



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Jumeirah English Speaking School (Br)

Curriculum: UK/IB

Overall rating: Outstanding

[Read more about the school](#)



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“The race for
excellence has
no finish line”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Arabian Ranches
Type of school	Private
Opening year of school	2005
Website	www.jess.sch.ae
Telephone	04 3619019
Address	Arabian Ranches - Dubai- PO BOX:24942
Principal	Mr. Mark Steed
Language of instruction	English
Inspection dates	21 to 24 March 2016

Students



Gender of students	Boys and girls
Age range	3-18
Grades or year groups	Foundation Stage 1 to Year 13
Number of students on roll	1,369
Number of children in pre-kindergarten	NA
Number of Emirati students	24
Number of students with SEND	48
Largest nationality group of students	UK

Teachers / Support staff



Number of teachers	140
Largest nationality group of teachers	British
Number of teaching assistants	27
Teacher-student ratio	20:1
Number of guidance counsellors	1
Teacher turnover	25%

Curriculum



Educational permit / Licence	UK
Main curriculum	National Curriculum of England/International Baccalaureate
External tests and examinations	SATs, IGCSE, GCSE, IB, CAT4
Accreditation	NA
National Agenda benchmark tests	GL

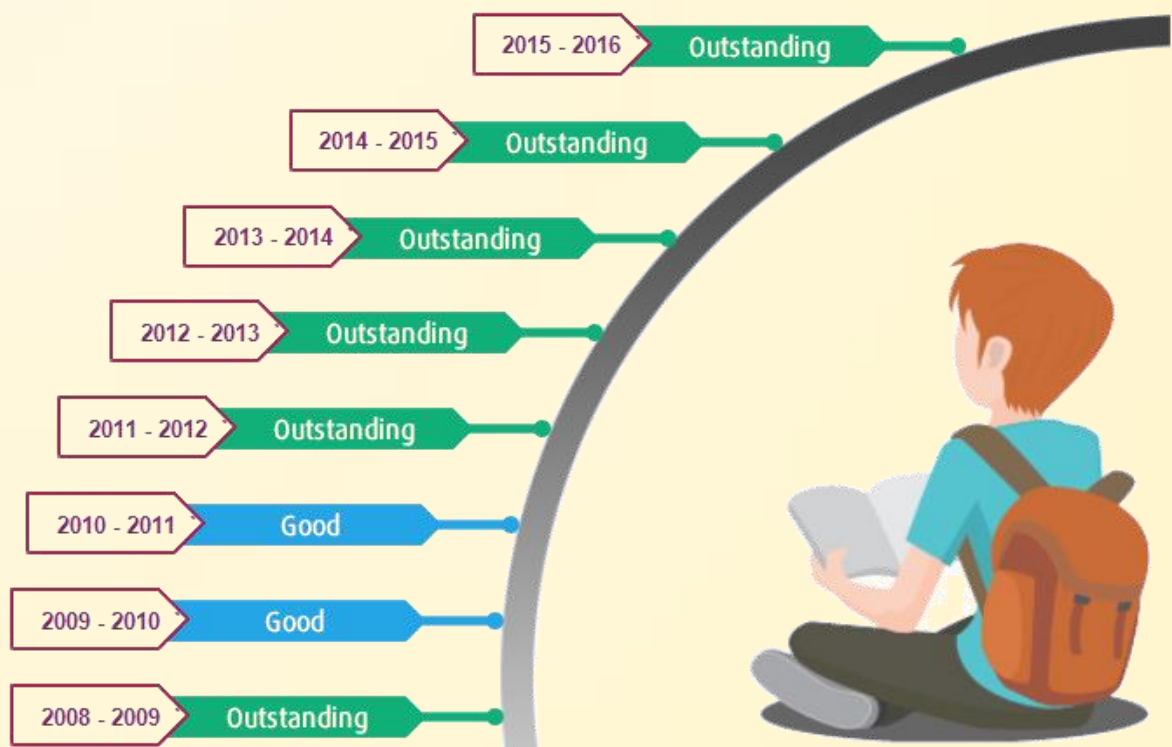


Summary for parents and the community

Jumeirah English Speaking School (Br) was inspected by DSIB from 21 March to 24 March 2016. The overall quality of education provided by the school was found to be **outstanding**.

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

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





How well did the school perform overall?

Overall, the school provided an **outstanding** quality of education for its students.

- Students' achievement in English, mathematics and science were outstanding across all phases. Despite improvements in accelerating students' progress in Islamic education and Arabic, levels of attainment remained uneven in some phases.
- Students' behaviour was exemplary. Students had very positive attitudes, a deep understanding of Islamic values and a very strong sense of social responsibility.
- Teaching and assessment were outstanding in most subjects. As a result, students' learning skills were successfully developed and extended.
- The rich curriculum fully engaged students and played a strong part in promoting their academic achievement and personal development.
- Excellent attention was given to care, and health and safety. Provision for students with special educational needs and disabilities (SEND) was outstanding.
- All leaders and staff had the drive, ambition and determination to sustain and improve further the school's overall effectiveness. They supported other local schools.



What did the school do well?

- The outstanding achievement in English, mathematics and science across all phases
- Students' exemplary behaviour and positive attitudes, together with their deep understanding of Islamic values and strong sense of social responsibility
- The highly effective teaching and assessment in almost all subjects which very successfully developed and extended students' learning skills
- The wide range of experiences across the curriculum that fully engaged students and played a strong part in promoting their academic achievement and personal development
- The excellent attention to care, health and safety, and the outstanding provision for students with SEND
- The drive, ambition and determination of all leaders and staff in sustaining and further improving the school's outstanding overall effectiveness



What does the school need to do next?

- Sustain the current emphasis and leadership drive to improve further the progress and attainment in Islamic education and Arabic.



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

- The progress of students with SEND was outstanding. Highly effective tracking and monitoring systems were used throughout the school to measure progress in all subjects.
- The school kept all parents informed of their children's progress through formal and informal reporting methods, such as electronic mail and through individual discussions and meetings.
- A well organised system for home-school communication was a priority within the school and was highly valued by parents.
- Parents were generally well engaged in developing their children's educational programme. Their involvement and feedback made a positive contribution to the quality of provision.
- Parents had access to very helpful and appropriate guidance, training and support services within the school. Personal contact with parents was managed with great care and sensitivity by the counselling team.

National Agenda Parameter



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

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

Main points:

- The school met the registration requirements of the National Agenda Parameter.
- Progress towards meeting the National Agenda targets was above expectation.
- The school had incorporated the National Agenda into every aspect of its work and had communicated this very effectively to most stakeholders. Parents were the least well-informed. The school believed that achieving the National Agenda requirements would improve the education of all its students.
- A great deal of curriculum development had taken place to ensure areas of weakness identified in the TIMSS and PISA data had been strengthened by greater focus on the relevant cognitive and content areas. This was evident across the school. For example, in mathematics, data analysis was established from the early primary years and a greater focus on reading had produced significant improvements in English.
- Teachers used effective questioning and set tasks to build students' critical thinking and inquiry based skills. This strategy commenced in the Foundation Stage (FS) and, as a consequence, underpinned lessons in most subjects.
- The school was rich in resources. Practical and manipulative materials were used in mathematics and sciences from a very early age to support children's learning. Communication technology was introduced as a learning tool in FS and as students moved up through the school it was used in more complex and sophisticated ways. The older students were confident in the use of graphic calculators and used computers for graphing and simulations. Well-resourced libraries, laboratories and classrooms supported independent research activities, including extended essays and internal assessments in the IB Diploma programme.

Innovation in education

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

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



Promoting a culture of innovation:

- School leaders had initiated and implemented a range of strategies to support the national innovation agenda. The school's innovative approach to professional development and appraisal provided a forum through the newly created school portal. This ensured teachers were up to date on innovation skills in teaching and learning that translated into effective practice. The building design offered grade level learning spaces to promote innovation through collaboration, critical thinking and brainstorming. Flexible workspaces were dedicated for older students. The curriculum was innovative in design and interpretation through enquiry and student investigations, research and STEM projects. Cross-curricular links and a project-based approach allowed for more organic links across subjects promoting creativity. Student-driven initiatives and extra-curricular activities promoted diverse leadership opportunities for students.

Overall school performance

Outstanding

1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	Good ↑	Not applicable
Arabic as an additional language 	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Mathematics 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
Science 	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding 	Outstanding 	Outstanding 	Outstanding 
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding 
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

	All phases
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 



Main inspection report

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

Judgements are made on a six-point scale



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

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

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

1. Students' achievement

Foundation Stage

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	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- Children's attainment and progress in English were outstanding. Children listened very attentively, spoke confidently and shared their ideas. Their skills in reading and writing were developing rapidly because they were able to use their knowledge of decipher text and try out new words independently. Children were keen to engage in conversation, share their experiences and explain their scientific investigations. As children progressed through the phase, they were able to write sentences independently and retell well-known stories. They could form letters correctly and used their phonic knowledge extremely well to write words which were unfamiliar to them. The younger children were able to identify letters and sounds, with increasing accuracy.
- Children's attainment and progress in mathematics were outstanding. Almost all children could count accurately and with confidence to twenty and beyond and solve simple problems. Younger children engaged in practical work very readily and concentrated for some time as they counted objects and put numerals in order. Children could identify two-dimensional shapes and, by the end of the phase, they were very well aware of the properties of three-dimensional objects and how they could build structures which reflected the Dubai skyline. Practical activities helped their progress because they could handle objects and substances to gain a sense of height, weight and volume.
- Children's attainment and progress were outstanding in science. Children were actively involved in practical work, able to record their findings, and examine and explore materials and media. They could offer suggestions about what might happen as they made milk shakes and observed the liquid change colour. Their ideas about the environment were developing very well. This was because they had experiences to consider living things. They handled natural and manufactured materials and noted the differences and similarities in what they observed. Children's developing ideas and perceptions were supported by the close observational work they undertook in examining the features of humans and animals, and the types of traditional clothes and artefacts seen in the UAE.

Primary

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

- In Islamic education, the majority of students demonstrated knowledge above the curriculum expectation. They understood the Five Pillars of Islam, the family of Prophet Mohammed (PBUH), the main principles of prayer and acts that lead to it being void, and the manners of reciting the Holy Qur'an. The majority of students made better than expected progress, such as in understanding the importance of Khushoo in prayer. Students' over time progress was overall good.
- In Arabic as a first language, most students had attainment levels that were in line with curriculum expectations. In lessons, students demonstrated secure listening skills; most were able to understand teachers' instructions and videos shown to them. The progress of the majority of students was often good in lessons. They were able to respond appropriately using short sentences and familiar words. Students were able to write paragraphs about common topics and express their feelings and opinions about objects and people in simple words. They understood the simple rules of grammar such as subject-verb agreement, singular and plural, and present and past. Boys and girls made similar progress.
- In Arabic as an additional language, the majority of students demonstrated levels of understanding that were above curriculum standards. Students understood teachers' instructions and communicated confidently with them and their classmates. They could read and understand short texts about topics of general nature. Their writing skills were improving well. They demonstrated a good understanding of the basic rules of grammar but made a few mistakes in applying these. For example, the feminine and masculine forms of verbs and nouns. Their workbooks and school assessment information indicated they made good progress and so was their progress over time.
- In English, students made outstanding progress in speaking, reading and writing. This was reflected in external tests, internal assessments and in lessons. Students explored a wide range of genres in writing. Very significant gains had been made in student outcomes in this area over the past two years. Students in Year 3, for example, wrote diaries of convicts transported to Australia in the eighteenth century. They replicated the convicts' experiences in written and in digital format. Students with SEND were extremely well supported and made very good progress.
- Students enjoyed an inquiry and practical approach in learning mathematical concepts using everyday resources. Students across the ability range worked co-operatively and efficiently in groups to explore mathematics and solve problems. In lessons, they demonstrated knowledge and understanding that exceeded curriculum expectations. International benchmarking also reflected outstanding attainment and progress. Students enjoyed discussing their mathematical knowledge and understanding using accurate terminology. They were involved in critical thinking, research and independent learning as they worked enthusiastically with numbers, data and shapes. Excellent teaching, interesting tasks, real life contexts and high teacher expectations led to outstanding attainment over a three year period.

- Attainment in science was consistently strong, with most students in Year 6 achieving well above curriculum and international expectations. These outstanding results had been consistent over the last three years. Boys had previously performed better than girls, so the curriculum was changed to raise the profile of science for girls. As a result, girls' attainment and progress had improved mostly to be in line with the boys. Students had plenty of opportunities to structure their own investigations so that their scientific skills and vocabulary were progressively developed. In a Year 4 lesson, for example, students defined questions to ask when investigating air resistance. Most students made outstanding progress from their starting points, including those with SEND.

Secondary		
Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Acceptable	Good ↑
Arabic as an additional language	Acceptable	Good
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic education, most students' attainment as measured against the curriculum standards was acceptable. Students had secure knowledge of Islamic manners and values such as modesty and its importance for everyday life. They knew the differences between Zakat and Sadaqqah. Students were developing their skills in reciting the Holy Qur'an but their memorisation of the Holy Qur'an was weaker. In lessons and in their recent work, most students demonstrated acceptable knowledge, skills and understanding of Islamic concepts. The skills of adding Hadeeth and verses from the Holy Qur'an as evidence to explain their points of views were developing.
- Most students attained levels in Arabic as a first language that were in line with curriculum standards. They had secure listening skills and were able to understand a variety of genres, including literary and scientific texts. They were able to verbalise their thoughts, with a few grammatical errors, and select appropriate vocabulary. Students could understand and recognise the difference between allegory and factual information in text. Their writing skills were acceptable, although their knowledge and application of grammar were weaker. However, their progress against starting points in lessons and over time, and as noted in their workbooks, was good.
- In Arabic as an additional language, students' attainment levels, as reflected in lessons and workbooks, were in line with curriculum standards. Students spoke appropriately using simple short sentences and familiar words. They understood text on familiar topics and were able to discuss and compare simple ideas. Students could write short paragraphs, reports and stories that were familiar to them, using a few prompts. Although, they understood grammatical rules, they made some mistakes in applying them. Their progress during lessons was good.
- Almost all students exceeded international standards in the IGCSE examinations in English. Students demonstrated outstanding critical thinking skills in their response to a range of texts. Students wrote in various formats including narrative and persuasive text and had a very good knowledge of spelling and grammar. Senior students worked constructively on the development of their oral skills. They explored ideas to develop research questions for their individual oral presentations.

- Students made outstanding progress in secondary mathematics. Teachers' high expectations in challenging and interesting lessons had led to outstanding GCSE results over the last three years. Students had developed a good understanding of geometry, algebra, data analysis, statistics and the use of formulae in calculations. Problem solving, investigation and critical thinking were routinely built into lessons. Technology was integral and students used it confidently. Students enjoyed explaining their work using accurate and complex vocabulary. All students benefited from the regular use of relevant and interesting contexts which made their learning more meaningful. Students with SEND were integrated and well supported. They made very good progress.
- Attainment in GCSE additional science and IGCSE separate sciences was well above curriculum and international expectations, with most students achieving A*-B grades. When compared to selective and independent schools, JESS students achieved highly. Results had been relatively consistent over time. At the end of Year 9, almost all students achieved Level 6 or 7, far exceeding National Curriculum expectations. These results were an improvement on the previous year, due to curriculum and assessment improvements. The large majority of students exceeded the targets set for them by at least one level at the end of Year 9. By the end of Year 11 most students exceeded their targets. Progress in lessons was outstanding against the learning objectives set.

Post-16

Subjects	Attainment	Progress
Islamic education	Acceptable	Acceptable
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Outstanding	Outstanding
Mathematics	Outstanding	Outstanding
Science	Outstanding	Outstanding

- In Islamic education, most students attained levels that were in line with curriculum standards. Students were able to explain the differences between Fatwa and Hakum, the consequences of the prophet Mohammed's (PBUH) Hijra from Mecca to Medina. Their skills of reciting and memorising the Holy Qur'an were improving slowly. In lessons, most students made the expected progress in relation to appropriate lesson objectives such as identifying the basic classifications and understanding the four different types of Hadeeth. However, students' abilities to explain or justify concepts with reference to the Holy Qur'an or Hadeeth were underdeveloped. Progress over time was acceptable.
- In English, all students in Year 13, exhibited excellent language skills. Most students demonstrated a very sophisticated technical knowledge of English, which they used to engage in meaningful discussions on literature. The level of dialogue and interaction when discussing the texts of Jane Eyre and the Great Gatsby, for example, were at an exceptionally high level. Students engaged collaboratively through peer review and student-led learning to draw comparative links between texts.
- Attainment and progress were outstanding as evidenced by the confidence shown by most students in manipulating advanced mathematics, higher order thinking and reasoning. Examination results in the IB Diploma had been outstanding over the last three years, with levels above the world averages. These results reflected the consistently high quality teaching that students received. Students of all abilities were supported and challenged to achieve optimum results. Lessons were conducted in highly encouraging learning environments, which included the integration of technology as a learning tool and

the regular use of real life contexts to link curriculum areas and bring the subject alive. As a result, students thoroughly enjoyed their mathematics lessons.

- In all science subjects, attainment and progress were above curriculum standards and world averages, and had been for the previous three years. Biology, at the higher level, was the most successful in exceeding international expectations. The large majority of students consistently met or exceeded their target levels. Progress in lessons was outstanding because students were consistently challenged and supported by teachers with excellent subject knowledge and questioning skills. In a Year 12 biology lesson for example, students were very well supported in researching areas to investigate as personal projects.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students were enthusiastic and motivated learners who were eager to take responsibility for their learning. All students in the primary phase had a learner journal which they used effectively to reflect on next steps. Students were reflective and capable of analysing the outcomes of their own work. During the last academic year the particular emphasis placed on self and peer assessment had been very successful.
- Students had a wide repertoire of learning skills, including collaborative, independent and critical thinking skills. They were explicitly taught the success criteria for effective group work. In some cases students planned and led assemblies. Students' presentations were intrinsic to some projects and lessons. This was exemplified in 'The Living Museum' project in which Year 3 students actively role-played in historical contexts. Senior students used their digital literacy skills to support the professional development of teachers and also led a session on 'The Paperless Classroom'.
- Students had regular opportunities to apply their learning in a real-world context. Skills, knowledge and understanding were applied to new learning contexts in sports, debating the arts and many other activities. Older students had opportunities to engage in work experience placements in which they applied their learning skills in a real world context.
- Enquiry based approaches were embedded across subjects and phases, ensuring students were engaged and responsible for their own learning within lessons. A very wide range of resources, including books and information technology were used for research purposes, where students were taught how to extract relevant information. Research skills were intrinsic and firmly embedded across the curriculum.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students of all ages showed very positive attitudes towards school. They were clearly motivated, enthusiastic and resilient learners with high levels of independence and self-reliance skills. This was particularly evident in the Year 3 Living Museum cross curricular day, where students performed role-plays and informed their visitors with confidence and maturity.

- Students' behaviour was exemplary. Positive behaviour was actively promoted and rewarded, and students showed high levels of self-discipline throughout the school. Older students were exceptionally good role models for younger students. All students were polite and helpful.
- Students treated one another with respect and enjoyed excellent relationships with staff and other students, both socially and in lessons. Students were very considerate and supportive of one another if they had a problem. Trained peer counsellors were available for support, if needed. In the 'Random Acts of Kindness' (RAK) club students initiated ideas of how they would be kind to others.
- Students demonstrated an excellent understanding of safe and healthy living. Students brought healthy lunches to school or chose healthy, nutritional meals from the canteen or snacks from tuck shop. Almost all students participated in extra-curricular sporting activities, many of whom represented the school in competitive events. 'Wake up and Shake up' took place monthly; students, staff and parents came together for a fitness routine to music at the start of the day.
- Levels of attendance were excellent. Lessons began punctually throughout the day.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students across the school demonstrated an excellent appreciation and understanding of the impact of Islamic values and practices on the culture of the UAE. They visited mosques and celebrated Islamic festivals and traditions, such as the community Iftar during Ramadan and Eid Al Adha celebrations. They displayed behaviour that reflected tolerance and respect for all people. They appreciated the Islamic values of generosity, honesty, selflessness and kindness and stated that Dubai and the UAE represented all of this when welcoming people from different nations and backgrounds.
- Students fully respected and appreciated the heritage and culture that influences contemporary life in the UAE. They participated in assemblies, activities, and charity events that reflected their respect for and appreciation of the traditions, heritage and values of Dubai. They were able to identify features of Dubai that had changed over time, such as housing and education. They celebrated the National Day of the UAE in every phase and enjoyed activities such as henna painting, a falcon show, and wearing the national dress.
- Students across the school showed a deep understanding, awareness and appreciation of their own and each other's cultures. They eagerly participated in a range of cultural activities such as the International Day festival with different types of food, music and national dresses. Students were involved in national and international community projects. For example, Year 12 visited Vietnam for a housing building project for the underprivileged. Other students undertook a business studies trip to Thailand, Sri Lanka and Nepal. Students' across the phases enjoyed the diversity of the multicultural community.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the phases were proactive and responsible and contributed willingly to the life of the school and wider community through different roles such as house captains, librarians, kit manager, playground monitors, digital leaders and members of the Charity Committee. They also supported good causes such as Children of Syria, Gulf for Good, the Breast Cancer research, and the Water Cooler Project for building workers in Dubai.
- Students showed an excellent work ethic and had high aspirations, such as becoming lawyers and leaders. The Young Enterprise club members designed, produced and sold personalised festive decoration signs in both Arabic and English. Students from Year 9 to Year 13 participated in the Dubai debating championship held at the school and the Model United Nations, debating topics such as ethical shopping and the purchase of counterfeit goods.
- Students cared for their school and showed an excellent understanding of 'environmental sustainability' and 'greening the desert' concepts. The Student Council in the primary phase conducted a school environmental audit and wrote an action plan with the aim of achieving the 'green flag' status. The curriculum, such as in science and geography, provided opportunities for students to think critically about renewable energy and using the context of the UAE to highlight the social, economic and environmental effects. Conservation in the form of recycling was promoted in and out of the classrooms.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Outstanding	Outstanding	Outstanding

- All teachers demonstrated excellent subject and pedagogical knowledge. Staff kept up to date with new initiatives and best practice through the school's bespoke professional learning system. Extensive digital resources to support teaching were available on the school's website. Regular engagement with staff, students and parents had informed the school of its effectiveness and had targeted the next steps for effective teaching and learning. Ideas were exemplified through 'pupil voice' and the 'light bulb' ideas board for parents.
- Teachers' planning was very detailed, identified clear learning objectives which were shared with the students, and was responsive to previous learning. Objectives and success criteria were identified clearly by students and/or teachers and regularly reviewed in lessons. For example, in transformational writing in the primary school, differentiated success criteria formed an essential part of learning. Resources to support learning were plentiful, imaginative and of a high quality.
- Teacher-student interactions were a real strength in the school. Teachers built strong relationships with students and supported them both inside and outside the classroom. Extra-curricular activities strengthened student-teacher relationships and ensured that students and teachers shared a bond of mutual respect. Teachers were skilled at questioning students. Differentiation and student-led learning sessions had been a recent area of focus.

- Teachers consistently created positive learning environments, reviewing their practice on an on-going basis. Activities encouraged students to evaluate their learning, both in terms of learning skills and content. Teachers used a range of effective strategies to personalise learning, closely matching individual abilities and providing appropriate challenge. Learning assistants and other staff used paired teaching effectively to provide targeted support for students.
- Development over the last two years of 'challenge and choice tasks' demonstrated that students were expected to choose, plan and pursue their own lines of enquiry and record learning in many different and innovative ways. Students regularly reflected on their own learning and explained their thinking. Peer and self-assessment were a regular feature of lessons.
- Teaching in Arabic was generally good. Most Arabic teachers across the phases had good subject knowledge. They knew how their students learned and prepared their tasks accordingly. They used effective teaching strategies and a wide range of resources to meet the needs of individuals and different groups of students. They provided good opportunities for their students to work collaboratively in groups. The promotion of critical thinking skills was less consistent.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- Internal assessment processes were consistent across the school. They provided valid, informative, reliable information that was used to evaluate students' progress against the school's curriculum standards and expectations. The information provided comprehensive profiles of students' academic as well as personal and social development.
- The school employed a wide variety of appropriate international tests enabling comparison with students internationally. Assessment results from individual subjects were analysed in detail. This allowed identification of students' different levels of performance in skills and knowledge, and comparisons were made between subjects and phases. External comparisons were made with attainment levels both nationally and internationally.
- Assessment information was used well to identify strengths and weaknesses in student attainment. Trends were also recognised. The information was cross referenced with data from alternative sources to ensure reliability. Whole school and individual student targets were set. Effective monitoring ensured students were meeting short and long term targets.
- Excellent use was made of both formative and summative assessment information. This was used at every level to plan lessons, modify the curriculum and to cater for the learning needs of all students and specific student groups. Individual target setting supported students in making the optimum progress.
- Teachers knew their students' academic levels and learning styles very well. They used formative feedback effectively in lessons. They understood students' needs and planned effectively for all student groups. Marking was regular and well monitored, ensuring that it provided a high standard of helpful informative feedback. Teachers' follow-up on students' improvement actions was rigorous.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding ↑

- The outstanding curriculum included an extensive range of activities to boost student achievement. There was a high degree of relevance, such as meaningful everyday situations which brought learning to life. The compliance issues which had been raised in the previous report had been addressed. The curriculum for the youngest children in the school was inspiring, with the addition of Arabic from FS1. As students progressed through the school, they experienced increasing complexity in their work, with the added bonus of depth, scope and scale to extend their thinking and promote skills.
- The curriculum offered continuity and progression which meant learning flourished. The provision integrated a range of activities which met the needs of students extremely well, including those identified as SEND. There was considerable forethought into transition arrangements from the time that the youngest children started school to when students moved on to their further education.
- The curriculum was highly engaging and motivating. The quantity and quality of enrichment activities were exceptional with events, trips and excursions on a very regular basis. Topic related activities were very much part of enhancing learning. For example in history, Year 6 experienced being World War II evacuees. The culture and heritage of the UAE were fully integrated within the curriculum. In the older year groups, there was an increasing choice of subjects for students.
- Cross-curricular links and the degree of integration were exceptional. For example in the FS children used their literacy skills very well in scientific enquiry to record their observations. Students in the oldest year groups used their ideas and experiences from observations of the desert to inspire their art work. They gave commentaries of all that had inspired them and the real life influences which had led to their creative work.
- Monitoring of the effectiveness of the curriculum took place as part of the general review of provision. There was an extremely thorough approach to ensuring coverage was maintained, with a relentless drive to continuing development.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- The modification of the curriculum was an outstanding feature across all phases. In mathematics, steps were taken to ensure that there was no gap in the performance of boys and girls. Students with SEND benefited from a targeted approach to modify content in almost all lessons. This strategy had resulted in sustained levels of progress for most subjects.
- The curriculum was exciting, motivational and allowed students to identify and express their abilities in an inspiring manner. A culture of innovation, creativity and the importance of meaningful social contribution permeated all aspects of the curriculum. Students were encouraged to excel in their daily engagements in lessons, in after school activities and to become leaders of the future in business, sports and in caring for society.

- Students were encouraged to celebrate and embrace local and wider world cultures. International days had enhanced collaborative practices among the students. This was exemplified in the colourful displays recounting significant events and unique customs in the countries students came from. The Art and Culture week celebrated the cultural diversity of the UAE and other nations, and was highly valued by the wider community.
- The school offered three 15-minute sessions of Arabic as an additional language per week for children in FS1 and two 20-minute sessions in FS2. The integrated curriculum focused on basic vocabulary, simple common expressions and the mechanics of writing and sound recognition.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- A rigorous child protection policy was understood and implemented effectively by all staff. Training had been extended to ancillary staff. Students felt safe and knew they could approach many staff, including the counsellor or sixth form peer counsellors, with any concerns. E-safety was given high priority. Recent workshops for students, staff and parents, led by a former UK police detective, had ensured a positive impact on staying safe online. The school's filtering and monitoring systems were very effective.
- The school environment was safe, secure, and hygienic. The operations manager oversaw all health and safety procedures effectively. Site security, maintenance, transport, fire safety and evacuations, medical incidents and checks were all meticulously organised. Regular inspections, training and reviews took place to identify possible risks, and parents were regularly reminded of potential dangers.
- Medical staff were very effective in administering healthcare, medicines and routine checks on students. This included vaccinations, monitoring students' height and weight, and helping those at risk of obesity. Effective procedures were in place for the safe storage of medicines and also chemicals in the laboratory preparation rooms.
- All premises, facilities and resources were in excellent condition, creating a safe and pleasant place for learning. They were suited to the educational needs of all students. However, there were no lifts around the school, restricting access to those with limited mobility.
- Healthy living was promoted across the curriculum and all aspects of school life. The school canteen provided a range of nut free, healthy food. There was a 'no hat, no play' policy for younger children, with many shaded areas to play. Students enthusiastically engaged in physical activity.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- The outstanding staff-student relationships were based on mutual respect, dignity and trust. Behaviour was managed in a positive and age-appropriate manner and almost all students understood the school's high expectations. Restorative practices in all phases were a key feature of the positive and supportive strategy the school used to build students' capacity to be responsible citizens.
- Highly self-motivated students attended school on time and were rarely late for any activity. The school had the full support of parents for the systems and procedures used for recording absences and any subsequent actions necessary. Students understood the link between high levels of achievement and good patterns of attendance.
- The school, led by an expert team, had thorough systems for identifying students with SEND. A graduated approach involved parents at every stage, with early intervention a priority. A combination of qualitative and quantitative data was used to identify more able and gifted students.
- Support strategies, where applicable, included in-class support, where a teacher worked with individual students in pairs or in a small group. Across all phases, personalised pathways were further developed to support students' academic performance and extra-curricular commitments. The school was well aware of the importance in supporting students of different abilities and needs, including those academically gifted and creative.
- Guidance and support was a progressive and excellent feature of the school. The personal, social and health education (PSHE) programme was highly effective, with two university counsellors at post-16 level advising students on their choice of university and career options. Staff and parents had access to a school educational counsellor and the arrangements were managed confidentially and sensitively.

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

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

Outstanding

- The SEND team had a wide range of skills and qualifications, which enabled them to provide highly effective interventions across the whole school. Class teachers sought their advice and support regularly to provide inclusive classroom practices.
- All students were accurately identified through the use of carefully selected assessments. The precise identification of students was ensured through highly effective assessment procedures, on entry and in the early years.
- There was a welcoming and positive atmosphere in the Oasis Centres. Parents were made to feel welcome and staff were readily available to discuss their children's progress through formal or informal meetings.
- The curricular modifications were an outstanding match for the individual needs of students with wide ranging abilities. This precision ensured that very high expectations of achievement were maintained and realised across almost all lessons and in all phases.

- The progress of almost all students was outstanding in most subjects. Students benefited from comprehensive and highly effective monitoring systems which were consistently used throughout the school. The guidance counsellors and educational psychologist supported the social and emotional development of a wide number of students.

6. Leadership and management

The effectiveness of leadership

Outstanding

- The recently appointed director was making a pivotal contribution to the school's vision and direction. A review of the school's core values had led to a renewed determination to improve outcomes further for students, from an already highly successful base. The highly skilled senior leadership team was fully committed to achieving the school's goals and was successfully driving improvements. Notably, these included an innovative approach to re-designing the humanities curriculum to incorporate aspects of local culture and traditions.
- Leaders at all levels played a strong part in sustaining the school's high quality provision. There was no complacency and leaders provided many innovative ideas. Subject and year group leaders were excellent role models for colleagues. They were very well-informed about good practice and how teachers could promote 21st century learning skills. Collectively, the leadership team shared a determination to sustain an inclusive school in which all students did as well as they could.
- Consistent professional relationships and streamlined communication were central to the school's effectiveness. The website and communication portal were updated daily, weekly and termly, providing a wealth of information for parents. In addition, the primary and secondary headteachers wrote detailed weekly letters updating the whole community with regard to successes, areas of note and upcoming events. A standard format for internal meetings had been established to ensure a continuous focus on student outcomes and the school's priorities for development.
- Leaders at all levels were constantly seeking to improve. They reflected upon current and future needs with rigour and purpose. External reports were fully discussed and debated and, where appropriate, advice was followed. Leaders were entirely capable and empowered to tackle issues in innovative ways. For example, leaders were considering further improvements in assessment, paperless reporting, appraisal and the use of modern technology.
- Each senior leader had specific accountability for various areas of school life. They were expected to lead autonomously with a degree of empowerment but were held accountable through an effective line manager network. Rigorous self-evaluation and consequent improvement were at the heart of the school. Positive impact was evident, not least, in the improved student attainment in 2015.

School self-evaluation and improvement planning	Outstanding
- Self-evaluation and improvement planning were rigorous and thorough, with very effective systems across all phases to monitor and evaluate provision. Staff, parents and students were routinely consulted. Responsibility for self-review was distributed widely across the staff with key contributions from core subject leaders, leaders of SEND and all members of the senior leadership teams. - The monitoring of teaching was highly effective and centrally focused on how well students were progressing and developing 21st century learning skills. Leaders ensured the strategies that worked best were shared, and provided excellent support and further training where necessary. An innovative approach to identifying and sharing ideas was being introduced using a digital interface to which all staff had access. - Development plans were firmly based on the outcomes of self-evaluation. At the same time, leaders thought creatively and devised ambitious but realistic strategies to move the school forward. Plans included specific success criteria which enabled leaders to gauge precisely whether or not their targets had been achieved. Alongside development plans, a sequence of quality assurance strategies enabled leaders to monitor closely every aspect of the school and respond quickly when necessary. - High standards in English, mathematics and science had been sustained and further improved in some cases. External examination results had improved in both GCSE and IB. Among other improvements were a new timetable for Islamic education, new programmes for values and cultural development linked to social studies, more moderated evaluation of teaching and learning and refined child protection and e-safety procedures.	

Partnerships with parents and the community	Outstanding
- The parents group had a high profile. Parents coordinated numerous school events and supported projects. Class and year group representatives provided an important conduit for communication, information and involvement. School leaders valued their suggestions. Parents were encouraged to be partners in the children's education. Volunteers supported reading in primary classes and helped in the secondary school. For example, they acted as language assistants and gave vocational talks. - The school ran a digital communication system which provided parents with a wealth of information. Parents valued the weekly newsletters outlining students' achievement, events, and activities. 'Meet the Teacher' events and regular parent-teacher conferences, kept parents very well informed, including those with children who had special educational needs or disabilities. Briefing evenings were held to inform parents on curriculum matters. - Parents received regular full and short reports throughout the year about their children's progress, attainment and learning skills. They were alerted to any underperformance and invited to discuss strategies for improvement. Similarly, parents were also informed if a child was excelling or had completed something noteworthy. The student planner provided another useful means of two-way communication.	

- The school was very actively involved in community projects. Charity committees worked with organisations, such as Dubai Cares. Work experience provided many opportunities for students to work in community related organisations, such as 'K9 Friends'. Entrepreneurial projects gave students valuable access to businesses and projects such as 'Dubai Biz' and 'Apps for Good'. Visiting speakers helped to bring the curriculum alive in the primary phase and raised the awareness of secondary students on topical issues.

Governance	Outstanding
• The governing board consisted of volunteers from various professions, a majority of whom were current parents. They met monthly with the director and senior leaders. Other stakeholders were invited to attend meetings when appropriate. Parents, staff and students were surveyed regularly and their views were thoughtfully considered by governors. • Board members were allocated specific areas of responsibility, for example child protection and safeguarding, which enabled them to monitor developments. Senior leaders were held accountable for the school's performance. They regularly produced written and oral reports to governors to keep them up-to-date. Board members worked closely with the director who in turn consulted staff, parents and students to establish a long-term strategic plan. • The board operated highly effectively at a strategic level and regularly scrutinised performance data and the quality of leadership. Board members had a wide range of skills, expertise and experience. They kept themselves well-informed, asked insightful questions, and ensured funds were well spent. They provided wise counsel and actively supported school leaders in meeting the commitment to parents.	

Management, staffing, facilities and resources

Outstanding ↑

- Day-to-day procedures were fully embedded which enabled the school to run smoothly. Leaders, administrative and maintenance staff, and security personnel worked as a coherent team to ensure students' experiences were pleasant and productive. The timetable had been redesigned to facilitate the teaching of Islamic studies, social studies and social values. The changes had also led to a more punctual start to the day, as well as better use of class tutor time.
- Teachers and leaders had a high degree of appropriate qualifications, experience and ability. Staff took full advantage of the comprehensive internal professional development programme, together with external courses. This was a highly significant factor in recruitment and retention. Three new teachers of Arabic and an additional specialist in Islamic education had been appointed.
- The school campus was conducive to learning. Rooms were spacious and provided welcoming and stimulating learning environments for all subjects and phases. Rooms were accessed via open verandas. Numerous trees provided natural shade. Flowering shrubs and grassed areas contributed to the very pleasant outdoor environment. The FS indoor and outdoor spaces were excellent. Further enhancements had been completed in the learning resource centre and facilities for art and design technology had been extended. Central areas in each primary year group and the comfortable sixth form area were used extensively.
- Resources were extensive and of high quality. For example, modern technology equipment included class sets of tablet computers from FS1 to Year 4. Resources for design and technology included a 3D printer and laser cutter. Students took every advantage of the extensive sports and musical equipment. The library was well stocked and very effectively organised.

The views of the parents, teachers and students

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

Responses to the surveys		
Responses received	Number	
Parents* 	2015-2016	227
	2014-2015	147
Teachers 	41	
Students 	218	

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

- Parents were highly satisfied with the quality of education. Almost all were very positive about the level of care and support. All were happy about the quality of the curriculum and the same proportion was positive about extra-curricular activities, resources and assessment.
- Parents felt that their children were well prepared for the next stage of education and life beyond school. A minority disagreed that their children made good progress in Arabic. A few disagreed that the school dealt with bullying effectively.
- Almost all teachers were positive about all aspects of the school's work. A few felt their views were not taken into account. A similar proportion did not feel they received regularly feedback on their teaching or that they were involved in self-evaluation.
- Almost all students were positive about their progress in English, mathematics and science. They were equally positive about their personal development, the quality of teaching, assessment, resources and the curriculum. A minority of students were less convinced about their progress in Islamic education and Arabic. A similar proportion disagreed that homework helped them learn, or that they developed an understanding of Islamic values or a sense of community and environmental responsibility.

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