

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

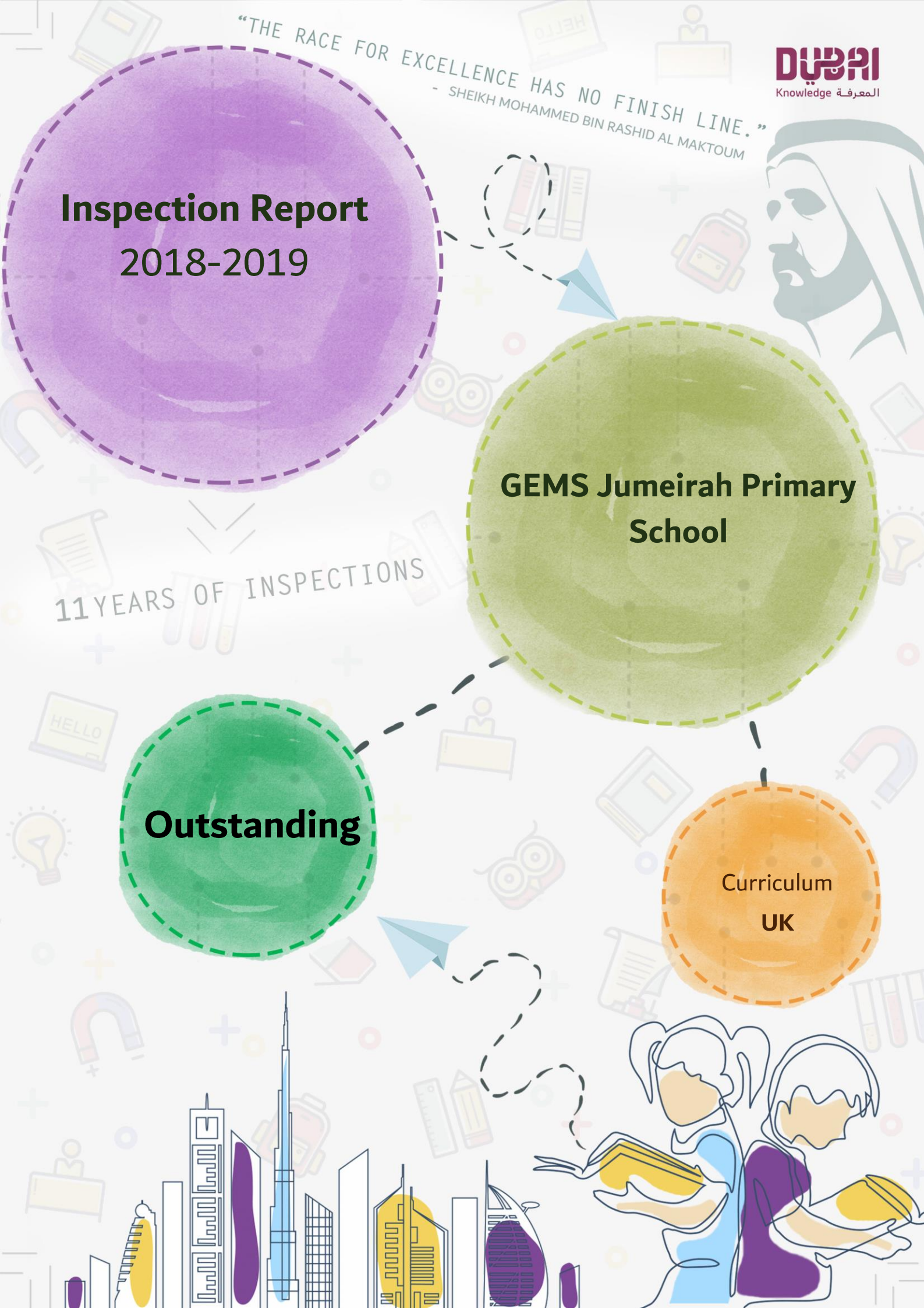
Inspection Report 2018-2019

GEMS Jumeirah Primary School

11 YEARS OF INSPECTIONS

Outstanding

Curriculum
UK



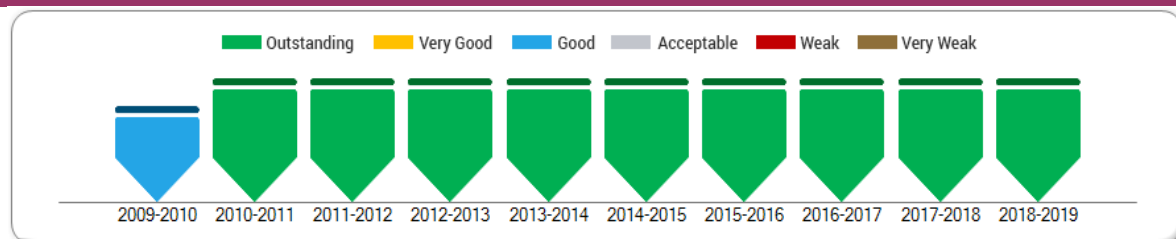
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School Information

General Information	Location	Al Safa
	Opening year of School	1996
	Website	www.jpsdubai.sch.ae
	Telephone	04- 3943500
	Principal	Rachel Higgins
	Principal - Date appointed	1/9/2016
	Language of Instruction	English
	Inspection Dates:	05 to 08 November 2018
Students	Gender of students	Boys and girls
	Age range	3-11
	Grades or year groups	FS1-Year 6
	Number of students on roll	1470
	Number of Emirati students	45
	Number of students of determination	104
Teachers	Largest nationality group of students	UK
	Number of teachers	99
	Largest nationality group of teachers	British
	Number of teaching assistants	87
	Teacher-student ratio	1:15
	Number of guidance counsellors	2
Curriculum	Teacher turnover	12%
	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	GL, CAT 4, IBT Arabic
	Accreditation	BSO, COBIS
	National Agenda Benchmark Tests	GL, IBT Arabic

School Journey for Ambassador Kindergarten



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Children make excellent progress in the Foundation Stage, and most exceed the Early Learning Goals. Students continue to make rapid progress and reach high standards in English, mathematics and science at the end of Year 6. Attainment in Islamic education and Arabic as an additional language has improved and is now good. Students of determination make very good progress towards their individual targets.
- Their respectful and considerate behaviour make a significant contribution to the school's calm and purposeful learning atmosphere. They have an excellent understanding of the culture and traditions of the UAE. Students enthusiastically take on a variety of leadership roles, drawing on their well-developed innovative and entrepreneurial skills. Throughout the school, students display highly positive and responsible attitudes to learning.

Provision for learners

- Teaching successfully engages students in active learning. Questioning is used skilfully to check students' understanding, prompting them to think more deeply and critically. Assessment data are carefully analysed to identify strengths and gaps in students' learning. Excellent use is made of this information to ensure that work is matched to students' learning needs.
- The curriculum is exceptionally well planned to ensure progression in students' learning. In the Foundation Stage (FS), child-initiated learning, through purposeful play, provides the basis for the self-directed learning evident in the later years. The curriculum is particularly well-adapted to meet the needs of those students who may be experiencing difficulties in learning. Opportunities for students to develop enterprise and innovation skills are firmly embedded.
- The safeguarding procedures are guided by very clear policies and underpinned by appropriate staff training. Students are effectively supervised and kept safe both within the school and when on school transport. Healthy living is systematically promoted throughout the life of the school. Excellent support for students of determination and those with particular talents ensures that all maximise their potential.

Leadership and management

- Inspirational leadership is at the heart of the school's success. The intention is to go 'beyond outstanding', and all staff and students are encouraged to be creative and innovative in pursuit of this aim. The improvement plan is based on accurate self-evaluation. Parents' views are valued, and the school responds quickly to any concerns. Governors are well-informed of the school's performance.

What the School does Best:

- The inspirational school leadership that ensures both adults and students share a continuing enthusiasm for learning
- The high-quality teaching and the excellent use of assessment information that promotes outstanding achievement in English, mathematics and science
- The imaginative curriculum and wide range of after-school activities that provide students with a rich variety of learning experiences
- The excellent introduction to education provided for children in the Foundation Stage that underpins students' outstanding personal development and sense of social responsibility
- The inclusive atmosphere of the school that ensures high quality care and support for all students and the outstanding partnerships with parents.

Key Recommendations:

- Build on the improvements already made in Arabic and Islamic education and raise students' achievement to match that in other subjects.
- Share the excellent models of teaching evident in the school and ensure that in all lessons, teachers recognise the point at which students' learning needs should be addressed.

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Good ↑
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑
	Progress	Not applicable	Good
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
		Foundation Stage	Primary
Learning skills		Outstanding	Outstanding

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

is above expectations

- The school's results in mathematics and science, in the 2015 Trends In international Mathematics and Science Study (TIMSS), significantly exceeded both the Dubai and UK averages. The higher targets set for the 2019 tests are well within the reach of the current students. Results in the Progress in International Reading Literacy Study (PIRLS) tests present a similar picture with students already exceeding the high international benchmark. Comparisons of cognitive ability assessments (CAT4) with students' performance show that almost all exceed their potential. General Learning (GL) subject tests are very strongly linked to internal curriculum standards to ensure that suitably challenging targets are set for all students.

Impact of Leadership

is above expectations

- School leaders ensure that the N.AP. targets are a central focus in all improvement planning. Careful analyses of external test results and students' progress are used to guide modifications to teaching, learning and the curriculum. Challenging, open-ended tasks that promote critical thinking permeate the curriculum.

Impact of Learning

is above expectations

- In all subjects, critical thinking, reasoning, problem-solving and decision-making are common features of learning. Almost all students are becoming competent, independent researchers. A strong feature of learning is students' ability to relate their learning to the real world.

Overall, the school's progression to achieve its UAE National Agenda targets is above expectations.

For Development:

- Extend opportunities for independent inquiry to increase the number of students achieving the highest curriculum standards and advanced international benchmarks.

Reading Across the Curriculum

- The effective use of valid and reliable standardised assessments of reading levels show that, in all subjects, students' achievement in reading is consistently well-developed.
- Students make connections when reading in all subjects. Their understanding of subject-specific language is strong, as is their ability to decode unfamiliar words and apply their meanings.
- Library sessions provide effective support to all students in promoting enjoyment of reading and supporting lifelong reading skills. Developing reading skills in Arabic is an ongoing process.
- Leaders at all levels are fully committed to the development of reading throughout the school. The focus on conceptual learning in the curriculum effectively embeds the school's strategy.

The school's provision, leading to raised outcomes in reading across the curriculum, is well-developed.

For Development:

- Enhance students' reading skills in Arabic by extending reading resources and applying them effectively.

UAE Social Studies

- Through the successful integration of social studies with moral education, the curriculum is effectively adapted to provide students with interesting and engaging lessons.
- Students collaborate exceptionally well as they engage in activities that enable them to demonstrate their ability to connect areas of learning and to think critically.
- In lessons and written work, most students attain levels that are well above the curriculum standards.
- Most students make excellent progress in relation to their starting points and the expected age-related curriculum standards.

The school's implementation of the UAE social studies programme is above expectations.

Innovation

- Students' thrive on challenge. They are self-reflective and able to make independent decisions in their preferred methods of learning, including the use of technology.
- Through a wide-range of activities, students demonstrate their sense of social responsibility. This contributes much to the school's inclusive and family atmosphere.
- From the FS onwards, teaching provides numerous opportunities for students to develop and apply their skills of innovation. These are woven into virtually all lessons.
- Innovation is embedded as an integral part of the school curriculum. Innovative curriculum planning provides high-quality opportunities for students to develop critical thinking and research skills.
- Innovation is at the heart of school leadership. Leaders are constantly seeking ways of enhancing students' learning experiences to deepen their conceptual understanding.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Good ↑
Progress	Not applicable	Good

- The knowledge and understanding demonstrated by students in their lessons and recent work is above the Ministry of Education (MoE) standards. School assessment information indicates higher attainment. The achievement of students in the lower years is higher than that of students in the upper primary phase.
- Students generally demonstrate a deeper understanding of Seerah and Islamic values than that of the Holy Qur'an and Hadith. Although students understand the meaning of Hadith and verses from the Holy Quran, many have difficulty in drawing on them as evidence for guidance.
- Students' understanding and application of Islamic values and new concepts to real-life situations is improving. This is evident in lessons where the application of school-wide innovative teaching and learning focuses on the development of conceptual understanding.

For Development:

- Ensure that the Holy Qur'an, Hadith and Seerah are closely linked to all areas of learning and encourage students to refer to them for evidence.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Internal assessments show higher attainment than that evident in lessons and students' work, where most students demonstrate levels of achievement that are in line with curriculum expectations. Reading comprehension skills are developing well, particularly in the lower primary classes.
- Students' speaking and writing skills benefit from opportunities to apply learning to everyday situations. These skills are strongest in lower primary classes, where students are challenged to use modern, classical Arabic.
- Improvements in the quality of teaching, together with more opportunities for students to develop their reading skills, are beginning to impact on students' achievement. Comprehension and speaking skills are improving, and more refined assessment procedures are enabling greater accuracy in monitoring students' progress.

For Development:

- Increase independent learning opportunities for students to develop and refine their speaking and listening skills.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Good ↑
Progress	Not applicable	Good

- The majority of students are making good progress with the acquisition of vocabulary, basic grammar and reading comprehension. Students' writing skills are developing more slowly, although they are becoming more confident in applying their widening vocabulary in written work.
- Speaking and listening skills are developing more rapidly. The good progress being made in lessons enables students to make genuine connections with other areas of learning. The Arabic immersion days enable students to use Arabic successfully in real-life contexts.
- Improved approaches to teaching provide students with greater opportunities to use the Arabic language. New assessment procedures are providing a more accurate picture of students' attainment, progress and future targets.

For Development:

- Provide students with more opportunities to develop their writing skills, through the use of consistent pedagogical practices and accurate assessment processes.

English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Progress and attainment are outstanding because students build rapidly from the FS to Year 6 in fluency and understanding of language. Some strong features of lessons include students' critical thinking, their responsibility for their work and their willingness to solve problems.
- Most students read confidently and write using a range of vocabulary. They know how to develop paragraphs sequentially, using the correct tone. By Year 6, a majority can read to interpret obscure meanings, drawing conclusions on text.
- Most students are able to explain what they are learning and what they need to do to improve towards their personal targets. Although students' written work is not always accurate, it is full of vivid vocabulary and expression.

For Development:

- Encourage students in the primary phase to review and edit their written work more carefully, paying particular attention to spelling.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Most students are making rapid progress, particularly in the acquisition of reasoning skills. Because few students either lack confidence in their own ability or struggle with more complex subject language, they do not always reach the levels of attainment they are capable of.
- Most students have outstanding numeracy skills. Children make rapid progress in the FS in their knowledge and understanding of number and shape. The basic skills of place value and number bonds, attained in lower primary, provide a solid platform for the outstanding attainment by Year 6.
- Students' conceptual understanding of mathematics is highly developed as a result of the increased opportunities provided in most lessons for them to apply what they know and understand in a range of different contexts.

For Development:

- Build on students' understanding of subject specific language to support their ability to solve increasingly-complex problems.

Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Almost all students are achieving their full potential in science when compared to curriculum expectations and international standards. From the FS onwards, they are highly motivated to explore and investigate the scientific phenomena around them.
- Students' excellent understanding of the scientific method is evident in their engagement in proving that light travels in straight lines and in calculating voltage patterns. In lower primary phase, a few teachers do not always provide the required pace to secure more rapid progress.
- Recent changes to the curriculum are helping students to make connections between science and other subjects. An emphasis on research and reasoning is advancing students' understanding of observation, measurement and experimentation.

For Development:

- Ensure that the pace of learning in science lessons in lower primary phase supports more rapid progress with research and investigation work.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Students' excellent learning skills make a significant contribution to their outstanding achievement. Most have the confidence to work independently. Very occasionally, a few hesitate to move on to more challenging tasks and wait to be prompted by their teacher.
- Most students are enthusiastic and responsible learners. They understand how learning builds overtime and make connections across subjects and to their own experiences. Students communicate their ideas clearly and with great confidence, and they act on the advice and guidance of their teachers. Students are self-reflective and respond positively to critical feedback. They relish opportunities to work collaboratively and to support one another. Improved curriculum planning, together with innovative methods of teaching, ensure that the skills of critical thinking and problem-solving are intrinsic features of learning.

For Development:

- Ensure all students have the confidence needed to make their own decisions and take full ownership of their learning.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students' behaviour in all years is exemplary both during lessons and when moving around the school. They have positive attitudes to learning and are self-disciplined. They are courteous towards adults and other students. Older students serve as good role models for younger students.
- Excellent relationships between students and teachers contribute much to the school's family atmosphere. In assemblies, students show their appreciation of the achievement of others. They frequently take the initiative and share their ideas when working in small groups.
- The understanding of a healthy lifestyle is a strong feature of students' all-round development. Most follow the advice they receive on healthy eating and physical activity. Attendance is outstanding, and most students are punctual to school and lessons.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Across the school, students demonstrate a high level of understanding and awareness of Islamic values and their relevance to the UAE. They appreciate the values of modesty, respect and tolerance and can talk about these in a mature way.
- Students have a keen and sensitive awareness of UAE heritage and culture. This is an integral part of the school's ethos and curriculum and is enhanced by a wide range of activities. Students can discuss, showing knowledge and understanding, the important events in the history of the UAE.
- Students are proud of their own cultures and the nature of cultural diversity in the UAE. Many are able to give details of the similarities and differences between a variety of world cultures.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students are highly responsible and contribute much to the life of the school and to the wider community, through the student council, committees and clubs. They demonstrate care and consideration for others. Many participate actively in voluntary work, such as cleanliness campaigns.
- Across the school, most students have a very positive work ethic. Innovation and enterprise skills are embedded in the curriculum, and students display these skills in a variety of contexts. The student council is active and successful in encouraging school-wide contributions to the benefit of the whole community.
- Students show an excellent understanding of environmental sustainability, which is evident in their extensive involvement in recycling activities and projects that protect and enhance the environment.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Most teaching is successful in enabling almost all students to make the maximum progress. Students are provided with challenging activities that promote depth of knowledge and understanding. In a few lessons, teachers do not recognise quickly enough when students are ready to move on to more challenging tasks.
- Teaching approaches are varied, and teachers have high expectations of students' ability to be independent learners. Highly-effective questioning challenges students to think deeply about their answers and explain their reasoning.
- Opportunities for students to develop the skills of critical thinking, problem-solving and innovation are central to lesson planning in all subjects. This contributes strongly to the rise in attainment in Islamic education and Arabic as an additional language.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- The school's comprehensive internal assessment procedures are closely linked to international benchmark tests. Assessment information is used effectively to guide lesson planning and provides teachers with an accurate understanding of students' individual needs, enabling them to support their progress.
- Teachers' understanding of their students' strengths and weaknesses is a significant factor in maintaining high achievement. Assessment information is used particularly well to guide curriculum adaptations and in assisting students of all abilities to receive appropriate support and challenge.
- In most lessons, teachers skilfully use on-going assessment to ensure that students are maximising their potential. However, this is still a developing feature in Arabic as a first language.

For Development:

- Ensure that, in lessons, all teachers recognise the point at which students are ready to move on to more challenging work.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum, based on the National Curriculum of England, is meticulously planned and provides students with a rich variety of learning experiences. The Early Years curriculum is very successful in providing a secure base for students' academic and personal development.
- Students' knowledge and skills are built progressively from year to year, so that achievement for most, at the end of Year 6, is consistently high. In most subjects, transition between the FS and Year 1 is smooth, but there is scope for more precise adjustment in mathematics.
- From the child-initiated learning in FS to the choices that students in the primary phase make in lessons, the implementation of the curriculum consistently provides opportunities for students to take the lead in their own learning. The innovative curriculum promotes links between subjects and depth in students' understanding.
- Moral education is integrated with social studies in Years 2 to 6. The time allocation is sufficient to deliver the programme effectively. Progress is measured through a range of formal and informal assessments.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Successful use is made of the school's assessment information to identify where modifications to the curriculum are required. For example, the excellent guided reading programmes in English and Arabic are informed by on-going assessments of reading levels.

- A stimulating choice of technical and creative activities is provided by the enhancement curriculum in the primary phase. An extensive range of after-school activities offers students with opportunities to extend their interests and talents. On-line resources in Islamic education, English, mathematics and science are supporting independent learning.
- Students' understanding of the culture and values of Dubai is enhanced by the UAE social studies and through the, 'You, Me and the UAE' programme. They enthusiastically take part in a variety of celebrations, such as the UAE Flag Day and the regular Arabic immersion days.
- Arabic is taught in FS2 for 20-minutes a week.

For Development:

- Ensure that curriculum planning for the transition between FS and Year 1 takes more precise account of children's high outcomes in the EYFS.

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

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Safeguarding is given a high priority in the school with policies and procedures clear and understood by all members of the school community. Staff are provided with appropriate training, and all necessary steps are taken to protect students from any form of abuse.
- The school premises and specialist facilities provide excellent accommodation, which are well suited to the promotion of high-quality learning. Detailed records are maintained of the action taken to rectify any problems that are identified during the regular checks of the premises.
- Healthy living is promoted throughout the school. Students are kept safe and receive guidance from the medical staff on healthy lifestyles. Health records are maintained safely and securely.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- The school provides high quality care and support for all its students. Procedures for managing behaviour successfully promote self-discipline. Relationships are exemplary between all members of the school community. Effective checks on attendance ensure that students spend the maximum time for learning in school.
- Rigorous screening and assessment lead to the accurate identification of all students' learning needs, including students of determination. Support is closely matched to individuals' particular talents and to any barriers to learning that students may be experiencing.
- Students, their families and staff benefit from a very effective, whole-school well-being programme. This is having a positive effect on students' sense of security and strength of character, which underpin their high academic achievement.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- School leaders, at all levels, promote a highly-inclusive school. The planned programmes are very responsive to students' needs. The significant investment in resources and staff training is having a highly-positive impact on the progress of students of determination.
- The school uses a wide-range of assessment procedures to ensure the swift and accurate identification of students' learning needs. These lead to effective and early interventions that are closely aligned to individual student's barriers to learning.
- Close relationships with parents ensure that they are kept fully informed about their children's academic and personal progress. Parents value the significant contribution they make to their children's education and the guidance on ways in which they can support their children's learning at home.
- The curriculum provides a suitable level of challenge for students of all abilities. Individual education plans (IEPs) focus well on each student's prime learning needs. Clear steps are identified towards measurable goals. The additional training provided for teaching assistants is enhancing the quality of support provided in lessons.
- The information gathered from regular checks on students' progress shows that almost all students of determination are making excellent progress in relation to their starting points. Similar to their peers, students of determination are often confident and self-reliant, and they have well-developed personal and social skills.

6. Leadership and management

The effectiveness of leadership

Outstanding

School self-evaluation and improvement planning

Outstanding

Parents and the community

Outstanding

Governance

Outstanding

Management, staffing, facilities and resources

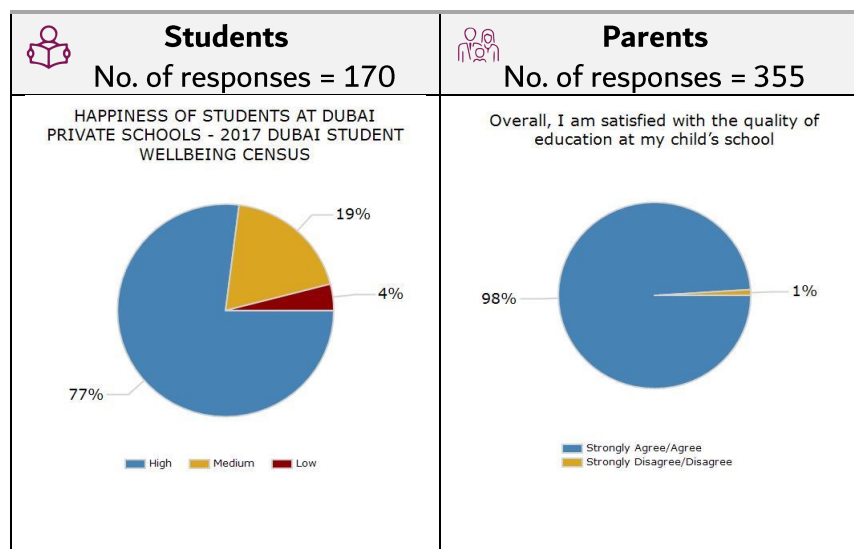
Outstanding

- Inspirational leadership is at the heart of this high performing and outward looking school. All leaders and staff share ambition to go beyond outstanding. There is a willingness to seek and learn from the best practice from outside the school that is matched by the promotion of innovation and creativity within. There is a full commitment to inclusion within an atmosphere of collective responsibility and mutual support. School leadership successfully maintains excellent outcomes for students.
- Comprehensive self-review procedures provide school leaders with an accurate picture of the school's performance. Senior leaders' week-long evaluations of students' life at school provide an in-depth view of students' learning experiences across the curriculum as a whole. Allied to this, there are rigorous analyses of assessments of students' performance. This information provides a secure base for improvement planning and staff training. Considerable progress has been made in tackling the recommendations made in the last inspection report.

- Parents are extremely positive about all aspects of the school. They feel their views are listened to and acted upon on regularly. Home-school relationships and communication are highly effective. Leaders and staff are readily available to parents. Through weekly newsletters and e-mails from teachers, reports and meetings, parents are kept very well-informed about school events and their children's progress. Extensive links with the local community enhance students' learning, as do links with other schools and educational organisations.
- The local advisory board is fully representative of all stakeholders. Members understand their responsibilities for holding the school to account. They regularly seek the views of parents, students and staff and respond constructively to their suggestions. Board members fully support leaders in pursuing the National Agenda targets. The governing body, at a corporate level, has a detailed knowledge of the school's ambitions and is committed to investing to ensure that this outstanding school continues its forward momentum.
- The school runs efficiently on a day-to-day basis due to the combined efforts of all staff. Teachers are very well qualified for their areas of responsibility and deployed effectively to derive maximum benefit from their expertise. Staff morale is high, and excellent teamwork is a noticeable strength of the school. The premises, including specialist facilities, provide an excellent learning environment. Resources are plentiful and include a refurbished library and high-quality technology equipment.

The Views of Parents and Senior Students

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



 Students	Most students report that they feel safe in school. They say they are happy and well cared for. Their measures of optimism, happiness and well-being in the survey report are above Dubai averages. Students in this school have healthier diets than the Dubai average and generally have healthier lifestyles.
 Parents	Parents are overwhelmingly positive about every aspect of the school. They are very satisfied with the quality of care and their children's safety. Parents are pleased with the way in which school leaders listen to their views and the regular information they receive on their children's progress. They feel that there is a genuine partnership between home and school. Inspection findings are consistent with these views.

What happens next?

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

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

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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