

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

Inspection Report 2018-2019

JSS International
School LLC

11 YEARS OF INSPECTIONS

Good

Curriculum
Indian



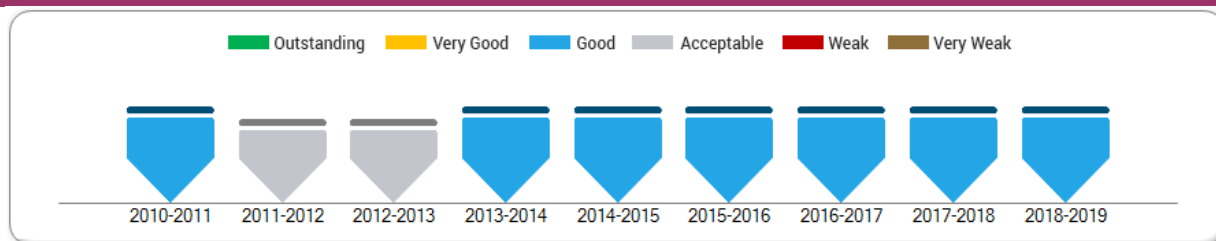
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School Information

General Information	Location	Jumeirah Village Circle - 2
	Opening year of School	2009
	Website	www.jssisdubai.com
	Telephone	042406353
	Principal	Ms. Lata Nakra
	Principal - Date appointed	24/11/2016
	Language of Instruction	English
	Inspection Dates:	08 to 11 October 2018
Students	Gender of students	Boys and girls
	Age range	3-17
	Grades or year groups	Kindergarten 1-Grade 12
	Number of students on roll	2173
	Number of Emirati students	0
	Number of students of determination	96
	Largest nationality group of students	Indian
Teachers	Number of teachers	160
	Largest nationality group of teachers	INDIAN
	Number of teaching assistants	49
	Teacher-student ratio	1:11
	Number of guidance counsellors	4
	Teacher turnover	8%
Curriculum	Educational Permit/ License	Indian
	Main Curriculum	Indian
	External Tests and Examinations	ICSE, ISC
	Accreditation	CISCE
	National Agenda Benchmark Tests	ASSET

School Journey for JSS International School LLC



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Improvements in achievement are evident in Islamic education, Arabic, English, mathematics and science. In the middle and secondary phases achievement is strong and improving. The progress of students of determination is good with most making progress towards meeting their individual targets. The development of learning skills continues to be effective in the KG, and senior phases of the school.
- Students display highly effective personal and social responsibilities, respect for others and a love of learning. Their awareness and understanding of world cultures remains exceptionally strong. Students participate in innovative activities that develop their creativity. They also enjoy developing and deploying their leadership skills. Many students take active roles in social enterprise and entrepreneurial projects within and beyond school.

Provision for learners

- The improved student outcomes evident across much of the school are underpinned by improved teaching and assessment. Of particular note, is the quality of teaching in science across the school, and the generally strong teaching in the secondary school. Assessment systems, the use of external benchmarking data and analysis are significant strengths of the school, as are student self-evaluation strategies in the secondary school.
- Curriculum design is well-developed, and this drives positive student achievement. It is less effective in the primary phase. Curriculum adaptations are equally strong across most of the school. Students of determination benefit from an increasing range of adaptations to meet their needs. The school exceeds the requirements of the National Agenda in how it provides opportunities for enterprise, creativity and innovation.
- Support, care and protection of students are excellent features of the school, providing a very safe, hygienic and secure environment. The school promotes very good attendance and punctuality. Identification of, and support for, students of determination ensure that they make at least good progress in both academic and personal development programmes.

Leadership and management

- The principal, the leadership team and the governors share an innovative and coherent vision which incorporates diversity and student-centred learning. Effective strategic planning and monitoring have resulted in a significant number of improvements. The evaluation of school performance is based upon reliable information relating to all aspects of its work. School leadership is effectively distributed, creating an ethos of collective responsibility and empowerment for staff.

What the School does Best:

- School leaders are highly effective, role models for their staff.
- Students have a strong sense of personal and social responsibility, a positive work ethic, well-developed innovation and enterprise skills and a love of learning.
- Arrangements for health and safety and the safeguarding of students are robust.
- The school is committed to the continuous improvement of outcomes for all its students.

Key Recommendations:

- Improve the implementation of inclusive policy and practice by:
 - refining strategic planning and expanding training opportunities, especially for classroom teachers, to ensure consistently high-quality support for students of determination.
- Develop the capacity of all teachers to consistently provide high-quality learning opportunities that develop students' skills and raise achievements, particularly in Primary and in under-performing subject areas.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good	Good	Good ↑
	Progress	Not applicable	Good ↑	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good ↑	Good ↑	Good ↑
 English	Attainment	Good	Very good ↑	Very good ↑	Very good
	Progress	Very good	Good	Good	Very good
 Mathematics	Attainment	Good	Good	Very good ↑	Outstanding ↑
	Progress	Good	Good	Very good ↑	Outstanding ↑
 Science	Attainment	Very good	Very good ↑	Very good ↑	Very good
	Progress	Very good	Very good ↑	Very good ↑	Very good
		KG	Primary	Middle	Secondary
Learning skills		Very good	Good	Very good ↑	Very good ↑

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

	KG	Primary	Middle	Secondary
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	Very good	Very good	Outstanding ↑	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

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.

Schools Progression in International Assessments

meets expectations

- International assessment data shows improvement in the students' overall scores in the PISA Based Test for Schools (PBTS) in 2017. There are significant performance gains in all of mathematics, science and reading when compared with student PISA results for 2015. There is no progression data available for TIMSS. Progression in National Agenda benchmark assessments is immensely positive with ratings of very good for mathematics and science, and outstanding for English. Student achievement in relation to potential, a comparison of N.A.P outcomes against CAT4 measured potential, is acceptable in mathematics, good in science and very good in English.

Impact of Leadership

is above expectations

- The leadership team is committed to the vision and goals of the National Agenda (N.A). Their N.A. action plan describes the intervention steps as well as the processes for monitoring and measuring outcomes. Leaders are meticulous in both their collection and analysis of data, which has been used extensively to align the curriculum with the requirements of the TIMSS and PISA tests. The school makes most effective use of collated assessment information to influence teaching. Internal assessment techniques are in place to address any weaknesses and enhance the performance of all students in international benchmark assessments.

Impact of Learning

meets expectations

- The school actively and successfully promotes in students, skills of enquiry and higher order thinking, which are very well demonstrated in science in all grades across the school. The introduction of Science, Technology, Engineering and Mathematics (STEM) has been particularly beneficial to students in their acquisition and development of critical thinking and problem-solving skills. Teachers design well-structured laboratory lessons that make tangible key scientific concepts and ideas to help students establish links among hands on activities, scientific ideas and real-life situations. Students employ learning technologies most effectively and creatively in research and individual project assignments.

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

For Development:

- Optimise opportunities for open-ended active learning to the fullest extent possible to enable students to own their learning.

Reading Across the Curriculum

- Reading data is collected regularly from all subject areas and international benchmarking assessments, validating the school's claim that reading scores are improving.
- Across the curriculum, students read extensively and capably. They go on to apply what they have read to comprehend, analyse and solve problems.
- The library programme that is based upon flexible scheduling allows library specialists and teachers of English to support students' development of literacy.
- Leaders recognise the importance of reading and have developed policies and plans to support it.

The schools provision, leading to raised outcomes in reading across the curriculum is Well developed.

For Development:

- Develop the school's library programme to drive further improvements in reading across the curriculum.
- Begin to cross-reference reading scores with CAT4 verbal reasoning profiles to enhance support for all students.

UAE Social Studies

- The school makes sufficient adaptations in the UAE social studies curriculum and provides the resources required to meet the needs of learners.
- Students collaborate well in groups and make connections across different curricular areas. Critical thinking is a well-developed feature of the curriculum as students regularly engage in dialogue and debates.
- In lessons and recent work, a majority of students attain levels that are above the curriculum standards.
- Internal assessment data indicates that a majority of students make better than expected progress in relation to their individual starting points and the curriculum standards.

The school's implementation of the UAE social studies programme is well developed.

Innovation

- Students in the school enjoy launching new projects and in developing their skills of creativity and problem-solving.
- Students have an excellent work ethic. They assume positions of leadership, suggesting ideas for innovative activities that have a positive impact on their school and the wider community.
- These initiatives are supported by leaders who encourage role model approaches to increase students' capacity to think critically within a practical context, to hypothesise and to develop new ideas.
- The school has a proven track record for entrepreneurial undertakings, particularly by older students. This encourages all students to broaden their horizons through a range of activities.
- An innovation leadership group is active and forward thinking in promoting innovation in the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good	Good	Good ↑
Progress	Not applicable	Good ↑	Good	Good

- In lessons a majority of students across all grades attain levels in knowledge and understanding of Islamic concepts which are above curriculum expectations. Students can refer adequately to the Holy Qur'an and Hadeeth in support of their learning.
- Students show steady improvement in their ability to infer the rationale behind prescribed Islamic laws and worship. This is stronger in the secondary phase. In the primary phase, students have wide knowledge of Islamic morals and Seerah and can link it to other learning areas and to real life.
- As a result of improvements within the curriculum and more effective use of assessment data to support learning, students are making better progress with recitation of the Holy Qur'an and Hadeeth.

For Development:

- Ensure lesson plans are balanced and meet the needs of all students in knowledge and application of skills.

Arabic as an Additional Language

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

- Although internal assessment data indicate that students' attainment is good across the school, levels of knowledge and skills in lessons, are only in line with curriculum standards. However, the majority of students make better than expected progress in lessons and in their written work.
- Extended opportunities for vocabulary development results in improved achievements in speaking skills and comprehension. Writing skills are not as well-developed, but most groups are making steady progress. Reading skills are developing appropriately.
- The provision of opportunities for dialogue and conversations enables students to build on prior learning, and this supports positive achievement.

For Development:

- Improve reading and writing skills in parallel with listening and speaking, by ensuring lesson plans are balanced and meet the needs of all groups of students.
- Use assessment information in lesson plans to provide more appropriate levels of challenge.

English

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

- In the Kindergarten (KG), children make rapid progress in speaking and listening. Elsewhere, attainment is very good with students making at least good progress from their starting points. Communication and writing skills are above curriculum standards. In external tests, student achievement is very high in the senior school.
- Students' speaking and listening skills are advanced. Their expressive language and confidence improve significantly as they progress through the school. Writing skills across a range of genre are also well-developed.
- Students are extending their verbal reasoning skills in response to initiatives such as, collaborative learning, "flipped classroom" and "curiosity corner" where learning is more student-led. Students' capacity for problem solving, critical thinking and literary critique is developing well.

For Development:

- Increase opportunities for students to engage in collaborative writing through, critical thinking, questioning and analysis.

Mathematics

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

- Students' achievement in external benchmarks and examinations is outstanding in the secondary phase and improving in the middle phase. Results in the primary phase are good. The majority of children in the KG show good exploratory skills in shapes and patterns.
- Students' problem-solving, investigation and critical thinking skills are highly developed in the secondary phase, where experiential learning is a common feature. This enhances students' acquisition of the skills of reasoning.
- Progress is hindered in the KG by teachers' inconsistency in their approaches to challenging and raising expectations for children. Conceptual understanding in Primary is not always secure due to the rapid pace of some lessons and insufficient time for consolidation. In the middle phase, students are developing strong visual spatial skills when solving complex word problems.

For Development:

- Ensure students get sufficient time in lessons to consolidate their conceptual learning in Primary.
- Provide consistently high levels of challenge and expectations in the KG to accelerate children's progress.

Science

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

- Students in all phases attain well above grade-related curriculum expectations in external and internal examinations and in the majority of lessons. Their examination performance has remained consistently high over the past three years.
- Students develop their scientific thinking and enquiry skills from an early age so that they are very familiar with scientific investigation and concepts. STEM activities contribute significantly to the development of students' confidence in problem solving and skills in critical thinking.
- Students capably apply their learning in different contexts and have improving skills in scientific enquiry and critical thinking. This, in addition to the very positive attitudes and enjoyment of learning science, contributes to the high levels of achievement across all phases.

For Development:

- Support students, more explicitly, in understanding how to perform at, above, and well above, curriculum expectations.

Learning Skills

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

- KG children and students in the upper phases are eager to take responsibility for their learning. They respond well to feedback from their teachers and peers and work collaboratively. They interact purposefully, remain on task and work towards common goals.
- Most students regularly make connections between in-class learning and real-life scenarios from experiences and general knowledge. They capably integrate knowledge, skills and understanding from other subjects, particularly through the STEM initiatives that are embedded in the curriculum.
- Students engage in innovative projects, applying their research skills and using digital devices to solve problems or extend subject knowledge. Information technology is used astutely as an effective tool, particularly in the upper phases, enabling students to access knowledge and work collaboratively with peers when completing assignments.

For Development:

- Provide opportunities for students to think and act more critically and to engage in self-directed learning, identifying appropriate learning paths that are suitable for the achievement of individual targets.

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

	KG	Primary	Middle	Secondary
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' personal and social development is exemplary across the school. They have a very strong sense of personal responsibility and show confidence in expressing their views. They are consistently well behaved, self-disciplined and courteous.
- Students are very respectful to others and enjoy excellent relations with staff and with each other. They engage enthusiastically in discussions and thrive on critical feedback. They show great tolerance, friendliness and courtesy to visitors and sensitivity to other students.
- Attendance is at least very good. Students are punctual to school and lessons. They show strong commitment to safe and healthy lifestyles, as evident when they speak about their food choices.

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

- Students in all phases show an excellent appreciation of Islamic values, such as honesty and tolerance. They are extremely respectful of the heritage and culture of the UAE. Displays across the school illustrate a rich knowledge and experience of culture and heritage from across the world.
- Children in the KG demonstrate excellent age-appropriate appreciation of their own and other world cultures. Students can talk in detail about the UAE vision and can give examples of the cultural features of the UAE.
- Students' strongest capacity is their understanding of their own and other world cultures. This is very evident in their participation in art, drama and music activities.

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

- Almost all students are willing to contribute positively and selflessly to the life of the school. Older students take on positions of leadership, presenting ideas for improvement, including those that have a charitable and positive effect on others.
- Sustainability projects, such as donating books and involvement in the Dubai Vision Energy Conservation project, have been successful in raising students' awareness of global issues. Students make pledges to do their best to conserve the planet through their own social and environmental actions.
- Many students across the school are involved in competitions in the UAE, India and other countries. These, alongside the large number of student-led initiatives within school, show their immense innovative, entrepreneurial, and creative spirit. Students are listened to and encouraged to make the most of all opportunities.

For Development:

- Encourage more age-appropriate leadership opportunities for students in the KG and in Primary.

3. Teaching and assessment

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

- The quality of teaching supports the development of high aspirations and expectations for students. Across the school, there is a strong focus on sufficiently challenging, experiential learning through a problem-solving approach, aimed at developing higher-order thinking skills. Teaching is stronger in the upper phases of the school.
- Most teaching promotes independent learning skills, collaboration and communication. It integrates the creative use of technology for research and assessment for learning. Cross-curricular links and real-life applications are applied well in most lessons. However, levels of support are not consistently sufficient in meeting all students' needs, especially those of students of determination
- In the KG and primary phase, learning is not always sufficiently consolidated prior to moving on. Teaching is sometimes too directed and lacks the highest of what can be achieved, especially for children in the KG.

	KG	Primary	Middle	Secondary
Assessment	Very good ↑	Good	Very good ↑	Very good ↑

- The school's systematic approach to formative and summative assessment shows an improvement in students' achievements, particularly in the upper phases of the school. The correlation with external benchmarks, the use of CAT4 profiles and the ongoing class evaluations have helped bridge gaps in students' skills using efficient intervention strategies.
- The recent adoption of the Ontario and Early Years assessment framework in the KG is providing more effective opportunities to assess children's skills and learning. However, this has yet to impact on the quality of teaching in the KG.
- Students' self-assessment and knowledge of their own learning profiles, including their strengths and weaknesses, encourage them to set aspirational targets that help them improve further. Teachers' marking and quality of feedback are inconsistent across the school.

For Development:

- Improve teachers' marking and the quality of feedback to students.
- Provide more consistently effective learning opportunities and levels of support in the primary phase.
- Ensure activities in the KG are delivered in a child-centred learning environment, setting high expectations for all and appropriate levels of challenge and support.

4. Curriculum

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

- The curriculum is comprehensive and adheres to the prescribed ICSE guidelines. Integration and implementation of cross-curricular links and child-centric practices are more prominent in the other phases than in the primary.
- The learning centres in the KG are creatively set up to provide opportunities for observation, exploration and investigation. The JSS Enrichment Program, known as JEP, is a platform for students to pursue their aspirations in the areas of music, dance and sport.
- Vertical progression ensures that students develop knowledge and skills in a logical sequence. Leaders' continuous review and development ensures that the curriculum is responsive to the demands of the National Agenda.
- The school follows the specific guidelines and an integrated approach for teaching moral education. The curriculum for grades 10, 11 and 12 is enriched with guidance from the Islamic education department.

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

- The curriculum is effectively planned and modified to provide meaningful learning experiences for all groups of students. These modifications have been successful in meeting the needs of most, but not all learners. They are developing a deeper understanding of different cultures, particularly of the UAE.
- Skills of enterprise and innovation are developed through a structured programme. Gamification is used in primary classes to optimise the learning of abstract concepts in mathematics and science. E talks, invention lab, curiosity corner, sustainability projects and business bay are a few of the initiatives that support the development of students' entrepreneurial and innovation skills.
- The school has staged an Islamic Fest, in which 400 students from 40 schools participated. Similar programmes enrich students' understanding of Emirati culture and society.
- Children are exposed to Arabic language in KG2, where simple and small conversations are in place to develop their language skills.

For Development:

- Ensure the very best practices of planning and implementation are embedded in the primary phase.
- Ensure curricular modifications for all students, including those of determination, are developed and fully implemented by all teachers.

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

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

- Exemplary procedures are in place for the health, safety, security and safeguarding of students throughout the school. Centralised systems, policies and procedures ensure the smooth running, maintenance and cleanliness of the building, creating a highly effective and comfortable learning environment.
- The school has recently achieved the Green Building Award, indicating its commitment to creating an efficient building in line with the UAE vision. Other improvements include barriers to improve student safety on buses, tinted windows and rooftop access safety.
- The school provides excellent medical services that focus on prevention and education. Healthy lifestyles are promoted, particularly through the excellent range of vegetarian food offered in the canteen. Students report feeling safe and well cared for.

	KG	Primary	Middle	Secondary
Care and support	Good	Good	Good	Good

- The school is characterised by a caring family ethos, based upon positive and respectful relationships at all levels. Students enjoy school and attend regularly and promptly. Monitoring is regular and careful to ensure any difficulties are identified quickly.
- Specialist staff identify students of determination rapidly and accurately. A range of appropriate measures are put in place to support them and help them improve their progress. Curriculum and support for students of determination is increasingly well-organised and closely monitored. Learning support assistants (LSAs) play a valuable role in promoting students' good progress, but the consistent support by classroom teachers is still developing.
- All staff assign a high priority to the care and support of students. Counsellors, medical staff and teachers respond quickly to students seeking their help.

For Development:

- Build on the recent training initiatives to ensure continued skill development for staff responsible for students of determination, especially classroom teachers.

Inclusion of students of determination

Provision and outcomes for students of determination

Good ↑

- Senior leaders, managers and governors are committed to the progressive development of a fully inclusive ethos in the school. Investment in well-designed training programmes for teachers and LSAs, result in a positive impact on the quality of support for students.
- Students' learning needs are identified with increasing accuracy, with swift and effective action being taken to provide appropriate tailored learning support, as well as interest and challenge for them in most lessons.
- Parents have a positive perception of the school and value the regular information they receive about their children's progress, and the individual guidance and support they are given as parents.
- The quality of support in lessons and the success with which the curriculum is modified are improving following training. There remain some inconsistencies, especially in the primary phase.
- Most students of determination make good progress because their needs are quickly and accurately identified. Most receive good support in class.

For Development:

- Review policies and refine strategic planning to ensure that clear pathways for future development are identified.
- Expand the focus on training, especially of classroom teachers, to ensure a consistent and high-quality approach to modification of the curriculum

6. Leadership and management

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

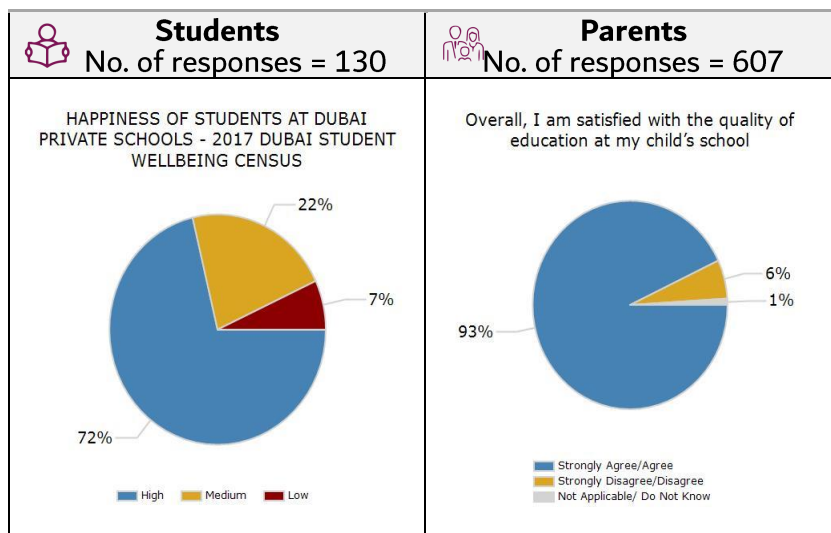
- The principal, the senior leadership team and the governors share an innovative and coherent vision. This vision incorporates valuing diversity and promoting student-centred learning, aimed at equipping young people for their future. Effective strategic planning and monitoring has resulted in improvements across a range of subjects and performance indicators, notably in student progress in Arabic. Strategic planning for the inclusion of students is under-developed. School leadership is distributed, with individual leaders feeling empowered. This creates a compelling and functional ethos of collective responsibility.
- The evaluation of school performance is based upon reliable information relating to all aspects of the school's work. Data are collated to measure the impact of actions on student outcomes, leading to an accurate and comprehensive view of the school's performance. A coherent framework for teacher performance management exists and is based upon teacher effectiveness in supporting student achievement. School leaders design innovative and creative solutions to address the school's and the UAE's national priorities.
- Parents are very satisfied with the academic standards and provision of care. Communication is very good and supported by school's e-portal. Teachers welcome meeting with parents and provide them with advice and support on their children's development. Parents are particularly pleased with the improvements in arrangements for students of determination. Parents are active in supporting a range of school initiatives, such as sustainability projects and supporting workers in labour camps.
- Governors provide skilful guidance and support to leaders. They meet and monitor regularly and hold leaders to account for the learning outcomes of students. They know the school well, and some members have specialist knowledge, such as inclusion, management and teacher education. They also ensure regular student representation. Governors are committed to sustaining high student performance and to increasing enrolment. They are proactive and have provided improved staffing and resources to support the ongoing development of the school.
- The school runs smoothly with efficient use made of learning time. There are sufficient well-qualified staff with a strong commitment to the school and students. There is an increase in the number of learning support staff for students of determination. Staff benefit from an excellent professional development programme that is leading to significant improvements in teaching. The premises provide a stimulating learning environment. A range of specialist facilities and resources enhances students' learning experiences.

For Development:

- Use information obtained from data and review school development plans regularly to ensure that progress against success criteria is tracked and recorded.

The Views of Parents and Senior Students

Before the inspection, the views of the 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 who responded to the survey feel safe at school and have a sense of belonging to the school community. They indicate that they are happy with their teachers and the way they support them in lessons.
 Parents	Almost all parents who responded to the survey are satisfied with the quality of education offered by the school. They indicate that their children have a positive view of their future after graduation.

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