

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

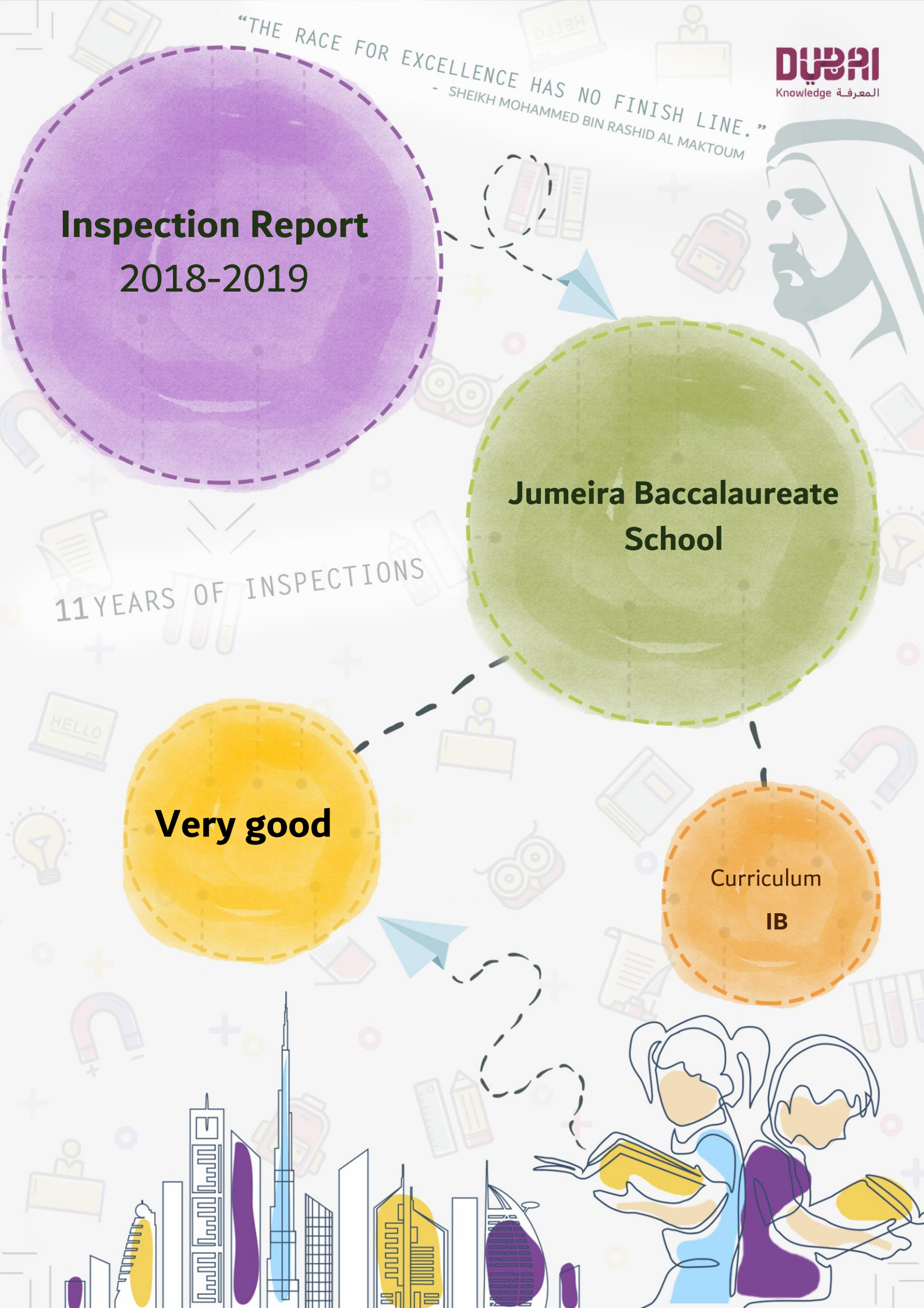
Inspection Report 2018-2019

Jumeira Baccalaureate School

11 YEARS OF INSPECTIONS

Very good

Curriculum
IB



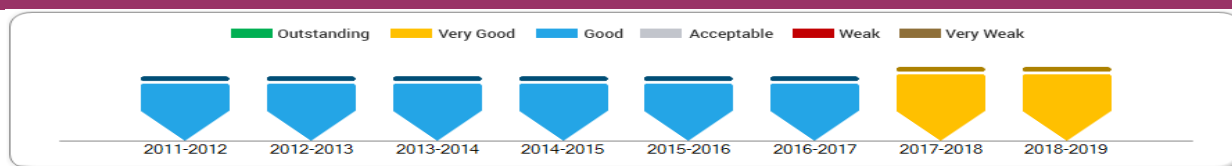
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter.....	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	10
Main Inspection Report.....	11
The View of parents and senior students.....	21

School Information

General Information	 Location	Jumeirah 1
	 Opening year of School	2010
	 Website	www.jbschool.ae
	 Telephone	043446931
	 Principal	Richard Drew
	 Principal - Date appointed	8/30/2015
	 Language of Instruction	English
	 Inspection Dates:	11 to 14 March 2019
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	Foundation Stage 1-Grade 12
	 Number of students on roll	813
	 Number of Emirati students	302
	 Number of students of determination	89
	 Largest nationality group of students	Emirati
Teachers	 Number of teachers	89
	 Largest nationality group of teachers	British
	 Number of teaching assistants	25
	 Teacher-student ratio	1:9
	 Number of guidance counsellors	2
	 Teacher turnover	14%
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	IB
	 External Tests and Examinations	GL, IBDP
	 Accreditation	IBO
	 National Agenda Benchmark Tests	GL, CAT4

School Journey for Jumeira Bacalaureate School



Summary of Inspection Findings 2018-2019

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

- Students have very good learning skills in the school. They make very good progress in the Kindergarten (KG) and the PYP. Senior students achieve very high standards in Arabic, as a first language, English and biology. In most other subjects and phases, students achieve good standards of attainment. Their progress and attainment in Arabic, as an additional language, in the MYP is only acceptable.
- Students' personal responsibility is a strength of the school. They enjoy being part of the school community and value their friendships. They demonstrate respect and consideration for teachers, and for one another. Students are knowledgeable about the Universal values underpinning Islam and of the heritage of the UAE. They are very proud of their own cultures, enjoy being part of multi-cultural environment and are active in organising and participating in charitable events.

Provision for learners

- Teachers' strong subject knowledge and very good understanding of the International Baccalaureate (IB) approaches to teaching and learning, underpin most lessons. Their use of questioning is skillful and employed successfully to challenge students' understanding and thinking. Assessment processes are coherent and meet the IB requirements. Teachers analyse internal and external data thoroughly and make appropriate adjustments to the curriculum and teaching. Teachers know their students well as individuals and learners.
- The curriculum is based on the IB and the UAE Ministry of Education (MoE) guidelines. The curriculum is interesting and flexible with well thought-through. It is adapted well, to meet the needs of students. The co-curricular choices which promote entrepreneurship are widespread and well developed. Students take advantage of a stimulating range of sporting and cultural opportunities.
- The school's provision for health and safety including child protection and safeguarding is very effective. All health and safety policies are reviewed on a regular basis. The school is a safe, secure and pleasant environment for students and staff. Students of determination are supported very well. All students have access to good advice when making informed choices about their future.

Leadership and management

- The strategic leadership provided by senior leaders and governors has helped the school to consolidate its high levels of performance. Self-evaluation procedures inform leaders and teachers of the school's strengths and areas for development. The close partnerships with parents, and their involvement with their children's education, continue to be a major strength of the school. Resources and facilities have been enhanced in this well-managed school.

What the School does best:

- Helps students to achieve very high standards in Arabic, English and biology at diploma level
- Provides an outstanding, inclusive environment which places a high priority on students' well-being and their personal and social development
- Provides senior students with a variety of courses which meet a wide range of academic and vocational aspirations
- Develops and benefits from effective partnerships with students and their parents
- Provides insightful and strategic leadership from senior leaders and governors in realising the school's mission

Key Recommendations:

- Improve students' progress in all key subjects.
- Enhance and adapt the curriculum in the KG, PYP and MYP, to more fully meet the needs of all students more effectively.
- Improve the impact of middle leaders on the quality of teaching, learning and student outcomes in key subjects, especially in the MYP.

Overall School Performance

Very good

1. Students' Achievement

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Acceptable	Good	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Very good
	Progress	Not applicable	Very good	Good	Very good
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable ↓	Not applicable
	Progress	Not applicable	Very good	Good ↓	Not applicable
 English	Attainment	Good	Good	Very good	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very good	Very good	Good	Good ↓
 Science	Attainment	Very good	Good	Good	Good
	Progress	Very good	Very good	Very good	Very good
		KG	PYP	MYP	DP
Learning skills		Very good	Very good	Very good	Very good

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Very good
Assessment	Very good	Very good	Very good	Very good

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good	Outstanding
Curriculum adaptation	Very good	Outstanding ↑	Outstanding ↑	Outstanding

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Outstanding	Outstanding	Outstanding	Outstanding
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (N.A.P.), 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 N.A.P. targets :

Registration requirements

The school meets the registration requirements for the N.A.P.

School's Progression in International Assessments

is approaching expectations

- Progression in TIMSS is not measurable, as the school did not take part in the 2011 session. PISA scores rose in mathematics and science, but only the outcomes in reading met the school's targets. In the 2017 PISA-based Test for Schools, further improvements were made, particularly in mathematics. The 2017 and 2018 GL Progress Tests in English and science show weak progress across all grades, although minor increases were seen in percentage scores. In mathematics, there were moderate gains in Grades 4 to 6 and significantly better judgements for the higher grades. Against CAT4 measured potential, acceptable progress was made in English and science, and good progress in mathematics.

Impact of Leadership

is above expectations

- The National Agenda action plan addresses all issues from the previous report and sets priorities for the future. School leaders are effective in ensuring that internal and external data are analysed to identify curriculum shortfalls and areas where teaching is less effective. They then put in place and monitor changes to rectify these deficiencies.

Impact on Learning

is above expectations

- The development of critical thinking skills is a strength of the school. Students evaluate evidence, set out and test hypotheses, and demonstrate creative thinking. They have the research skills to seek information independently and to combine it with prior knowledge to develop a deeper understanding. They can communicate their findings in various formats.

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

For development:

- Align the curriculum to match more closely the content of the GL tests, and prepare students thoroughly for the TIMSS and PISA benchmarking tests.

Reading Across the Curriculum

- Teachers analyse reading data from internal and external assessments and use it appropriately to secure improvement in reading skills at all levels in the school.
- The majority of students across all phases are confident and motivated to use their reading skills for learning. Attitudes to reading in the school are generally very positive.
- The library programme is linked to the school's reading policy and is aimed at developing strategies to support the cross-curricular reading needs of students' language backgrounds and abilities.
- School leaders are committed to developing analytical readers who will develop into highly motivated and articulate adults through the implementation of a high-quality library programme.

The school's implementation of reading across the curriculum is developing

For development:

- Ensure that all teachers provide students with appropriate reading materials within their subject, to contribute towards the improvement of reading skills across the curriculum.

UAE Social Studies

- The UAE social studies curriculum is planned, adapted and integrated into the PYP and MYP. It caters for the needs of all students.
- Students interact and collaborate purposefully and productively. They use learning technologies very effectively to enable enquiry and research skills.
- In recent project work and lessons, a majority of students make progress and demonstrate levels of knowledge, skills and understanding that are above curriculum standards.
- Summative and formative assessment strategies are used well to evaluate skill development as well as retention of factual content of the programme.

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

For development:

- Critical thinking and problem-solving skills are features of learning but require further development.

Innovation

- In different subjects, students demonstrate that they are creative, reflective and independent. They are able to use technology well, to support innovation in their lessons.
- Students' critical thinking and problem-solving skills have led to new fund raising and community service initiatives and to improvements in space allocation, to timetable and curriculum revisions.
- Teachers create many opportunities for students to develop skills of innovation. The importance of meeting client needs through innovative design is exemplified very well in product design classes.
- Opportunities for innovation and entrepreneurship are embedded across the curriculum and in a wide range of co-curricular activities. This has helped students to succeed in external technology competitions.
- Senior leaders are committed to, and have a very good understanding of, innovation. They are promoting it well across the school.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Good	Good
Progress	Not applicable	Good	Good	Good

- Across all phases, the majority of students make steady progress in acquiring knowledge of Islamic principles and concepts. Progress is at a faster rate in the DP and in the initial grades of the PYP.
- Students in the DP are able to explain the relationship between Islamic Laws and Hadeeth. In the MYP they can link such topics as 'volunteer' to real-life situations. Students in the PYP are secure in their knowledge of the Pillars of Islam.
- Across the school, the skills of applying the rules of recitation and referring to the Hadeeth and the Holy Qur'an remain underdeveloped. In the PYP and DP, boys are making significant improvements in this element. Some students in Grade 4 and Grade 5 still have gaps in their knowledge of Seerah.

For development:

- Improve students' memorisation and recitation skills of the Holy Qur'an across the school, and increase the knowledge about Seerah, especially in grades 4 and 5.

Arabic as a First Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Very good
Progress	Not applicable	Very good	Good	Very good

- A large majority of students in the DP and PYP make better than expected progress in lessons. Students' attainment in the DP is stronger than in other phases, because of their exposure to, and more secure understanding of, challenging literary texts.
- Listening and reading skills are strong across all phases. Students in the DP are skilled in applying literary analysis and are able to expand their answers when challenged by the teacher. In the PYP and MYP, students' ability to discuss ideas in standard Arabic is less secure.
- In the PYP, students are provided with appropriate reading materials to read at home. The process of reading and summarising these stories in their journals, results in improvements in reading and students' development of vocabulary.

For development:

- Ensure the even delivery of all components of the MoE curriculum across all phases.
- Challenge students to extend their speaking and discussion skills in the PYP and MYP.

Arabic as an Additional Language

	KG	PYP	MYP	DP
Attainment	Not applicable	Good	Acceptable ↓	Not applicable
Progress	Not applicable	Very good	Good ↓	Not applicable

- In the PYP, the majority of students achieve above curriculum expectations and make accelerated progress due to very effective teaching. In the MYP, both progress and attainment are acceptable because of teachers' low expectations, often with and a limited focus on the development of communication skills and acquisition of vocabulary.
- Students in the PYP have acquired a wide range of vocabulary which they use to create their own sentences. In the MYP, some students display more limited functional vocabulary. In this phase, students rely too much on online translators for comprehension and writing and therefore speaking, reading and writing skills are underdeveloped.
- In the PYP, independent writing journals are effective in consolidating learned vocabulary and sentence structures. Students benefit from teachers' feedback in correcting their work and in rewriting it.

For development:

- Review the planning and implementation of the MYP curriculum to ensure that all language skills are developed as fully as possible.
- Monitor more closely the progress of writing skills in the PYP in terms of the variety of vocabulary and sentence structure.

English

	KG	PYP	MYP	DP
Attainment	Good	Good	Very good	Outstanding
Progress	Very good	Very good	Very good	Outstanding

- By the second year, the majority of children in the KG exceed the English skills expectations for their ages. In the PYP, students' attainment is strongest in Grades 4 and 5, and they make very good progress across the phase. Students' attainment and progress continue to improve through the MYP into the DP.
- Students' oral skills are consistently strong from Grade 1. Even the youngest students demonstrate sophisticated vocabulary and understanding of language conventions. Oral presentation skills are a particular strength in the MYP and DP. Older MYP students and the DP students demonstrate high levels of skills in reading and writing.
- Although students' skills in English show a trend of improvement in reading and writing, not enough extended writing is carried out in lessons or at home.

For development:

- Students in all grades should write more notes during lessons and write extensively when unsupervised.

Mathematics

	KG	PYP	MYP	DP
Attainment	Good	Good	Good	Good
Progress	Very good	Very good	Good	Good ↓

- Inquiry-led learning is most frequently seen in the KG and PYP classes. In these phases, mathematical skills are acquired most rapidly. The strongest attainment in international benchmarking is in the MYP. The greatest commitment to raising progress and attainment in mathematics, is in the DP.
- Across all phases, students engage enthusiastically in mathematics. In the PYP and MYP, the pace at which work is completed is too slow. In the MYP, there is a need to increase the rigour of the programme so that students are better prepared for the DP.
- Numeracy skills are improving in both the PYP and MYP as a result of new initiatives in these phases. Greater choice and improved resources in the PYP help to provide tasks that match students' needs more closely. The development of skills in critical thinking is better addressed in the MYP through re-designed formal mathematics assessments.

For development:

- Develop students' attainment and progress by enhancing the MYP curriculum to prepare them more adequately for the DP programme.

Science

	KG	PYP	MYP	DP
Attainment	Very good	Good	Good	Good
Progress	Very good	Very good	Very good	Very good

- The majority of students across the school, and a large majority in the KG, are achieving in lessons above the expected curriculum standards. In the DP, attainment is outstanding in biology but is significantly weaker in chemistry and physics.
- The recently reviewed PYP curriculum provides more opportunities for students to experience science in a relevant context. However, there is still the need to develop students' experiences in independent inquiry, including data collection and analysis. Some assessment activities in the MYP are overly complex and are not supporting effective student learning.
- Changes to the delivery of science in grade 10, allowing students to take two separate sciences, is meeting the needs of more students. It is too early to determine whether these changes will have the expected impact on later performance in the DP.

For development:

- Review the MYP curriculum and assessment practices to ensure that students' knowledge, skills and understanding are developed effectively to prepare them for chemistry and physics in the DP.

Learning Skills

	KG	PYP	MYP	DP
Learning skills	Very good	Very good	Very good	Very good

- Across all phases, students are keen to learn and take responsibility for learning, often using the IB 'Approaches to Learning' strategies. They know their strengths and weaknesses and take actions to improve their work. Students interact and collaborate productively in a range of learning situations to achieve common goals. They communicate their achievements effectively, both orally and in writing.
- Students regularly make meaningful connections between different subjects. They apply classroom learning to real life and to new situations.
- Students are frequently innovative and enterprising. They demonstrate strong enquiry and research skills, especially in the MYP and DP. Students of all ages use technology effectively. Critical thinking and problem-solving skills are key features of learning across the curriculum but are more effective in some subjects than others.

For development:

- Allow students' very good learning skills to flourish in all subjects and phases.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students' levels of personal responsibility is a strength of the school. They demonstrate a strong work ethic and thrive on being challenged by their teachers. They are actively involved in the life of the school. Teachers' emphasis on the IB learner's profile during lessons encourages students to be positive and principled.
- Students enjoy being part of the school community and value their friendships at the school. They demonstrate respect, consideration and tolerance for one another and for their teachers. They show empathy and sensitivity to the needs of all others, including students of determination.
- Students have a very strong understanding of how to keep themselves safe and live a healthy life. They consistently make healthy eating choices and stay physically active.

	KG	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Outstanding

- Students fully appreciate the Islamic values and the heritage of the UAE. They are knowledgeable about the UAE leaders and their vision and enjoy celebrating national and international events in the school. Students in the DP speak highly about economic and innovative initiatives in the UAE.
- Students are very proud of their own culture and deeply appreciate the multi-cultural environment in the school. This is particularly strong in the MYP and DP sections of the school. Displays across the school and the extra-curricular activities reflect a rich knowledge of culture and civilisations from around the world.
- New students, who recently joined the school are developing their understanding of Islamic values and UAE culture. They are benefitting from more involvement in activities that emphasise their awareness of Islamic practices and values, as well as cultural aspects of UAE.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students of all ages demonstrate very high levels of community involvement, both at school and beyond. They contribute as volunteers in many ways, for example as tutors in the school and as attendants at the Special Olympic Games in Abu Dhabi.
- Students organise and participate in charitable events such as the Ramadan Fridge for labourers, and in raising funds to buy wheelchairs. They demonstrate dedication to work on special events such as the PYP students' collective production of 'The Button Box.'
- All students take responsibility for maintaining the school environment as a clean, tidy and green place to learn. Students actively work to avoid wasting water, paper, energy and other resources.

For development:

- Continue to improve the knowledge and appreciation of all students regarding the values of Islam as they affect the contemporary society of Dubai.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Very good	Very good	Very good	Very good

- In the KG, teachers and learning assistants work together very well to support children's learning using a range of engaging activities. In the other phases, teachers' strong subject knowledge and understanding of the IB approaches to teaching and learning underpin most lessons.
- Strengths include well-structured lessons and the use of learning technologies. Teachers develop a rapport with students and maintain a good balance between their input and time for independent learning. Their questioning skills are generally used well to challenge students' understanding and thinking.
- Teachers have access to a wide range of assessment and other data about their students and use this information well in planning lessons. How effectively this information is then used to provide appropriate challenge and support for all groups of students is less consistent.

	KG	PYP	MYP	DP
Assessment	Very good	Very good	Very good	Very good

- Teachers calculate students' progress in the PYP and MYP from changes in internal data and by comparing attainment with CAT4 predictions. Their judgements are slightly generous in the upper MYP and in the DP internal assessments in science.
- Assessment processes are coherent. Leaders and teachers analyse internal and external data thoroughly and adjust the curriculum and teaching to improve outcomes. However, there are some inconsistencies in the quality of teachers' feedback and its subsequent follow-up.
- The full details of all students' assessments, including the, Pupil Attitudes to Self and School (PASS) data, are available to teachers in all classes. This information is used well by teachers. Data are tracked effectively and further developments to the tracking system are planned.

For development:

- Improve the planning and delivery of lessons to provide challenge and support for all groups of students.
- Ensure that there is consistent quality and skill in the feedback given to students and that next-steps advice is followed up.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Very good	Very good	Very good	Outstanding

- The curriculum is based on the IB and MoE curriculum guidelines. It offers students a wide range of opportunities to develop their knowledge, skills and personal interests.
- The curriculum has continuity and progression in most subjects, but the schemes of work for students learning Arabic as an additional language are inappropriate in some grades in the MYP. Across the school, effective cross-curricular links enhance learning. Provision for Islamic education is partly incomplete in the PYP, MYP and DP.
- There are expanded choices for students in the DP and after school curricula this year.
- Moral education is taught in an integrated way, with other subjects in the PYP, separately as a discrete subject in the MYP, and in both ways in the DP.

	KG	PYP	MYP	DP
Curriculum adaptation	Very good	Outstanding ↑	Outstanding ↑	Outstanding

- The curriculum is well adapted and modified to meet the needs of all student groups. It is intrinsically interesting, motivating to students and flexible enough to meet the needs of individuals, including students of determination and the most able.
- Staff make very good use of data to adapt the curriculum to meet students' needs. The co-curricular choices which promote innovation and entrepreneurship are widespread and well developed. Students take advantage of a stimulating range of sporting and cultural opportunities.
- Students are enabled to develop an excellent understanding of the culture and heritage of the UAE, through examples used in lessons, celebrations and displays.
- Arabic is taught throughout from pre-KG to KG2 with four sessions per week, each of 40 minutes duration.

For development:

- Ensure that the curriculum for students learning Arabic, as an additional language, in the MYP is set to match their years of study

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

	KG	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The provision for health and safety, including child protection and safeguarding, is highly effective across the school. The swimming pool is maintained to a very high standard and qualified lifeguards are on duty throughout the day.
- All health and safety policies are reviewed on a regular basis. Safety and risk assessment checks are carried out frequently and any concerns dealt with quickly and efficiently. There are very effective safety procedures in place for the arrival and departure of students at the beginning and at the end of the school day.
- The school medical services are very effective and consult with parents as necessary. They are active in monitoring students' well-being and in supporting healthy lifestyles. The school is a safe, secure and pleasant environment for students, staff and visitors.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Relationships between staff and students are exemplary across the school and underpinned by efficient behaviour management systems and caring staff. Students develop responsibility for their own learning, which, alongside encouragement strategies, promotes high levels of attendance.
- Those who have additional learning needs are supported very well, and the school has developed systems to ensure that staff have up-to-date and useful information about all students. Interventions are planned carefully with students taking a growing responsibility for achieving their targets.
- Students approaching crucial decisions about future education are counselled and able to make informed choices. The school is developing its guidance to students earlier in the MYP, so that they understand the implications of particular curriculum pathways on their future careers.

For development:

- Enhance the guidance for careers and curriculum choices by extending and embedding the provision more deeply in the MYP.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- The inclusion department, with support from leaders, plans for and advances the ethos of inclusion. As such, it celebrates its ambition and success on the school website with a welcoming and meaningful introduction for students of determination.
- Students who have additional needs are identified accurately and diagnosed formally and informally, resulting in the development of well-crafted interventions. Leaders have piloted, and are continuing to develop, a small specialist provision for students who are working towards being included in mainstream classes.
- The school and parents work very well in partnership at all levels. Parents value the inclusive practice and contribute actively towards personal plans and goals. Staff are responsive to parents' needs and difficulties and work well to provide timely solutions.
- Support for students' academic needs is very well planned and based on a very thorough knowledge of their strengths and challenges. Consistency in applying the information and advice is developing and is not yet at a high-level for the youngest children with the most needs.
- Social and academic progress is strong and, in some cases, exceptionally good. Staff continually monitor performance and make adjustments to meet students' needs, and in the best examples, within lessons. The information provided to staff, students and parents underpins positive outcomes.

For development:

- Promote greater consistency and rigour with the approaches and target setting for the younger students who have the most challenges to learning in the school.

6. Leadership and management

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

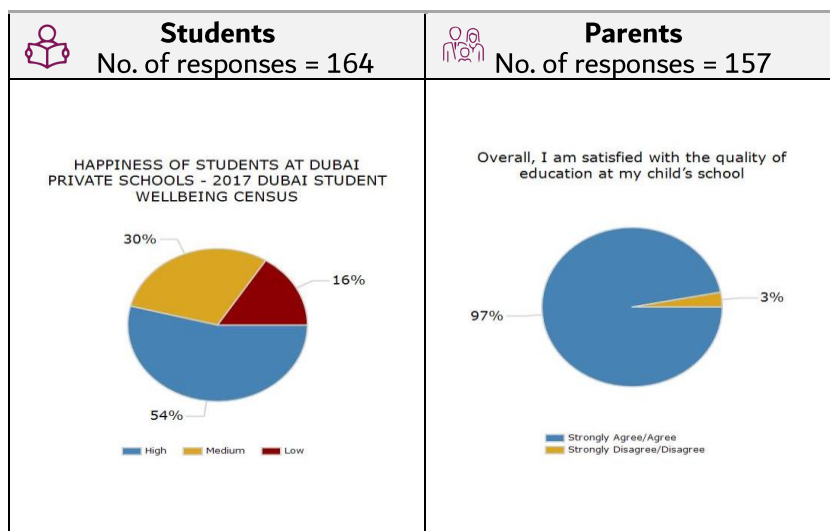
- The principal provides very effective strategic leadership. Senior and middle leaders have established a positive learning culture throughout the school, although not all have been able to bring about sustained, progressive improvement to the quality of students' outcomes. Communication in the school is highly effective. Leadership responsibilities are shared exceptionally well among leaders and teachers. Leaders demonstrate the capacity to develop the school's provision and performance even further. The school has an impressive, inclusive community and is totally committed to the UAE National Agenda.
- The very good range of self-evaluation and review procedures enables leaders and teachers to know the school's strengths and areas of development. Senior and middle leaders monitor the quality of teaching, learning and student outcomes effectively. These procedures help to prioritise the training for staff. The achievements in understanding and improving students' well-being is impressive. The school has a comprehensive range of ambitious improvement plans. Action plans have appropriate targets.
- Parents are extremely happy, and act as real partners with the school. They appreciate the school's commitment to their children's safety, well-being, and happiness. They are very well informed about their children's learning and consider that the open-door policy and the communication with school leaders and teachers is very effective. Parents appreciate the impact which the rich co-curricular activities have on the life of their children. The school, in partnership with parents, regularly makes contributions to community events.
- The governing body knows parents' views about the school from the parent representatives on the School Advisory Board and from annual surveys and informal contacts. The owners bring their expertise to their role for the benefit of the school. The school is held to account through Taaleem's rigorous approach to governance and has benefitted from the expertise of the governing body. The board has provided sufficient funding to appoint highly qualified staff and carry out upgrading work on the school.
- All aspects of the day-to-day management of the school are effective and efficient. Well-qualified staff are deployed in almost all areas of the school to support students' learning. An extensive programme of professional development enhances teachers' skills. The learning environment is well-resourced, spacious and stimulating, and is used to provide many opportunities for students to be engaged fully during the day. The recently refurbished outdoor facilities in the KG and lower PYP provide additional opportunities to extend learning. Students with mobility issues do not have access to all areas of the school.

For Development:

- Improve the impact of the middle leadership in all key subjects.
- Improve access in all buildings for those members of the community with mobility issues.

The View 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	On most measures of social and emotional well-being, Grades 6 to 9 students feel the same as other students in Dubai. Emirati students in this school feel safer and have a greater sense of belonging than Emirati students in other schools. The figures for bullying are low and broadly the same as in other schools. Participation in sports is higher than the Dubai average.
 Parents	Almost all parents who responded to the survey are satisfied with the quality of education provided. Approximately one quarter of parents are involved with school activities more than once per month. Most think their children are kept safe and are happy in school. Parents feel that teachers help their children to learn effectively.

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