



المعرفة  
Knowledge



## JSS INTERNATIONAL SCHOOL L.L.C

### INDIAN CURRICULUM

VERY GOOD

### DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA  
PARAMETER



VERY GOOD

# CONTENTS

|                                               |          |
|-----------------------------------------------|----------|
| <i>SCHOOL INFORMATION.....</i>                | <i>3</i> |
| SUMMARY OF INSPECTION FINDINGS 2023-2024..... | 4        |
| OVERALL SCHOOL PERFORMANCE.....               | 7        |
| Focus Areas .....                             | 9        |
| Main Inspection Report.....                   | 12       |
| WHAT HAPPENS NEXT?.....                       | 22       |



## SCHOOL INFORMATION



### GENERAL INFORMATION

|  |                            |                       |
|--|----------------------------|-----------------------|
|  | Location                   | Al Barsha             |
|  | Opening year of school     | 2009                  |
|  | Website                    | www.jssisdubai.com    |
|  | Telephone                  | 97142406353           |
|  | Principal                  | Lata Suresh Nakra     |
|  | Principal - date appointed | 11/24/2019            |
|  | Language of instruction    | English               |
|  | Inspection dates           | 09 to 13 October 2023 |



### STUDENTS

|  |                                       |                |
|--|---------------------------------------|----------------|
|  | Gender of students                    | Boys and girls |
|  | Age range                             | 4-18           |
|  | Grades or year groups                 | KG 1-Grade 12  |
|  | Number of students on roll            | 2996           |
|  | Number of Emirati students            | 0              |
|  | Number of students of determination   | 149            |
|  | Largest nationality group of students | Indian         |



### TEACHERS

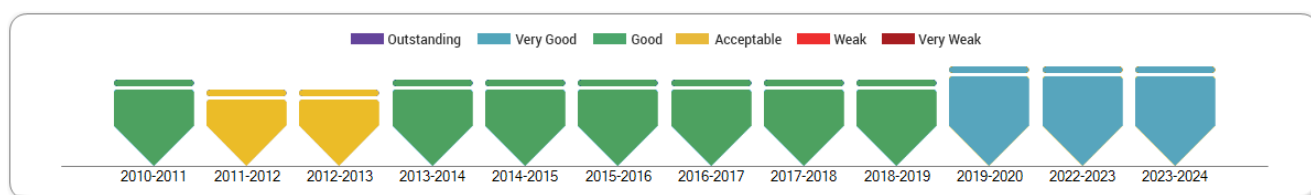
|  |                                       |       |
|--|---------------------------------------|-------|
|  | Number of teachers                    | 205   |
|  | Largest nationality group of teachers | India |
|  | Number of teaching assistants         | 18    |
|  | Number of guidance counsellors        | 6     |



### CURRICULUM

|  |                                  |        |
|--|----------------------------------|--------|
|  | curriculum                       | Indian |
|  | External Curriculum Examinations | ICSE   |
|  | Accreditation                    | NA     |

## School Journey for JSS INTERNATIONAL SCHOOL L.L.C



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

### Students Outcomes

- Very good provision in Kindergarten (KG) results in children making very good progress. Across the other phases, very strong and secure learning skills mean that students' attainment is mostly very good in English, mathematics and science. It is mostly outstanding in the secondary phase. Improvements in students' outcomes in Islamic Education and Arabic have not been secured.
- Students in all phases demonstrate outstanding personal and social development. They are very enthusiastic learners. They work together happily and support one another extremely well. They have a clear understanding and appreciation of the heritage and cultures that influence everyday life in the UAE. They listen carefully to their teachers, participate fully in lessons and show a keen interest in their learning. They behave extremely well throughout the school.

### Provision For learners

- Teachers in KG have a very strong understanding of how young children learn. Teaching in other phases is well developed. Along with students' very good learning skills, it results in very good or better progress in most curriculum areas. Teachers use assessment information to plan carefully what students need to learn next. However, the tasks which teachers set for their students all have a similar degree of difficulty, which is inappropriate.
- The curriculum is regularly reviewed and creatively designed. It is broad and balanced. It develops suitably from phase to phase. Curriculum modifications successfully meet the needs of most students. However, learning activities and challenges in lessons do not always adequately cater for the needs of students with gifts and talents. Extra-curricular opportunities strengthen students' confidence and enterprise. The career guidance programme is effective.
- Teachers know their students well. Students' courteous and responsible behaviour enables everyone to feel secure. The overall rate of attendance is outstanding. The school prioritises students' health and safeguarding. Students' wellbeing is closely monitored. Members of staff are aware of any students who may need additional academic or emotional support. Skilled staff members are available to help, including counsellors, who provide pastoral and careers guidance.

### Leadership and management

- The strong leadership team has a very good understanding of best educational practices. Their ability to develop the school's priorities has resulted in some improvements. Collectively, they have established an inclusive school with a purposeful learning culture, resulting in very good students' outcomes. Relationships and communication in the school are professional and productive. Students' wellbeing is central to all decisions.



### Highlights of the school:

- Students' outstanding attitudes to learning, their enthusiasm to learn and their contributions to the community.
- The vibrant and attractive learning environment and the care given to keeping students safe.
- The very effective leadership in creating an inclusive, caring environment and the very strong partnership with parents.
- Secondary students' outstanding learning skills and achievements in mathematics and science.

### Key recommendations:

- Build on the very good start in KG to establish a whole school approach to reading literacy.
- Raise students' achievements in Islamic Education and Arabic.





## OVERALL SCHOOL PERFORMANCE

Very good

### 01 Students' Achievement

|                                                                                                                         |            | KG             | Primary        | Middle         | Secondary      |
|-------------------------------------------------------------------------------------------------------------------------|------------|----------------|----------------|----------------|----------------|
| <br>Islamic Education                 | Attainment | Not applicable | Good           | Good           | Good           |
|                                                                                                                         | Progress   | Not applicable | Good           | Good           | Good           |
| <br>Arabic as a First Language       | Attainment | Not applicable | Not applicable | Not applicable | Not applicable |
|                                                                                                                         | Progress   | Not applicable | Not applicable | Not applicable | Not applicable |
| <br>Arabic as an Additional Language | Attainment | Not applicable | Good ↑         | Acceptable     | Acceptable     |
|                                                                                                                         | Progress   | Not applicable | Good           | Good ↑         | Acceptable     |
| <br>English                          | Attainment | Very good      | Very good      | Very good      | Outstanding    |
|                                                                                                                         | Progress   | Very good      | Good           | Very good      | Very good      |
| <br>Mathematics                      | Attainment | Very good      | Very good      | Very good      | Outstanding    |
|                                                                                                                         | Progress   | Very good      | Very good      | Very good      | Outstanding    |
| <br>Science                          | Attainment | Outstanding ↑  | Very good      | Very good      | Outstanding    |
|                                                                                                                         | Progress   | Outstanding    | Very good      | Very good      | Outstanding ↑  |

|                 | KG            | Primary     | Middle    | Secondary     |
|-----------------|---------------|-------------|-----------|---------------|
| Learning skills | Outstanding ↑ | Very good ↑ | Very good | Outstanding ↑ |

## 02 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                                 | Outstanding  | Outstanding  | Outstanding | Outstanding |

## 03 Teaching and assessment

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

## 04 Curriculum

|                                      | KG                                                                                              | Primary                                                                                        | Middle    | Secondary                                                                                         |
|--------------------------------------|-------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------|-----------|---------------------------------------------------------------------------------------------------|
| Curriculum design and implementation | Outstanding  | Very good  | Very good | Outstanding  |
| Curriculum adaptation                | Outstanding                                                                                     | Very good                                                                                      | Very good | Outstanding                                                                                       |

## 05 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                                                             | Very good   | Very good  | Very good   | Very good   |

## 06 Leadership and management

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

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



## Focus Areas

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



|                                     |                  |  |
|-------------------------------------|------------------|--|
| <b>A. Registration Requirements</b> | <b>Met fully</b> |  |
|-------------------------------------|------------------|--|

|                                                   | Whole school       | Emirati cohort        |
|---------------------------------------------------|--------------------|-----------------------|
| <b>B. International and Benchmark Achievement</b> | <b>Outstanding</b> | <b>Not applicable</b> |

- With an average score of 593, the school exceeded its target in the Progress in International Reading Literacy Study (PIRLS) test of 2021. On average, students sustained the outstanding judgements in English, mathematics and science in benchmark assessments over the most recent two-year period.

|                                                             |                  |  |
|-------------------------------------------------------------|------------------|--|
| <b>C. Leadership: International and Emirati Achievement</b> | <b>Very good</b> |  |
|-------------------------------------------------------------|------------------|--|

- Senior leaders rigorously analyse outcomes from a range of internal and external assessments. They know in detail the gaps identified from assessment reports. They create action plans and subject recovery plans. The action plans generally indicate appropriate next steps. However, reading targets are not focused or relevant.

|                                                             | Whole school      | Emirati cohort        |
|-------------------------------------------------------------|-------------------|-----------------------|
| <b>D. Teaching and Learning: Improving reading literacy</b> | <b>Acceptable</b> | <b>Not applicable</b> |

- Teachers' knowledge of the reading literacy skills of students is inconsistent, as is their understanding of how to bring reading to life in their lessons. Reading literacy is promoted, although not in creative, coherent or systematic ways. There is no school wide framework for reading literacy to identify students' starting points or development for individual students.

**Overall, the school's achievement of standards in the National Agenda Parameter is very good.**

#### For Development:

- Ensure that there is a whole school framework for reading literacy which can accurately identify starting points and future development for individual students.

## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; Leading and Pursuing Wellbeing, Engaging and Enabling Stakeholders and Student's Wellbeing Agency and Experiences an evaluation of well-being provision and outcomes is provided below:

**Overall, the quality of wellbeing provision and outcome is at a very good level.**

- The new wellbeing committee has helped to improve the wellbeing curriculum. Wellbeing is a priority for the school. Leaders at all levels ensure that the wellbeing of members of staff, students and parents is integrated into all aspects of school life. Information on wellbeing is frequently collected and used to inform decision making. An effective training programme is in place. Weekly meetings develop wellbeing knowledge.
- Students have active roles in the life of the school. The student welfare association supports wellbeing. Parents' views are valued and considered. Students know to whom they can speak if they have concerns. They are confident that they will receive effective advice and support. Members of staff are well cared for by leaders. They are valued and experience high degrees of work satisfaction.
- Wellbeing activities engage students. They participate in an extensive range of local and international initiatives. Students have thorough understanding of how to stay safe online. A positive culture of wellbeing permeates the school community. However, at times, students with the most complex needs engage in activities that may not support their wellbeing.

### For Development:

- Ensure that students with the most complex needs have a carefully devised wellbeing programme.

## UAE social studies and Moral Education

- The Ministry of Education (MoE) curriculum is followed for moral education and for UAE social studies. They are taught as separate subjects, each for 80 minutes per week in the primary and middle phases and in Grade 9. There are 40 minutes per week of teaching in moral education for the other grades in Secondary.
- Teaching generally engages students in challenging and meaningful topics. Assessments of learning are through observation of classroom work and extended activities, which include projects and presentations. There is a final test at the end of three terms.

## Arabic in Early Years

- Arabic is taught in KG2 for 30 minutes once per week. The school follows the MoE curriculum. Children play simple games, sing songs and learn the letters of the alphabet. Assessments of learning are ongoing. Teachers check children's progress during the sessions. Children's attainment and progress in Arabic in KG are not reported formally to parents.



# Main Inspection Report

## 01 STUDENTS' ACHIEVEMENT

### ISLAMIC EDUCATION

|                   | KG             | Primary | Middle | Secondary |
|-------------------|----------------|---------|--------|-----------|
| <b>Attainment</b> | Not applicable | Good    | Good   | Good      |
| <b>Progress</b>   | Not applicable | Good    | Good   | Good      |

- The school's assessments indicate higher attainment than that demonstrated in lessons and in students' recent work. Students' recitation and memorisation of the Holy Qur'an applying Tajweed rules are strengthening features.
- Students in the primary phase have good understanding of the laws of worship, including Wudu, prayers and the Five Pillars of Islam. In all phases, students can relate concepts to the appropriate Hadith and Surahs.
- In the middle and secondary phases, students can discuss Islamic etiquette and the values that govern society, including the etiquette of entering a house, lowering one's gaze, family ties and Islamic dress. They lack sufficient opportunities to prepare and report on research projects.

#### For Development:

- Raise teachers' expectations and the level of challenge on learning tasks and examinations.
- Obtain more accurate assessment data.
- Increase the opportunities for students to prepare their own projects about the values and etiquette of Islam.

## ARABIC AS AN ADDITIONAL LANGUAGE

|                   | KG             | Primary | Middle     | Secondary  |
|-------------------|----------------|---------|------------|------------|
| <b>Attainment</b> | Not applicable | Good ↑  | Acceptable | Acceptable |
| <b>Progress</b>   | Not applicable | Good    | Good ↑     | Acceptable |

- Students' attainment in the primary and middle phases is stronger than that in the secondary phase. External assessment data demonstrate only acceptable attainment and progress in all phases.
- As a result of increased exposure to Arabic, students' listening, speaking and reading skills are well extended. They can read aloud fluently. However, their reading comprehension skills are still developing. Students' writing and their use of correct grammar and syntax are underdeveloped.
- The choice of familiar topics stimulates and facilitates students' learning. In addition, intervention and extra support sessions for beginners accelerate students' progress in the primary and middle phases.

### For Development:

- Extend students' skills in reading Arabic.
- Extend students' knowledge of grammar and its application when writing.

## ENGLISH

|                   | KG        | Primary   | Middle    | Secondary   |
|-------------------|-----------|-----------|-----------|-------------|
| <b>Attainment</b> | Very good | Very good | Very good | Outstanding |
| <b>Progress</b>   | Very good | Good      | Very good | Very good   |

- Students' attainment is above expectations in all phases. External and internal assessment results are strong. Progress is slower in the primary phase. Students' workbooks show high levels of grammatical skills and strong writing skills in the secondary phase. The most able students are insufficiently challenged.
- Students' listening and speaking are strong in all phases. Students are highly articulate and effective communicators. Opportunities for extended writing are limited to lessons and workbooks. Reading is the students' least developed language skill.
- The reading literacy programme has yet to be fully effective at developing students' reading skills, particularly in the primary and middle phases. The reading programme lacks a systematic approach, which is necessary for students to make appropriate progress.

### For Development:

- Increase the opportunities for students to read English resources independently across the school.

## MATHEMATICS

|                   | KG        | Primary   | Middle    | Secondary   |
|-------------------|-----------|-----------|-----------|-------------|
| <b>Attainment</b> | Very good | Very good | Very good | Outstanding |
| <b>Progress</b>   | Very good | Very good | Very good | Outstanding |

- International and internal assessment results demonstrate that students attain very well in all phases. Trends over time show consistent and improving outcomes, with girls doing better than boys overall.
- The use of contemporary scenarios in mathematical problem-solving is a strength throughout the school. In KG, children can estimate and make patterns. Students in the primary grades demonstrate good levels of numerical competencies. In the middle phase students can estimate the length of suspension bridges. Students use appropriate mathematical strategies in most lessons in the secondary phase.
- In lessons, teachers miss opportunities to use the outcomes from daily assessments to inform students of their next steps in learning. Students' work is not regularly marked, which adversely affects attainment and progress.

### For Development:

- Ensure that all work is carefully marked with comments to enhance the progress made by students.
- Ensure that daily assessment outcomes inform students' next steps in learning.

## SCIENCE

|                   | KG            | Primary   | Middle    | Secondary     |
|-------------------|---------------|-----------|-----------|---------------|
| <b>Attainment</b> | Outstanding ↑ | Very good | Very good | Outstanding   |
| <b>Progress</b>   | Outstanding   | Very good | Very good | Outstanding ↑ |

- Children in KG perform well in lessons, demonstrating critical thinking and investigations that are above curriculum standards. They have well developed multi-sensorial capacities and can match, describe, compare and make predictions.
- Students in the middle and secondary phases have well-developed skills of application and analysis, which they use to suggest solutions to various problems. At times, teachers miss opportunities to plan activities and experiments that deal with data analysis and interpretations.
- Students across the two higher phases are proficient in using modern technology tools and resources to further their understanding of complex science concepts. The integration of technology in science lessons is enhancing students' digital literacy.

### For Development:

- Provide students with more activities and experiments that deal with data analysis and interpretation.

## LEARNING SKILLS

|                 | KG            | Primary     | Middle    | Secondary     |
|-----------------|---------------|-------------|-----------|---------------|
| Learning skills | Outstanding ↑ | Very good ↑ | Very good | Outstanding ↑ |

- Students have very positive attitudes to learning. Children in KG and students in the secondary phase are actively engaged, enthusiastic and confident learners. Their learning skills are consistently developed.
- A large majority of lessons feature tasks with appropriate levels of challenge aligned to most, but not all, students' needs. Students' thinking and development of ideas are thereby improved. Independent learning is evident in a majority of lessons.
- In a majority of lessons, enquiry, research, critical thinking and problem-solving are routinely included. In a few subjects, particularly in the primary phase, these aspects figure less often. High achieving students are insufficiently challenged. Their learning skills then fail to develop rapidly.

### For Development:

- Provide opportunities for critical thinking, problem-solving and independent learning in all lessons.
- Provide appropriate challenge for the most able students.



## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

|                             | KG          | Primary     | Middle      | Secondary   |
|-----------------------------|-------------|-------------|-------------|-------------|
| <b>Personal development</b> | Outstanding | Outstanding | Outstanding | Outstanding |

- Students collectively have a strong sense of responsibility and self-reliance. Their willingness to accept their teachers' feedback contributes to supportive and productive learning environments. They are independent learners who are willing to take risks to widen their learning opportunities.
- Students' positive attitudes result in excellent behaviour. They show self-discipline, respond well to others and resolve difficulties in mature ways. They have very positive relationships with adults. They show empathy and tolerance towards others, which enhances the school's atmosphere.
- Most students show a strong commitment to following safe, active and healthy lifestyles. They encourage others to do so. High levels of attendance and punctuality reflect students' clear understanding of the connection between attendance and academic achievements.

|                                                                                    | KG          | Primary     | Middle      | Secondary   |
|------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
| <b>Understanding of Islamic values and awareness of Emirati and world cultures</b> | Outstanding | Outstanding | Outstanding | Outstanding |

- Students have deep appreciation and understanding of how Islamic values affect life in the UAE. They link different aspects of social cohesion in Dubai to the Islamic values of tolerance, charity and justice.
- Students demonstrate excellent knowledge of the culture and heritage of the UAE. They are inspired by the country's leaders. They initiate and participate in celebrations and activities, including National Day and Flag Day.
- Students highly appreciate their own heritage and traditions. Their understanding of the similarities and differences in a range of world cultures promotes their tolerance and respect for cultural diversity.

|                                                    | KG            | Primary       | Middle      | Secondary   |
|----------------------------------------------------|---------------|---------------|-------------|-------------|
| <b>Social responsibility and innovation skills</b> | Outstanding ↑ | Outstanding ↑ | Outstanding | Outstanding |

- Student leaders are responsible members of the school community. They lead a wide range of initiatives, which include Recess Radio, charity drives and art exhibitions. All of these have very positive effects within their school and the wider community.
- Students demonstrate an excellent work ethic. Since the previous inspection, opportunities for all students to develop their entrepreneurial skills have increased, as have events to promote innovative and critical thinking.
- Students have a deep understanding of sustainability and conservation issues. They believe that they can make a difference. All students participate in sustainability projects and use their problem-solving skills to address challenges, which include waste management, climate change, recycling and water conservation.

### For Development:

- Sustain the high level of students' engagement in environmental, innovative and entrepreneurial projects.

## 03 TEACHING AND ASSESSMENT

|                                        | KG        | Primary | Middle    | Secondary |
|----------------------------------------|-----------|---------|-----------|-----------|
| <b>Teaching for effective learning</b> | Very good | Good    | Very good | Very good |

- Teaching in KG and in the middle and secondary phases generally encourages high quality learning and progress by students. Teachers in the primary phase have lower expectations of their students and offer lower challenges, including those provided to the most able students.
- Open-ended questions and the development of critical thinking are key elements of lessons in the KG, middle and secondary phases. Teaching in the primary phase does not ensure that all groups of students are successful learners.
- Teaching frequently provides students with opportunities to develop critical thinking, problem-solving and independent learning skills. However, teaching in a few subjects lacks purposeful development of these skills.

|                   | KG        | Primary | Middle    | Secondary |
|-------------------|-----------|---------|-----------|-----------|
| <b>Assessment</b> | Very good | Good    | Very good | Very good |

- In KG, ongoing assessments of children's learning and development is built into everyday practice. The outcomes of international and internal assessments are rigorously analysed in all phases. Shortfalls in learning are identified.
- In the better lessons, teachers' planning effectively uses assessment information. Teachers use identified development points to direct learning and to provide tasks that challenge students. However, in some lessons, especially in the primary phase, the use of assessment data in these ways is inconsistent.
- Assessments of students' learning in lessons is irregular, especially in the primary phase. Assessments in this phase may not inform learning strategies adequately for the next lesson. In all phases, the use of assessment information occasionally lacks rigour.

### For Development:

- Ensure that all teachers provide appropriately challenging work for their students.
- Provide more frequent opportunities for students to work independently.
- Ensure that the assessments of students' learning in lessons is accurate and comprehensive, and effectively informs future learning activities.

## 04 CURRICULUM

|                                             | KG            | Primary     | Middle    | Secondary     |
|---------------------------------------------|---------------|-------------|-----------|---------------|
| <b>Curriculum design and implementation</b> | Outstanding ↑ | Very good ↑ | Very good | Outstanding ↑ |

- The curriculum reflects the school's vision. It is comprehensive, creatively designed and highly effective. Transitions between the phases maintain a steady learning continuum. The curriculum is extremely well balanced and promotes positive values, attitudes and behaviour.
- Extra-curricular activities, robotics, the curiosity corner, innovative clubs and various competitions enable students to meet their social, personal and emotional aspirations. Students are adept in using everyday contexts and examples of their learning in different subjects.
- Systematic, regular and effective review, based on discussions, assessment data and surveys, has ensured that the curriculum is dynamic and contemporary. It positively influences academic outcomes and students' wellbeing.

|                              | KG          | Primary   | Middle    | Secondary   |
|------------------------------|-------------|-----------|-----------|-------------|
| <b>Curriculum adaptation</b> | Outstanding | Very good | Very good | Outstanding |

- Curriculum modifications, based on careful analysis of evidence, are successful in meeting the needs of most groups of students. Those with gifts and talents are encouraged through extensions to the curriculum. Learning activities and challenges to improve are occasionally inconsistent.
- Curriculum enrichment is ensured through a wide range of innovative activities, special assemblies and competitions. These curricular opportunities help to make students confident and enterprising.
- Extensive learning experiences that impart knowledge of Emirati culture, traditions and heritage are integrated into the curriculum through various activities, programmes and special days. The school's career guidance programme and the extensive community links are appreciated by all stakeholders.

### For Development:

- Incorporate appropriate modifications into lesson plans, so that teaching allows students of all abilities to make the appropriate progress.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

|                                                                                      | KG          | Primary     | Middle      | Secondary   |
|--------------------------------------------------------------------------------------|-------------|-------------|-------------|-------------|
| <b>Health and safety, including arrangements for child protection / safeguarding</b> | Outstanding | Outstanding | Outstanding | Outstanding |

- The school has robust policies and procedures to ensure the welfare, health and safety of students. All members of staff undertake child protection training. They understand that safeguarding is everyone's responsibility. Risk assessments are regularly undertaken. Any issues which arise are swiftly reported and actions are taken.
- The excellent school premises and facilities are maintained to an extremely high standard. Ramps and lifts enable access to all levels of the building and promote a very inclusive environment. School transport routines are exceptionally well organised to ensure students' safety.
- Members of the medical clinic staff maintain accurate records of treatment. They provide students with guidance on healthy living. Students access a wide range of sporting activities to promote their health and wellbeing.

|                         | KG        | Primary     | Middle    | Secondary |
|-------------------------|-----------|-------------|-----------|-----------|
| <b>Care and support</b> | Very good | Very good ↑ | Very good | Very good |

- There are very strong relationships between students and members of the staff. Students are respectful of adults and kind to one another. They consistently demonstrate positive attitudes. The overall rate of attendance is outstanding.
- The inclusion department uses high quality assessment procedures to identify students of determination and those with gifts and talents. However, the levels of challenge and provision for those with gifts and talents may not consistently meet their needs in lessons.
- Students' wellbeing is closely monitored. Teachers are aware of students who may need additional academic or emotional support. Skilled staff members, including counsellors, are available to provide pastoral and careers guidance.

### For Development:

- Ensure that the gifted students are provided with appropriate support.

## INCLUSION OF STUDENTS OF DETERMINATION

| Provision and outcomes for students of determination                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Very good |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <ul style="list-style-type: none"> <li>Leaders have improved the support provided for students of determination. Professionals, including speech and language specialists, occupational and applied behaviour therapists, significantly enhance the provision for students with the most complex needs. A well-qualified inclusion team manages the additional needs of students effectively, in most cases.</li> <li>Trained staff members accurately identify students' needs. Special educators and teachers work in partnership to prepare academic and pastoral pathways. Additional support for students is also available through intervention sessions. Teachers know these students well. They plan learning tasks to overcome potential barriers to learning.</li> <li>There are very strong links between home and school. Parents are fully involved in making decisions about their children. They provide valuable contributions to the individual education plans (IEPs). Teachers make sure that parents are kept well informed about their children's progress.</li> <li>The school is inclusive. Most lessons feature tasks that are differentiated. However, at times this differentiation is inadequately personalised. Students have opportunities to follow alternative education pathways. This ensures that students of all abilities generally receive a curriculum that matches their needs.</li> <li>Effective systems monitor students' progress. Staff members use tracking sheets to check students' understanding. Teachers collaborate with the inclusion department to decide whether additional support may be required. The IEP goals are reviewed termly and new goals are set as required.</li> </ul> |           |

### For Development:

- Ensure that the curriculum for students with the most complex needs is carefully tailored to their abilities.

## 06 LEADERSHIP AND MANAGEMENT

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

- The principal's very good leadership is taking the school forward. The principal is well supported by an increasingly knowledgeable leadership team. The quality of teamwork is strong. Leaders have been very effective at establishing an inclusive school with a purposeful learning culture and in achieving very good standards of students' learning and personal development. Relationships and communications are professional and productive. Students' wellbeing is central to all decisions made.
- Leaders know the school's strengths and areas for development well. However, a few self-evaluation judgments are too generous. Leaders regularly observe teaching, review the quality of students' work and analyse their progress. The school's improvement plan has appropriate priorities. It is underpinned by analysis of assessment information and by monitoring of the school's work. The plan includes a clear, specific timetable of actions for development. School leaders have identified the shortcomings in the teaching and learning of Arabic and are developing strategies to address them.
- Parents take advantage of a wide range of opportunities to be involved in the life of the school. They participate in events and contribute by giving talks on careers, for example. Communication is very strong. Using a variety of online and other methods, members of staff ensure that parents are kept informed on a daily basis of their children's progress and school events. Senior leaders gather the views of the wider parent body in a range of ways, including formal surveys.
- Governors are representative of the school and the local community. Members of the governing board have a wide range of skills that enable them to offer support to school leaders. They share their high aspirations successfully. As a result, the school community continues to improve key aspects of provision. Governors are directly involved in the self-evaluation process. They discuss monthly reports from the principal in order to monitor key aspects of the school. Evaluation processes are effective.
- The school has a wide range of procedures and efficient systems to ensure effective day-to-day operations. It is very well staffed. Members of staff are well trained and qualified. Training is regularly provided and personalised when needed. It has yet to result in very good teaching across all subjects. The premises are attractive and well maintained. Classrooms are large enough to accommodate the number of students.

### For Development:

- Improve the ways that governors evaluate the work of the school and hold leaders to account for its performance



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)