



المعرفة
Knowledge



JUMEIRAH ENGLISH SPEAKING SCHOOL

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA PARAMETER



VERY GOOD

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SCHOOL INFORMATION



	Location	Al Safa
	Opening year of school	1976
	Website	www.jess.sch.ae
	Telephone	97143945515
	Principal	Timothy Luke Rees
	Principal - date appointed	4/1/2022
	Language of instruction	English
	Inspection dates	06 to 10 November 2023



	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS1 to Year 6
	Number of students on roll	751
	Number of Emirati students	23
	Number of students of determination	61
	Largest nationality group of students	UK

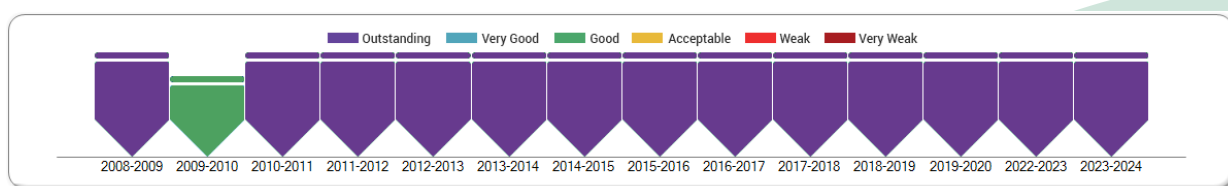


	Number of teachers	51
	Largest nationality group of teachers	British
	Number of teaching assistants	43
	Number of guidance counsellors	2



	curriculum	UK
	External Curriculum Examinations	NA
	Accreditation	BSO

School Journey for JUMEIRAH ENGLISH SPEAKING SCHOOL



SUMMARY OF INSPECTION FINDINGS 2023-2024

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

Students Outcomes

- In both the Foundation Stage (FS) and the primary phase, students' excellent achievement in English, mathematics and science has been maintained. Students make good progress in Islamic Education and Arabic as a first language, although attainment remains acceptable. Attainment and progress in Arabic as an additional language are acceptable. Students demonstrate high levels of independent learning skills.
- Throughout the school, students exhibit a strong sense of belonging. They display self-confidence and a strong sense of personal responsibility. In lessons, they have positive attitudes towards learning. Their behaviour is exemplary. Students show respect and appreciation for their own and other cultures. They possess a very strong work ethic and take the lead in school events and in entrepreneurial activities.

Provision For learners

- Teachers have expert subject knowledge and strong teaching skills. They ensure that lessons are creative and imaginative and have very high expectations. In FS, lessons are well structured. Planning is linked to other areas of learning. The school constantly reviews its internal assessment procedures and ensures that assessment information in Primary is accurate and reliable and meets curriculum expectations.
- The broad and balanced curriculum, aligned to the National Curriculum for England (NCfE), effectively engages students across the school and motivates them to learn. Links with the culture and society of the UAE are promoted in some subjects. Students can explain the importance of learning about the society in which they live. The regularly reviewed curriculum is modified appropriately to meet the needs of all groups of students.
- Provision for health and safety, including arrangements for child protection and safeguarding, is excellent throughout the school. High-quality medical care and the promotion of healthy lifestyles support students' health and wellbeing. The school is a nurturing and welcoming environment for all groups of students. Members of staff are alert to any worries and concerns. They provide excellent advice when it is needed.

Leadership and management

- The headteacher leads the senior leadership team by example. He demonstrates a high level of professional expertise and a commitment to sustaining a highly performing, inclusive school. Members of the governing board are experienced and highly competent. They have a well-informed understanding of the school's performance. The school is very well managed in a calm, purposeful atmosphere.

Highlights of the school:

- Highly effective senior leadership and governance
- Excellent students' outcomes in English, mathematics and science, and strong learning skills
- The firm commitment to inclusion
- Students' excellent personal and social skills
- The stimulating and cohesive learning environment

Key recommendations:

- Raise students' achievement in Islamic Education and Arabic.
- Ensure that performance appraisal targets are linked to students' learning outcomes and supported by focused professional training.
- Develop procedures for evaluating the impact of wellbeing strategies.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Acceptable
 Language of instruction	Attainment	Not applicable	Not applicable
	Progress	Not applicable	Not applicable
 English	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
 Science	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

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

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

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Outstanding 

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Outstanding
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
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Very good

- With an average score of 643, the school exceeded its target in the 2021 Progress in International Reading Literacy Study (PIRLS) by 22 points, placing it in the advanced international benchmark. In English and science, students sustained an outstanding judgement over two years, and improved from very good to outstanding in mathematics. Emirati students sustained good judgements in English, very good in mathematics and outstanding in science over the previous two years.

C. Leadership: International and Emirati Achievement	Very good
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- Most leaders closely analyse the reading and other benchmark assessment reports to identify any areas of underperformance. This information is then used to ensure that the curriculum is adapted to close any gaps or barriers to learning. Their National Agenda action plan appropriately highlights the next steps to support international assessments and improve reading literacy across the school.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Very good	Good

- Most teachers use reports from benchmark reading assessments to plan interventions to support students with reading literacy levels that are below age-related expectations. For example, interventions to address identified gaps in students' reading comprehension skills have been successful. This has improved the reading literacy levels of all groups of students, including Emirati students. Teacher's understanding of students' needs is very strong. Their interventions for struggling readers are well designed and closely monitored for positive impact. Inviting libraries and library competitions, together with visiting authors, newspaper and Shakespeare clubs and World Book Day, all contribute to the school's reading culture.

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

For Development:

- Ensure that there is more explicit reference to the development of reading literacy skills in all subjects,
- Evaluate the impact of strategies to improve reading literacy skills.

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 well-being provision and outcome is very good.

- The school's collaborative leadership, which includes board members, prioritise wellbeing principles based on the school's vision of producing students who 'make a difference'. The experienced and well-qualified wellbeing leader ensures that the school's policies, practices and programmes are linked to the wealth of wellbeing assessment information gathered from a range of sources. The wellbeing team provides effective leadership for the promotion of wellbeing in the school. The team has identified that data collection is not systematic enough.
- School leaders project a strong commitment to improve wellbeing provision and outcomes. They engage staff, students and parents in helping to shape its practice. The student executive group is part of a student-centred approach which allows students' views to be heard. They contributed, for example, to the creation of free flow playground zones. Staff express very high levels of satisfaction, reporting excellent support for their wellbeing, leading to very high staff retention.
- Students from a young age can accurately talk about their own wellbeing, and that of others. They understand the factors that can impact on their safety including while online. Although in a few classrooms students report lower levels of engagement, they almost always express very high levels of positivity. They say that they feel happy and safe at school. They are active members of their community. They would like even more opportunities to promote wellbeing strategies and to support one another both in classrooms and around the school.

For Development:

- Enhance opportunities for students to take responsibility for leading wellbeing strategies within classrooms and around the school.

UAE social studies and Moral Education

- The school teaches moral social and cultural studies (MSCS) in English. The Ministry of Education (MoE) curriculum is followed using an appropriate series of resources, including MoE textbooks, videos, artefacts and absorbing experiences.
- Teachers' expectations are high, as is the level of challenge in learning activities. Teachers plan creative and imaginative lessons. They encourage students to reflect on the social and cultural heritage of the UAE, and to discuss moral issues. Extra-curricular visits and activities enrich both programmes.

Arabic in Early Years

- Arabic is taught in FS through short adult-led learning experiences and play-based learning by two teachers. Through storytelling and singing of stories and songs that the children are already familiar with in English, they learn new vocabulary in Arabic. They also learn about intonation and the rhythm of the language. In Year 1, Arabic is taught simultaneously in two classes, each split into three 40 minute sessions. These classes are taught by three teachers. The curriculum builds upon what was introduced in FS2, effectively preparing the children for the more rigorous and compulsory curriculum they will encounter in Year 2. Ongoing assessments allow teachers to monitor students' progress.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Students' progress in lessons varies significantly. When English is the medium of instruction, students engage effectively and articulate their thoughts about Islamic beliefs. They adeptly connect their knowledge of Islam to everyday contexts, underpinned by substantial evidence.
- Proficiency in Holy Qur'anic recitation and memorisation varies across year groups. Analytical skills improve progressively, particularly among students in Years 5 and 6. Students' understanding of the Islamic context and its correlation with religious evidence is evident in their written assignments.
- Teachers effectively assess students' knowledge and skills. Assignments provide opportunities for critical thinking. However, students' depth of analysis of Islamic concepts and evidence-based reasoning are variable. .

For Development:

- Raise attainment and narrow the achievement gap between different groups of students.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- Students display varying competence. They can match letters and sounds and use this for expression and communication. However, many encounter difficulties in speaking fluently. Some students' lack of confidence in using the language is linked to limited opportunities to use Arabic in lessons.
- Students understand written texts and can express their understanding in simple language. They can also produce effective responses to varying degrees. Extended writing in notebooks is not always grammatically accurate. Expectations of what students can achieve are not high enough.
- Teachers make use of digital platforms to enhance students' reading skills. However, opportunities for students to engage in guided reading activities in lessons are limited.

For Development:

- Improve students' competence in all four language skills.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Acceptable

- Students can express themselves in a simple manner when describing their surroundings. They can convey their immediate needs through direct communication with other students and their teachers. However, in most contexts, they have difficulty in constructing extended sentences.
- Students describe letter shapes using memorised words. They can read words aloud and explain their meaning. Their speaking skills are limited. As a result, the ability to use the language as an effective means of communication is limited.
- A few differentiated activities in lessons, especially in the lower Primary, have accelerated students' progress. However, not enough account is taken of students' differing abilities in the planning of learning activities.

For Development:

- Provide more opportunities for students to use Arabic as a means of communication.

ENGLISH

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- The language rich environment in FS develops children's language skills effectively. This provides a firm base for primary students who become fluent speakers and excellent listeners. They develop wide vocabularies and can confidently justify their ideas and opinions.
- Students demonstrate strong reading skills with adept use of inference and prediction. They use linguistic and literary devices effectively. Accurate grammar enables students to plan sophisticated, engaging and compelling writing for a range of purposes and audiences.
- A new phonics scheme has improved outcomes in reading and writing. The use of a closely linked reading scheme and a revised curriculum have ensured that students continue to make rapid progress.

For Development:

- Monitor the impact of the new phonics programme to ensure consistency in teaching and learning.

MATHEMATICS

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Internal and external assessments confirm that the attainment and progress of most students across the school is above curriculum expectations. This excellent achievement is also seen in students' workbooks and during lessons.
- Knowledge and understanding of number are a strength across the school. In FS, children effectively add two numbers together to equal ten. By Year 6, most students can successfully use their knowledge of number operations to order fractions. They can decide on the information required to solve mathematical problems related to everyday contexts.
- The recently introduced emphasis on using mathematical vocabulary and requiring students to prove and explain their thinking is promoting deeper understanding of abstract mathematical concepts. Older students do not routinely use manipulatives to enhance this development.

For Development:

- Consolidate the use of manipulatives in upper Primary to deepen students' mathematical reasoning.

SCIENCE

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- In FS, children rapidly build an understanding of the world around them and develop skills of observation, prediction and investigation. From this strong start, students in Primary swiftly develop their knowledge and understanding of scientific concepts and the skills of scientific enquiry.
- In Primary, students develop a strong command of the scientific method, including hypothesising and ensuring validity. As a result, students' higher-order thinking is strongly developed. However, students are not provided with enough open-ended science investigations.
- Teachers constantly review their practice to ensure that the level of challenge matches students' abilities. In lower Primary, students have improved their enquiry and investigation skills through well-organised continuous provision. The achievement of Emirati students is above curriculum expectations.

For Development:

- Provide more opportunities for students to engage in open-ended science investigations on a regular basis.

LEARNING SKILLS

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Learning skills are a strength of the school. Students are highly engaged, enthusiastic and eager to embrace new challenges. They collaborate well and are very supportive of one another. They can present their findings and discuss their ideas fluently.
- Students are adept at linking current learning to prior experiences, other curriculum areas and the wider world. Critical thinking and problem-solving are embedded in most lessons. Students are innovative and enterprising in their approach to learning. They can use learning technology independently.
- Improvements in lower Primary include students' attitudes to learning, which are now very positive. They are fully involved in learning in almost all subject areas. Students know their strengths and weaknesses and are very clear about how to improve their work.

For Development:

- Ensure that full use is made of students' capacity for independent learning in all subjects.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Throughout the school, students exhibit a strong sense of community and belonging. They are proactive, confident and responsible. In FS, children are engaged in appropriate leadership roles.
- Students demonstrate self-discipline and are supportive of one another. They foster a sense of inclusivity and uphold mutually respectful relationships, creating a harmonious school atmosphere. In lessons, students have positive attitudes towards learning. Their behaviour is exemplary.
- Students make healthy food choices and benefit from programmes that promote physical exercise. They maintain regular attendance and punctuality at the start of the school day.

	Foundation Stage	Primary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding

- Across both phases, children and students display a profound understanding of Islamic values. They recognise their significance in daily life within the UAE. They are aware of the harmonious alignment of tolerance, coexistence and security.
- In Primary, students understand the importance of upholding Islamic values and of showing respect for the culture and heritage of the UAE, more so than in FS. Special attention is given to the celebration of national and Islamic occasions during assemblies. Students in Year 5 and Year 6 play a prominent role in their organisation.
- Students' diverse cultural backgrounds contribute to the respect and appreciation shown for their own and other cultures. Students can describe the positive impact that an understanding of diversity has on their personal development.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- In both FS and Primary, student-led initiatives contribute to the school and wider community. Positions of responsibility enable students to develop leadership skills and encourage enterprise.
- In FS, teachers create a positive and supportive learning environment in which children are eager to learn and to take initiatives. In Primary, students demonstrate a very strong work ethic. They take the lead in school events and in entrepreneurial activities.
- Students participate in a rich array of opportunities to develop environmental awareness. They initiate projects including the production of a video on Green Matters, recycling in each classroom and the design and construction of a new school garden.

For Development:

- Extend children's understanding of Emirati culture and heritage in FS.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Teachers have expert subject knowledge and strong teaching skills that they apply effectively to promote learning. Lessons are creative and imaginative, with very high expectations. Challenge and support are strong features of teaching. Time and resources are used skilfully to ensure excellent outcomes for all.
- Teachers' interactions with students are harmonious and supportive. Questioning probes learning. Discussion promotes reflection and insightful contributions. Critical thinking, problem-solving, innovation and independent learning are strong features. However, teaching in Islamic Education and Arabic is less consistent.
- Teachers are adept at building on prior learning. In FS, lessons are well structured, and planning is linked to other areas of learning. Effective lesson planning ensures that successful learning strategies are embedded in most lessons, and that any barriers to learning are successfully reduced.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding ↑

- The school's internal assessment procedures provide valid and reliable measures of students' achievement and progress. The procedures are coherent and consistent across both phases. Benchmarking against external assessments confirms the accuracy of the school's assessments.
- A notable aspect of the school's assessment practice is the systematic collection and rigorous comparison of internal and external data, which includes measures of students' cognitive development. This information is used to modify learning activities to meet the needs of all groups of students.
- The school constantly reviews its internal assessment procedures to ensure that assessments align carefully with curriculum expectations. The effectiveness of assessment systems in Islamic Education and Arabic is variable.

For Development:

- Ensure consistency in the quality of teaching in Islamic Education and Arabic.
- Improve assessment procedures in Islamic Education and Arabic.

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum aligns with the NCfE and the statutory framework for the Early Years Foundation Stage and complies with MoE requirements. The curriculum successfully engages children and students across both phases and motivates them to want to learn.
- Cross-curricular links effectively support and consolidate learning. For example, coordinates in geography are taught at a similar time as coordinates in mathematics. Planned links between subjects enable students to apply their knowledge in a wide variety of contexts.
- Curriculum provision is carefully monitored to ensure progression in learning across year groups. Progression is supported by regular reviews of the curriculum to identify small learning steps, which act as milestones for students' learning.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Links with Emirati culture and the UAE society are promoted in most subjects. Students can explain the importance of learning about the society in which they live. Links are not always explicit enough across all areas of learning.
- An extensive range of extra-curricular activities enhances the curriculum. Students have many opportunities for innovation and enterprise. For example, they designed a bicycle to support people with neurological diseases and created novel products to sell at craft fairs.
- Modifications successfully enhance the curriculum in both phases. An increased emphasis on subject specific vocabulary in Primary, and initiatives to improve matching letters and sounds in FS, are improving reading skills.

For Development:

- Strengthen curriculum links with Emirati culture and heritage.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding

- Provision for health and safety, including arrangements for child protection and safeguarding, is excellent throughout the school. All staff receive regular training on child protection policies and procedures. Policies are regularly updated and available online. Students feel safe at school.
- The secure and hygienic school premises are well maintained and contribute to a pleasant and stimulating learning environment. The premises are checked daily to ensure the highest standards of health and safety. High-quality medical care and the promotion of healthy lifestyles positively support students' health and wellbeing.
- There are regular emergency evacuation drills and rigorous risk analyses and assessments for outside school visits, noting and avoiding any potential hazards.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Care and support are prominent in virtually all aspects of school life. Staff and students know one another very well and enjoy exemplary relationships. Mutual respect underpins students' excellent behaviour. Attendance and punctuality are monitored carefully and efficiently and are generally at a high level.
- The school is a nurturing and welcoming environment for all groups of students. Detailed systems help to identify and provide highly effective support for students of determination. The needs of higher achieving students are met very effectively within lessons, although not fully personalised.
- Very high priority is given to students' wellbeing. Both its effect and their personal development are closely monitored. Staff are immediately alerted to any worries and concerns. They provide excellent advice when it is needed.

For Development:

- Enhance the personalisation of learning for the highest achieving students.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- The school's highly inclusive ethos is apparent in all aspects of its provision, including adaptations to the premises, investment in specialist staff and admission procedures. The well-qualified inclusion leader and the inclusion team ensure that highly effective systems underpin provision for students of determination.
- Effective identification and assessment procedures, supported by specialists, mean that barriers to learning are swiftly identified. Carefully planned support is quickly put in place. Teachers know their students well. They generally deliver effective interventions to promote rapid progress towards identified targets.
- Excellent communication and considerate responses to concerns help parents to feel at the very centre of support for their children. They are regularly consulted, involved in review processes, and say that they are delighted with the provision and the progress that their children are making.
- The atmosphere in lessons is almost always highly supportive. The emphasis on raising self-esteem and on personal development has a very positive effect on students' engagement and achievement. Personalised lesson plans ensure appropriate levels of challenge and support in most lessons.
- Whole school assessment systems provide detailed and precise information about students' academic and personal development. They support the setting of achievable and ambitious targets for students.

For Development:

- Enhance systems for staff training and mentoring to ensure consistently high-quality support and interventions.

06 LEADERSHIP AND MANAGEMENT

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

- The headteacher demonstrates a high level of professional expertise and leads by example. He successfully conveys a vision of an inclusive, highly performing school. Leaders are dedicated to nurturing talent and to empowering emerging leaders to create sustainable succession planning. However, leadership is not consistently effective in all subjects. Leaders have a strong commitment to continuous improvement and sustain high levels of staff morale and engagement. They have a clear and accurate understanding of what needs to be done to improve the school.
- Systematic self-evaluation draws on information from a wide range of sources including parents and students. It is explicitly designed to improve both provision and students' outcomes. Leaders use accurate data to support self-evaluation. They have improved the monitoring of teaching as recommended in the previous inspection report. They have instituted performance appraisal for all members of staff. However, this appraisal is insufficiently focused on students' learning outcomes. School improvement plans are coherent and realistic.
- School leaders work conscientiously to engage parents as partners in their children's learning and in school life. The result is highly supportive parents who appreciate their involvement. Communication is increasingly effective. Parents appreciate formal reports that provide detailed information on progress and next steps for improvement. Leaders are extending opportunities for parents to be engaged in improvement planning. The curriculum is enriched through an increasing range of community partnerships.
- Governance reflects and responds sensitively to the views of almost all stakeholders. Experienced and highly competent board members ensure that the school has a well-informed understanding of its performance. Governors employ a range of informal and formal processes for holding leaders to account for the school's performance. They appreciate the challenge of ensuring that there is an appropriate balance of concern for teachers' wellbeing and expectations of consistently high school performance.
- The school is very well managed and provides an atmosphere of calm and purposeful cohesion. Recruitment and retention of high-quality teachers is achieved through the provision of personalised professional training augmented by the new staff appraisal processes. The premises and facilities provide a stimulating learning environment, catering for a wide range of students' interests and abilities. All areas of the school are accessible for all. Resources are sufficient to meet the demands of the curriculum and teaching strategies.

For Development:

- Improve the capacity of Islamic Education and Arabic subject leaders to raise students' achievement.
- Ensure that staff appraisal systems and training are linked to students' outcomes.
- Strengthen partnerships by formalising processes for parents to contribute to improvement planning.



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