opportunities to speak during lessons. Make topics more applicable to students' daily lives, to encourage students to more confidently express themselves.

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

- Students' attainment and progress have improved since the last report and are now very good across all four phases. Students proceed seamlessly from grade to grade because of the carefully planned progression built into the curriculum.
- All language skills are well developed, but reading and oral fluency are particularly strong. The early development of literacy in the Kindergarten provides a very sound base. As students progress through the school, they demonstrate increasing skills in reading, writing and speaking so that by Grade 12 they are confident and accurate speakers of English.
- The majority of students in the middle and secondary grades understand when to use formal and informal language, but occasionally they use language that does not match the situation. Some students do not communicate their ideas clearly to larger audiences.

For development


- Develop students' understanding of situations in which to use formal or informal language. Help students to improve their presentation skills, so they can communicate their ideas to larger audiences more effectively.

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

- Most children in the Kindergarten make appropriate progress, and a large majority make better than expected progress. As students move through the phases, to Grade 12, they make positive progress that leads to good attainment in calculation and, by the secondary phase, algebraic techniques.
- Students' skills in extended reasoning are less developed than those in calculation or application of techniques, particularly in the primary phase. On internal assessments, girls often perform better than boys, although boys perform better than girls in the TIMSS and PISA external tests.
- The school's internal assessment data show improvement in all phases over the last three years. Students' performance in CBSE examinations last year was outstanding in Grade 10 and good in Grade 12.

For development

- Develop students' skills in solving problems that require extended reasoning. Address the gender differences in both internal and external test results.

		KG	Primary	Middle	Secondary
Science 	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Good

- In all phases, students' attainment and progress are good, with the strongest achievement evident in the secondary grades. Across the school, and in collaboration with each other, students can conduct investigations to explore the world around them and use scientific language to describe it.
- Students' experimental skills, their scientific knowledge and their ability to connect it to the real world are effective. They have many opportunities to find things out for themselves and their skilful use of technology for research and for communicating their learning impacts positively on their achievements.
- Thinking critically and spending time developing coherent solutions to real-world problems is now a feature of science lessons. In some classrooms, visible thinking and reflection provide students with tools for consolidating their understanding of science.

For development

- Develop students' higher-order and critical thinking skills across all grades

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

- Learning skills are good in the primary and middle grades and very good in the Kindergarten and secondary grades, where opportunities for critical thinking are more prevalent. A focus on cross-curricular activities in the Kindergarten allows children to develop a wide variety of learning skills.
- Students have many opportunities to find things out for themselves and are skilful users of technology for research and communicating their learning to teachers, their peers and, in some cases, the world.
- In most classes, students can apply their learning to the real world. The STEAM classes in the secondary grades enable students to collaborate to develop solutions for relatively complex, real-world problems. Students in all phases use high-level learning skills when they spend time collaboratively working on challenging activities.

For development

- Develop students' learning skills across the curriculum so that they are consistently good in all five key subjects.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Very good

- Positive attitudes and values are evident across the school with students in the middle and secondary grades showing a very strong sense of personal responsibility and commitment to the school's ethos. Older students are very good role models for the younger students.
- The active senior student leadership teams make significant contributions to the personal and social development of all students. The student leadership team in the primary phase is under-developed.
- The very good personal development is partly attributed to the increased number of responsible student leaders who initiate and host activities for students and the staff. The weekly mentoring by senior student leaders has increased the tolerance and self-control of the student body.

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

- All students show great respect and appreciation for Islamic values through the Islam Committee. They celebrate all Islamic events. Values such as 'Peace' and 'Tolerance,' are presented well in the morning assemblies, which are led by students. These strengths are less evident in the Kindergarten.
- Students show a very strong appreciation for the culture of the UAE, discussing in depth the developments of Dubai and the UAE's Vision 2021. They celebrate all the National events. Younger students can sing the UAE national anthem very well, in Arabic.
- Students reflect understanding, awareness and sound appreciation of their own culture, along with other cultures. They are aware of the concept of equality among nations. They celebrate other cultures through events such as the United Nations Day.

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

- The large majority of students in all phases participate willingly in a wide range of activities that help to improve their school. They also engage as volunteers and sometimes initiate activities to make valuable social contributions in the local community and beyond.
- Most students show a very positive work ethic. Many are creative and successfully initiate and manage projects. Some are also innovative in their approaches to work in lessons.
- The large majority of students care for their school and try to improve the environment, for example the Kindergarten play area, the school garden and by collecting litter. Senior students also promote sustainability and conservation with local businesses.

For development

- Increase the students' awareness of global cultures and the Kindergarten children's awareness of Islamic values.

3. Teaching and assessment

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

- Lesson planning across the school is strengthened by a school-wide template that details clear links between success criteria, learning activities and students' attainment and progress. This and other improvements to teaching are more consistently evident in the Kindergarten.
- In the best lessons, students are given opportunities and time to think critically and solve problems collaboratively. Teachers' knowledge of the abilities of individuals and groups helps them cater for diverse learning needs, but such work is not consistently well done.
- In the 'STEAM' classes in secondary grades, students are given clearly defined roles to explore significant problems and issues, resulting in high achievement. In all phases, the majority of teachers challenge students with open-ended question to guide their thinking.

	KG	Primary	Middle	Secondary
Assessment	Good	Acceptable	Acceptable	Good

- In Kindergarten, teachers observe, track and record children's progress effectively. Teachers in the secondary phase assess students' progress carefully against the CBSE standards. Internal assessment in the primary and middle phases is less well aligned to curriculum standards.
- Teachers are becoming more aware of international standards, and are increasingly analysing assessment data from external tests to inform a review of the curriculum and to improve lessons. However, benchmarking against international standards is not fully accurate.
- Teachers have a good knowledge of the students in their classes. In most subjects, they question students well to assess their understanding. However, they do not always give helpful written feedback to students on how to improve their work.

For development

- Align internal assessments to national and international standards. Provide more helpful feedback to students.

4. Curriculum

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

- The curriculum is clearly aligned to the CBSE standards and incorporates recent changes. It meets all KHDA and MoE requirements. For Kindergarten children, the school has adapted the Early Years Foundation Stage curriculum, which is very well implemented.
- The progression and continuity in students' learning is maintained effectively through regular planning. Since the previous inspection, the school has improved the curriculum by increasing research and critical thinking opportunities in lessons. However, these are not yet consistently implemented across all subjects and grades.
- Cross curricular links are well planned, ensuring meaningful transfer of learning across subjects. The use of the STEAM approach enables students to work in multi-disciplinary teams where they can apply high level learning skills in chemistry, social studies and mathematics

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

- Curriculum adaptation is better in the Kindergarten and secondary phases as programmes increasingly challenge and engage students of all abilities and learning styles. This includes those with special educational needs and disabilities (SEND) and those students who are gifted and talented.
- The curriculum offers opportunities for students to develop their enterprise, innovation and creativity skills across all phases. Students engage in several project-based activities both during and after school, which support and extend their learning and social responsibility skills.
- The adaptations have a greater impact in Kindergarten and secondary, resulting in improved student outcomes. In some lessons, insufficient adaptations and a lack of challenge for all groups of learners results in slower progress.

For development

- Ensure all teachers consistently modify their curriculum planning to meet students' academic needs and preferred styles of learning.

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

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

- The school has effective policies and procedures for the care of students, including child protection, and is very effective in protecting children from all forms of abuse.
- The school environment is safe, secure and hygienic, and the staff promote safe and healthy living very effectively. The supervision of students is very effective at all times, including when on buses.
- The premises are very well maintained, but the courtyard area is often too hot for physical education lessons.

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

- The guidance and support for all students is of high quality. There are effective procedures to support the emotional, physical and intellectual well-being of all students.
- In the secondary phase, arrangements to provide careers counselling are very good, resulting in students being admitted to top ranked universities and colleges.
- Overall, the school is very successful in promoting attendance and punctuality. It is efficient at tracking students' attendance and effective in following up on any absences. This results in very high rates of attendance and timely arrivals to lessons.

For development

- Provide shade for the outdoor area used for physical education.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- School leaders and governors promote and support a culture of inclusion. The appointment of a governor for inclusive education and an 'Inclusion Champion' has ensured that the development of an inclusive school is a clear priority.
- Processes to identify students with SEND are thorough. The school uses information from parents and outside, specialist agencies to plan appropriate support. Because of this accurate identification of needs, most students benefit from interventions that reduce their barriers to learning.
- The partnership with parents is very positive and all parents interviewed are very pleased with the help, support and advice they receive from the Learning Centre staff. Some parents would like more training specifically targeted at the primary need of their children.
- Planning is thorough and most individual education plans relate to student's specific needs, enabling most students to make good progress relative to their personal targets. In a minority of classes, the lesson plans contain insufficient clarity about the support the students will receive.
- Students' progress is good across most subjects, especially when supported by Learning Centre staff. Progress is slower when individual education plans are not sufficiently considered by class teachers. Students who are gifted and talented are beginning to make better progress when provided with greater challenge.

For development

- Ensure that all teachers consistently accommodate students with SEND by referring to their individual education plans and making the appropriate adjustments.

6. Leadership management

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

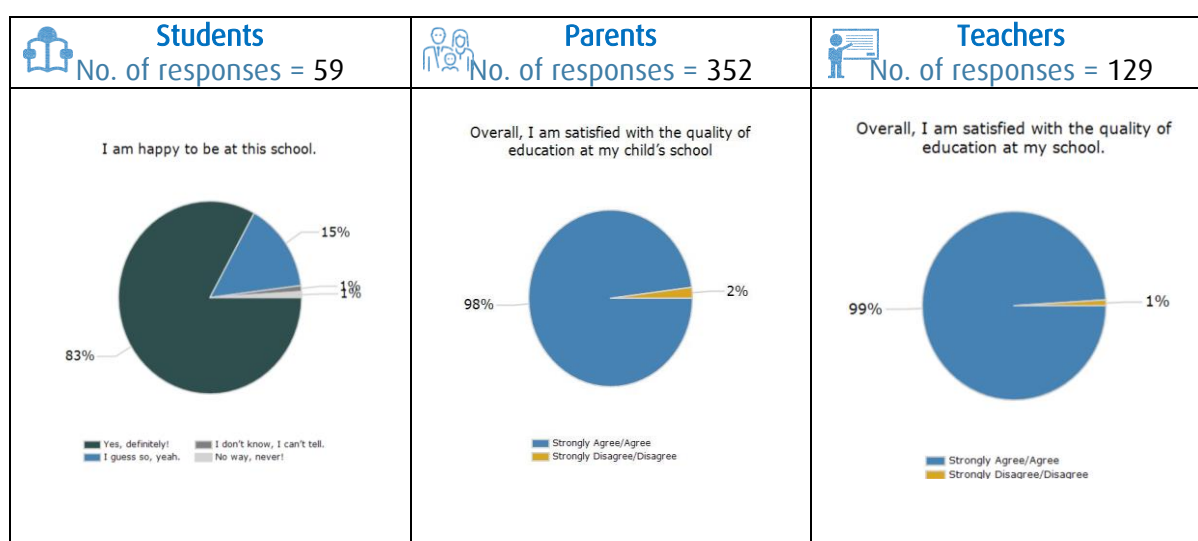
- Almost all leaders share a clear strategic direction aligned with UAE and Dubai priorities. Leaders demonstrate commitment to the inclusion of all students. Almost all subject leaders demonstrate secure knowledge of the curriculum and best practices in teaching, learning and assessment. Relationships and communication are effective. The principal delegates responsibilities well. Leaders have been innovative and ensure that the school is compliant with statutory requirements.
- The evaluation of the school's performance is detailed and ongoing, but not fully accurate. The school's improvement plan is comprehensive and monitored regularly. It addresses the recommendations for improvements made in previous inspections and progress has been made on each. Some student attainment data in key subjects are unreliable and consequently, the curriculum may not consistently be well matched to their learning needs.
- The school knows its community very well and leaders successfully engage many parents in their children's education. The Parents' Forum gives leaders regular feedback to shape the school's development priorities. Reports to parents for Kindergarten children give good information about next steps in learning. However, other reports are based on skills and not achievement. The school has strong links with other schools.
- The governance of the school is conducted by a board of 16 members, the majority of whom are employees of the JSS company. Consequently, the representation of all stakeholders is unbalanced and decisions are not always in the best interests of students. The governors demonstrate a less than thorough awareness of the importance of external assessments in English, mathematics and science.
- The daily management of the school is very effective. Staff roles and responsibilities are very well defined and, as a result, students learn in a safe and happy environment. Almost all teachers are suitably qualified and deployed. Teachers benefit from professional development linked to the school's priorities. Other than in the laboratories, there are insufficient computers classrooms. A few classrooms are overcrowded.




For development

- Improve senior leaders' use of external assessments to more accurately reflect the achievements of all students.
- Provide more information on children's achievements in all subjects in reports to parents. Restructure the balance of stakeholders on the governing body to ensure that all decisions are made in the best interests of students.
- Improve the quantity of electronic devices in all classes to support students' research skills and ensure that classrooms are not overcrowded.

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.



	Students	Senior students' opinions of the school's provision and outcomes were overwhelmingly positive. Very few comments were made.
	Parents	The survey of parents' opinions of the school's provision and outcomes was unreliable.
	Teachers	Teachers' opinions of the school's provision and outcomes were overwhelmingly positive. Very few comments were made.

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