



المعرفة
Knowledge



JUMEIRA BACCALAUREATE SCHOOL

IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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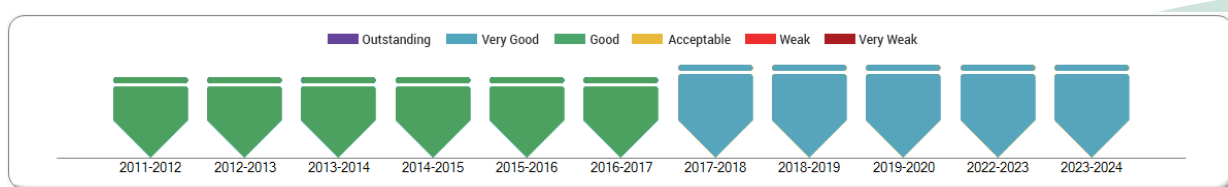
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SCHOOL INFORMATION

 GENERAL INFORMATION	 Location	Jumeirah First
	 Opening year of school	2010
	 Website	www.jbschool.ae
	 Telephone	97143446931
	 Principal	Richard John Drew
	 Principal - date appointed	8/30/2015
	 Language of instruction	English
	 Inspection dates	22 to 26 January 2024
 STUDENTS	 Gender of students	Boys and girls
	 Age range	4 to 18
	 Grades or year groups	KG 1 to Grade 12
	 Number of students on roll	1499
	 Number of Emirati students	308
	 Number of students of determination	162
	 Largest nationality group of students	Emirati
 TEACHERS	 Number of teachers	109
	 Largest nationality group of teachers	British
	 Number of teaching assistants	45
	 Number of guidance counsellors	3
 CURRICULUM	 Curriculum	IB
	 External Curriculum Examinations	IBDP, BTEC
	 Accreditation	IBO, CIS, ACE

School Journey for JUMEIRA BACCALLAUREATE SCHOOL



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

- Students' achievements are good or better in all subjects, and outstanding in English in DP. The achievements of children in Kindergarten (KG) as they begin their learning are very positive. In PYP, attainment in English and in Arabic as an additional language, and progress in Islamic Education in DP, are all showing improvement. Students' learning skills are very good across the school.
- Actions taken by leaders have had a positive impact on students' self-responsibility, especially in MYP, resulting in outstanding outcomes across the school. In all phases, students demonstrate an effective, age-appropriate understanding of Islamic values and appreciation of the culture and society of the UAE. There is an extensive range of enterprise and innovation activities throughout the school.

Provision For learners

- Teaching and assessment in all phases are at least very good. However, teaching is inconsistent. There is some outstanding practice in all areas of the school, notably in DP. Assessment is systematic. Students are tracked effectively to measure their progress.
- The school provides an outstanding curriculum in most areas. It meets the needs and interests of almost all students, including students of determination for whom the curriculum is well adapted. Students have opportunities to opt for either the Diploma Programme or the Careers-related Programme after MYP. The school offers some students instruction through the medium of French.
- The health, safety and protection of students are priorities. Together with the very effective support and guidance for all students, the result is a school ethos where inclusivity and wellbeing permeate the whole school community. Students have ample opportunities to participate in physical activities and to lead a healthy lifestyle. Support for future pathways is very effective.

Leadership and management

- The new senior leadership team is aiming for a consolidation and improvement in students' outcomes. Self-evaluation has identified areas for improvement, and development plans are focused on them. Parents are very supportive of the school. The governors act as critical friends and ensure that leaders are held accountable for students' performance. The school's facilities and resources are conducive to learning.

Highlights of the school:

- The commitment to health, safety, child protection and care and support.
- The development of Islamic Education, Arabic and English, leading to improvements in students' achievements.
- The design and delivery of the curriculum, including the Francophone programme, and the increasing number of pathways for older students.
- The opportunities for students to participate in a wide range of extra-curricular activities.
- The very good progress of children in KG.

Key recommendations:

- Develop a whole-school approach to improve the consistency of teachers' use of the IB assessment criteria.
- Enhance cross-curricular connections and links to the everyday world.
- Allow sufficient time in lessons for students to consolidate and reflect on their learning.



OVERALL SCHOOL PERFORMANCE

Very good

01 STUDENTS' ACHIEVEMENT

		KG	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Very good ↑
 Arabic as a First Language	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Very good	Good	Very good
 Arabic as an Additional Language	Attainment	Not applicable	Very good ↑	Good	Not applicable
	Progress	Not applicable	Very good	Very good	Not applicable
 Language of instruction	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 English	Attainment	Very good	Very good ↑	Very good	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
 Mathematics	Attainment	Very good	Very good	Very good	Good
	Progress	Very good	Very good	Very good	Very 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

02 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	Outstanding↑	Outstanding↑	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

05 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

06 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](#)

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.



A. Registration Requirements	Met Fully	
	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Outstanding
Overall, students achieved an outstanding judgement in the Progress in International Reading Literacy Study (PIRLS) 2021. The number of Emirati students presented for PIRLS was statistically insignificant. In the English, mathematics and science benchmarking tests, students in the whole-school cohort and those in the Emirati cohort on average achieved outstanding progression judgements.		
C. Leadership: International and Emirati Achievement	Outstanding	
Leaders have an accurate understanding of the gaps identified in the benchmark assessment reports for all groups of students. Action plans accurately identify next steps to address the skills and content gaps. There is a clear additional focus on the Emirati cohort. Leaders ensure that teachers personalise learning, informed by assessment outcomes.		
	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Good

Overall school standards in the National Agenda Parameter are very good.

For Development:

- Develop students' reading literacy scores to align with internal and benchmark English assessment outcomes.
- Integrate details of the arrangements for Emirati students, and the action plan to promote reading literacy, into one overall National Agenda action plan.

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 students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

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

- Wellbeing is a high priority and is integrated into the school's ethos and culture. Leaders have a clear vision and direction. They are aware of strengths in provision and areas of focus for the coming year. Wellbeing is identified in school policies and development plans. Time and resources are dedicated to its promotion over the whole school. Leaders regularly gather comprehensive wellbeing data which strongly inform decisions.
- Some students are empowered through leadership roles such as wellbeing mentors and ambassadors. However, they do not have enough input and therefore impact on provision in the school. Parents have many opportunities to engage in different aspects of the school. They benefit from the school's open-door policy. Members of staff are supported in their roles through mentoring and coaching. The relationships between adults and students offer students opportunities to develop independence and confidence in their learning.
- Curriculum planning is customised to a range of wellbeing needs. Teachers successfully develop classroom climates where wellbeing is prioritised. Students have a strong sense of belonging to the school community. They acknowledge the school's highly caring approach. They are respectful of one another and are secure and engaged in their learning. Students manage their own wellbeing and are thoughtful when considering others. Relationships between students and adults are strong and based on mutual respect.

For Development:

- Provide more opportunities for students' opinions to be heard.
- Rigorously monitor and evaluate the impact of wellbeing initiatives.

UAE social studies and Moral Education

- The UAE social studies curriculum and the moral education programme follow the Ministry of Education (MoE) standards. Both programmes follow the moral, social, and cultural studies (MSCS) framework. Students benefit from teachers' subject knowledge, additional resources and visits to places that stimulate interest. Teachers plan lessons which are aligned to the required MoE standards and integrated with the Units of Inquiry that complement the IB programme of study.
- Moral education and UAE social studies are taught by well-qualified teachers who plan elements of the curriculum to engage students of all ages and abilities. The IB learner profile and values contribute to the development of students' ethics. Visits enable students to develop their local historical, geographical and cultural knowledge. They include a visit to the Al Thuraya Astronomy Centre to develop understanding of the universe.

Arabic in Early Years

- Arabic is taught in KG by five teachers for four periods of 40 minutes each week. One teacher has Early Years qualifications. Children learn the alphabet and the short and long vowels in Arabic. Assessment strategies are systematic. Teachers use both ongoing and final assessments to provide information on children's overall attainment and progress. The use of direct teaching provides very few opportunities for children to learn through play and independent activities. Teaching approaches are not flexible enough to cater for the needs of all groups of children.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

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

- The majority of students are achieving above curriculum standards in all phases. In DP, students' engagement and application to their learning results in a better rate of progress.
- In PYP, students explain how to perform acts of worship. In MYP, students consider the meanings of Holy Qur'anic terms. In DP, students discuss Islamic principles applied to various family situations. However, a few students find it challenging to explain some concepts.
- Modified teaching and a range of age-appropriate activities contribute to improving students' progress, especially in DP. A number of students in PYP and MYP participate in relevant extra-curricular activities like Holy Qur'an competitions, further supporting their achievements.

For Development:

- Improve students' understanding of specific Islamic terminology and concepts.

ARABIC AS A FIRST LANGUAGE

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

- The majority of students in PYP and DP are performing above curriculum expectations. The application of grammar to creative writing in MYP is less secure. Emirati students' progress is similar to that of their classmates. Girls achieve better than boys in lessons.
- Students' listening and reading skills are well developed. Generally, they read with understanding and analyse different types of texts independently. Students in DP have a sound knowledge and understanding of literary works. Students' use of standard Arabic is insecure in all phases.
- The school has introduced daily reading activities in all phases, and debate in DP, to improve literacy and speaking skills. These activities have not yet had an impact on students' language skills in MYP.

For Development:

- Improve students' use of standard Arabic in all phases.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- The majority of students in MYP achieve above curriculum expectations. Students in PYP achieve better because of consistently effective teaching. In PYP, students make very good progress in speaking because of daily practice in lessons.
- Students' reading and listening skills are well developed. Students in PYP have a good range of vocabulary which they use effectively to communicate in different contexts. In MYP, students' communication is limited to familiar topics. While students write at length, accuracy is less developed.
- Consistent use of speaking activities and additional teaching time impact positively on PYP students' vocabulary and speaking skills. In both PYP and MYP, teachers' constructive feedback helps students to improve their written work.

For Development:

- Provide students in MYP with more consistent opportunities to gain confidence in speaking in Arabic.
- In both phases, improve the accuracy of students' writing.

ENGLISH

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

- Children make rapid progress in KG, where spoken language contributes to high attainment. In MYP and DP, students' attainment and progress in literacy skills is confirmed by external assessments and students' work, but not always by internal assessments.
- In PYP, students' reading has improved as a result of targeted intervention and the development of vocabulary. This, and a focus on the accurate use of grammar, has contributed to better writing. All students use assessment success criteria to support their attainment of the lesson objectives.
- A structured phonics scheme in KG provides a strong foundation to support children's literacy skills. Other initiatives include success criteria that students use to monitor their writing, and activities to strengthen DP students' academic writing skills.

For Development:

- Expand the intervention programme to accelerate progress for all students.
- Ensure that planning for students' progress is based on more reliable internal assessments.

MATHEMATICS

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

- The large majority of students achieve above expected levels of attainment and progress in KG, PYP and MYP. While progress remains strong in DP, attainment is lower than in the other phases.
- Children in KG learn about basic number, shape and patterns. In PYP and MYP, students learn more advanced computation of numbers and fractions, measurement of shapes and probability. In DP, students can use quadratic equations and relate them to everyday situations.
- When given the opportunity to share their learning in mathematics, students do so confidently, using appropriate mathematical vocabulary. While they frequently select their own level of challenge in the problems they solve, they do not often initiate their own mathematical inquiries.

For Development:

- Improve attainment in DP by ensuring that students pursue their mathematical studies at the appropriate level.
- Pace lessons to allow time for students to share their learning,

SCIENCE

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

- Progress is strong in all phases. While attainment is high in external benchmark assessments, this is not reflected in lessons or students' work in either PYP or MYP. Achievement overall is influenced by the lack of regular investigative practical work in all phases.
- In KG, children engage in experiential science which builds on their natural curiosity. In PYP, teachers aim to develop students' research, problem-solving and inquiry skills. Often, work is too superficial to build a solid base of sequential scientific knowledge in preparation for MYP.
- In both MYP and DP, the absence of consistent rigorous and challenging practical activities hinders the development of scientific thinking and independent investigative skills. Students are not well prepared for success in DP examinations.

For Development:

- Ensure that, in all phases, students engage in regular investigative practical work.

LEARNING SKILLS

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

- Children in KG are independent learners. Students in all phases collaborate well and communicate effectively. In some lessons students have too few opportunities to demonstrate their learning. Emirati students are sometimes hesitant to lead in group situations.
- All students use inquiry and research skills, especially when learning independently. In PYP, students use technology well. In MYP and DP, students do not use technology efficiently enough to make meaningful connections between subjects.
- A focus on collaboration is improving all students' communication. A large majority are competent problem solvers and critical thinkers. However, they do not have enough opportunities to apply their skills to problems which reflect everyday situations.

For Development:

- Provide students with more opportunities to apply their skills to everyday problems.

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

	KG	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding ↑	Outstanding

- In KG, children are well behaved and adhere to class routines. Students' positive attitudes towards learning are strongly evident. They enthusiastically participate in a range of extra-curricular academic, sporting and cultural activities.
- In general, students respect the behaviour management policy. They have positive relationships with their fellow students and teachers. They are sensitive to the needs of others and are tolerant and inclusive.
- Leaders have improved the school's ethos and culture, especially in MYP, promoting positive relationships and behaviour. Students understand how to lead safe and healthy lifestyles. Student levels of attendance are excellent.

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

- In KG, children show an understanding of Islamic values. They recognise Emirati national emblems and traditional clothing. In MYP and DP, students are active in promoting Islamic values and Emirati heritage and culture.
- Some students go on regular Umra trips to Makkah. They participate in charity activities, and collect food and clothes to help the needy in the local community. They celebrate National Day and Flag Day.
- Teachers promote Islamic values and Emirati culture. Students take the lead in celebrating Islamic and Emirati national events. Displays around the school, students' artwork and projects, all promote Emirati achievements and success stories.

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

- Students make positive contributions to the school. They take on leadership roles. They participate in socially responsible and humanitarian initiatives, fundraising and local and international interschool competitions.
- Students have a strong work ethic. They appreciate opportunities to initiate and manage projects and to be innovative through science week, personal design projects and exhibitions, and problem-solving challenges.
- Environmental sustainability and recycling are actively promoted. Students have initiated the introduction of reusable food trays in the cafeteria and the installation of water stations across the school. Children in KG grow and care for herbs and vegetables.

For Development:

- Improve attendance and punctuality.

03 TEACHING AND ASSESSMENT

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

- Across all phases, most teachers plan interesting learning experiences. Teachers have secure subject knowledge and engage students using a wide range of strategies. Questioning to assess students' understanding, knowledge and thinking is not fully developed.
- Teachers begin lessons with a recap of prior learning and clearly explain learning objectives. Lessons have a good balance of activities. Students work independently or in groups. Discussions are productive. Students make good use of the success criteria for self-assessment.
- An induction programme supports new teachers' knowledge of the school context and curriculum. Teachers' use of technology to provide visual stimuli engages students and contributes to a motivating and positive environment that enables students of all abilities to learn successfully.

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

- Internal and external assessment arrangements are secure. Leaders and teachers make effective use of ongoing and final assessments. The assessment of older students' work is not always rigorous enough, including the required prediction of grades.
- Students often have opportunities to self-evaluate their work. Sometimes, teachers respond. Students' assessments of others' work are much less frequent. There is some inconsistency in the quality of teachers' response to students' written work.
- The system of colour-coded levels of tasks is working well. It enables students to take responsibility for their own learning and to reflect on how well they are doing. Where teachers make time for a plenary at the end of the lesson, this is most effective.

For Development:

- Improve the effectiveness of teachers' questioning to promote higher-level thinking and critical responses.
- Ensure that there is greater consistency in teachers' use of the IB assessment criteria to plan and assess students' learning.
- Ensure that teachers provide regular feedback to students on their written work, and constructive guidance for improvement.

04 CURRICULUM

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

- The curriculum has a clear rationale and is aligned to the school and UAE visions. It is broad, balanced and effectively develops students' skills, knowledge and understanding. The range of choices in MYP and DP provides opportunities to develop students' talents and interests.
- Students learn systematically, building on previous knowledge and skills. Transitions between phases are well managed. There are stronger cross-curricular links in PYP. Students are well prepared for the next stage of their learning, whether in school or beyond. Leaders conduct regular curriculum reviews.
- Senior students have a choice of academic pathways. Students follow the full Diploma Programme award, the Careers-related Programme (CP) or DP courses. Careers counselling aims to help students to choose the best options to suit their academic abilities, interests and future careers.

	KG	PYP	MYP	DP
Curriculum adaptation	Outstanding	Outstanding	Outstanding	Outstanding

- Improved differentiation, additional modifications and well-planned interventions ensure that students receive work that meets their needs and accelerates their progress.
- Students initiate and participate in a broad range of regular extra-curricular activities. The creativity, activity and service programme (CAS) has encouraged students to make valuable social contributions. Creativity, innovation and enterprise appear across the wider curriculum.
- The curriculum includes learning experiences that develop students' knowledge and understanding of the history, culture and society of the UAE. Emirati traditions, values and culture are also celebrated on special days.

For Development:

- Ensure that all areas of the curriculum include contexts that help to develop a stronger understanding and awareness of the history, culture and values of the UAE.

05 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

- Students' safety and wellbeing are high priorities for the school. Well-resourced security measures are in place. Evacuation drills are systematically rehearsed. Stringent risk assessments are implemented for all external activities.
- Buildings and outdoor areas are rigorously maintained, and any incidents addressed quickly. Comprehensive, secure records are kept. Safety around school and private transport is strictly managed. Well-resourced security measures include CCTV and 24-hour security services.
- Medical personnel provide high-quality medical and personal care. In partnership with the physical education department, they promote safe and healthy lifestyles across the school.

	KG	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Relationships between staff and students are very positive. Teachers know their students well. There is an effective behaviour management and tracking system. Leaders have introduced a comprehensive anti-bullying programme.
- Rigorous systems and procedures identify students of determination and those with gifts and talents. As a result, students have access to appropriate curriculum modification, personalised learning and provision. Students with gifts and talents are extended in their lessons through open-ended tasks and higher-order questioning.
- Students' wellbeing and personal development have high priority. Counsellors and the inclusion team ensure an appropriate level of support. Well-judged careers advice helps senior students to make informed choices about their career pathways.

For Development:

- Ensure that the overall quality of support enables all students to make their best personal and academic progress.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Inclusion is embedded in the school's key mission statements. Well-developed policies and plans successfully support students with complex needs. Since the previous inspection, the focus on increased involvement of middle leaders with the inclusion team, and improved facilities, have resulted in highly effective provision for almost all students.
- Rigorous identification procedures ensure that barriers to students' learning are identified. Most teachers understand these barriers and students' needs. As a result, appropriate interventions are in place. Students who experience the most significant needs are supported through targeted individual education plans (IEPs).
- Leaders encourage parents' involvement in their children's learning. They listen to parents' concerns and opinions. Teachers provide feedback on attainment, progress levels and individual targets. Parents are active participants in their children's education. They are fully involved in the development and review of IEPs.
- Most students of determination receive differentiated learning and support within mainstream classes. Planning and teaching are relevant and meaningful. Effective learning support is integrated across phases and matches students' needs, learning profiles and ability levels. Students develop confidence, resilience and greater independence.
- Leaders have developed a rigorous focus on tracking, monitoring and evaluation. In most cases, students' progress against individual targets is carefully tracked. Learning support assistants (LSAs) help to meet students' individual needs. Most students make consistently better than expected progress and acquire a range of appropriate knowledge and skills.

For Development:

- Increase teachers' knowledge and understanding of students' needs and the use of appropriate strategies to ensure consistency of support.
- Maintain continuous rigorous tracking of students' progress in relation to their individual targets.

06 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

- Senior leaders are aiming for a consolidation and an improvement of students' outcomes at all levels. They have a thorough knowledge of the best practices in teaching, learning and assessment. Although leaders do work very well together to identify best practices, some of these are not consistently implemented. Relationships and communications are open and positive. Middle leaders are not equally effective in bringing about improvement.
- The school's processes for self-evaluation provide accurate and appropriately evaluated outcomes. There are systematic and rigorous processes for the monitoring of teachers. Some carefully developed plans for improvement are based on the recommendations of the previous inspection. They are beginning to show positive impacts on students' outcomes. The school is sustaining its performance over time.
- Leaders are highly successful in engaging parents as partners in their children's learning, especially the parents of students of determination. Formal reports, three times per year, give information on students' academic achievement and personal growth. Parents welcome the opportunity to talk with teachers at parents' evenings and informally on other occasions. Leaders are receptive and respond respectfully to requests and suggestions. Connections with other schools and the wider IB community benefit both students and teachers.
- School governance is through the Taaleem Board of Governors supported by a school advisory board (SAB). Governors regularly seek and carefully consider the views of parents and other stakeholders. The SAB meets regularly with student leaders. Governors carefully monitor the school's performance and ensure that leaders are held responsible for students' outcomes. Governors have a positive influence on the school.
- The day-to-day management of the school is efficient and effective in supporting students' learning. Short time allocations occasionally hinder outcomes in science and other practical subjects. The school is well staffed. Teachers are deployed effectively. They benefit from opportunities for professional training. Facilities and resources are generally appropriate to meet students' needs and interests. Access to all facilities in the Secondary building remains limited.

For Development:

- Hold middle leaders fully accountable for their responsibilities.
- Review the MYP and DP timetables to maximise the time available for teaching each subject, especially practical subjects.
- As a matter of some importance, improve access to the Secondary building.



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

