



المعروف
Knowledge المعرفة



GEMS JUMEIRA PRIMARY SCHOOL - DUBAI BRANCH

UK CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



OUTSTANDING

NATIONAL AGENDA
PARAMETER





























VERY GOOD

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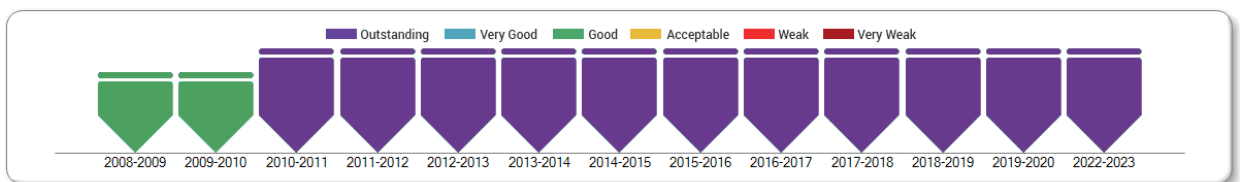
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Al Safa
	 Opening year of school	1996
	 Website	www.jumeriahprimaryschool.com
	 Telephone	97143943500
	 Principal	Rachel Sian Higgins
	 Principal - date appointed	9/1/2016
	 Language of instruction	English
	 Inspection dates	27 to 01 December 2023
	 <p>STUDENTS</p>	 Gender of students
 Age range		3 to 11
 Grades or year groups		FS1 to Year 6
 Number of students on roll		1466
 Number of Emirati students		49
 Number of students of determination		140
 Largest nationality group of students		UK
 <p>TEACHERS</p>		 Number of teachers
	 Largest nationality group of teachers	British
	 Number of teaching assistants	83
	 Number of guidance counsellors	3
 <p>CURRICULUM</p>	 Curriculum	UK
	 External Curriculum Examinations	No
	 Accreditation	BSO

School Journey for GEMS JUMEIRA PRIMARY SCHOOL - DUBAI BRANCH



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

- Excellent achievement exists in English, mathematics, and science, both in Foundation Stage (FS) and in Primary. Students' progress in Islamic Education has improved to a higher level but there have not been any further improvements in achievement in Arabic. Students continue to demonstrate excellent learning skills and can problem solve, think critically, and make connections across areas of learning. Children in FS are developing their communication very effectively.
- Children in FS develop an excellent understanding of personal responsibility through various leadership roles in class. Most students are self-reliant, resilient, respectful, and polite. They show exemplary support and empathy for the needs of others. Students take on roles such as, High-Performance Learning (HPL) leaders, wellbeing leaders and house captains all of which have a positive impact in the school.

Provision For learners

- Teachers demonstrate excellent subject knowledge and best practices in promoting learning, which they skilfully apply in most lessons. They maintain highly positive interactions with their students creating an environment where students' questions are welcomed and discussed. Teachers use assessment information effectively, to inform their planning. Questioning, to assess students' understanding of concepts, is a strength of the school.
- Continuity and progression in students' learning are strong because the curriculum is carefully mapped and reviewed regularly to ensure it is up to date. Students are fully prepared for their next stages of learning as they move from one Key Stage to another. As necessary, curriculum modifications are made to enhance provision. Adjustments to learning in lessons are not always accurate enough to meet all learners' needs.
- Safeguarding, child protection and security are of the highest priority in the school and include excellent guidance for parents in relation to cyber safety. There is a strong focus on the promotion of healthy mental and physical wellbeing. Highly effective systems to support student self-management of their own behaviour are in place. The procedures to promote attendance and punctuality are highly efficient.

Leadership and management

- The highly regarded principal with her dedicated senior leadership team sustain a high performing and inclusive school. However, not all middle leaders have the capacity to fully support the drive for continuing improvement. Experienced corporate members of the governing board have a well-informed understanding of the school's performance and governors are able to fulfil their roles as critical friends.

Highlights of the school:

- Highly effective senior leadership and governance
- High levels of student achievement and learning skills in most subjects, and improved progress in Islamic Education
- The commitment to an inclusive culture where all individuals are valued
- Students' excellent personal development and social skills, particularly in FS
- The stimulating and cohesive learning environment

Key recommendations:








- Improve the National Agenda Parameter (NAP) benchmark and the New Group Reading Test (NGRT) results.
- Improve the capacity of middle leaders for ensuring the quality of provision in their areas of responsibility.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

		Foundation Stage	Primary
 Islamic Education	Attainment	Not applicable	Good
	Progress	Not applicable	Very good ↑
 Arabic as a First Language	Attainment	Not applicable	Acceptable
	Progress	Not applicable	Good
 Arabic as an Additional Language	Attainment	Not applicable	Good
	Progress	Not applicable	Good
 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	Outstanding
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	Acceptable

- The school exceeded its Progress in International Reading Literacy Studies (PIRLS) targets and there were no Emirati students in that group. In terms of benchmark assessments, Year 4 in mathematics and Year 5 in English performed less well than other year groups. Emirati students maintained an acceptable level in mathematics but declined in English and science which resulted in an overall decline from good to acceptable.

C. Leadership: International and Emirati Achievement	Very good
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- The National Agenda action plan is mainly written by senior leaders, with some contributions from middle leaders and final decisions made by senior leaders. Rigorous data analysis of both national and international benchmarks promptly identifies gaps in learning. The curriculum is reviewed in the light of these analyses, and adaptations are made to close any gaps.

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

- Current reading skills are very good for the whole school and acceptable for the Emirati students. There is evidence of progress over time in that the percentage of students with the lowest scores has declined over the last year. This indicates that as students move through the school the teaching of reading, and interventions, are effective. Although the analysis of Emirati students' NGRT data is incomplete, the available data indicates that their progress is at an expected level.

Overall school standards in the National Agenda Parameter are very good

For Development:

- Ensure that leaders at all levels monitor the progress of Emirati students separately from the whole school, using the KHDA National Agenda guidance.
- Improve the NGRT scores of all students, including Emirati students.

Wellbeing



KHDA has placed well-being at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of well-being provision and outcomes is provided below:

Overall, the quality of wellbeing provision and outcome is at an outstanding level

- Senior leaders demonstrate a very strong commitment to the wellbeing of all. An innovative vision and action policy drives and advances the continuing improvement of wellbeing. The school systematically collects and analyses data and uses the information to inform further wellbeing developments. However, several positive initiatives, while underway, are not yet fully embedded.
- The wellbeing team assist all members of the school community with emotional and behavioural support. Most students know how and where, to access support when needed. Intervention is offered from a highly qualified team, which supports students both individually and in groups. Student leaders meet to suggest initiatives where wellbeing can be improved further. Parents have an active voice and are integral in decision-making. Staff are highly satisfied with the personal and professional support they receive.
- Aspects from psychology and high-performance learning strategies have been incorporated to form a wellbeing curriculum. This approach has been effective within class but lacks some consistency across the entire curriculum. Extensive extra-curricular activities and educational visits enhance wellbeing. Students show a comprehensive understanding of their own wellbeing and make informed decisions about their health. Surveys show that students feel safe and valued. Digital diligence is developing throughout the school.

For Development:

- Fully embed all aspects of wellbeing.

UAE social studies and Moral Education

- Social studies are taught from Years 1 to 6 with moral education taught in Years 2 to 6. In both subjects the UAE Moral Social and Cultural Studies (MSCS) framework is used. The official textbooks are supplemented with teacher resources, visits by outside speakers, field trips and workshops. Lessons are taught in English.
- Teachers provide imaginative and engaging lessons, enabling students to decide how to present their ideas themselves. Celebration days, assemblies, and community engagement deepen students' understanding of moral education and the UAE's heritage, and culture. Lessons stimulate discussions and students' critical thinking. Assessment is used to track students' progress.

Arabic in Early Years

- The Arabic curriculum is introduced to children in FS encompassing listening, speaking, writing, vocabulary and phonics. It includes one lesson of 40 minutes per week for FS2, and four lessons of 40 minutes for Year 1. The lessons are taught by a team of four teachers. In Year 1, the curriculum incorporates more reading and writing exercises to enhance students' reading comprehension and writing skills. Regular assessments are conducted to gauge students' level of attainment and track their progress, while ongoing formative assessments allow teachers to continuously monitor achievement. The school plans to introduce additional interactive activities to cater for varied learning styles.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Very good ↑

- Students are making significant progress in lessons. When discussing religious concepts, they show greater confidence in using textual evidence and drawing on their previous experiences to substantiate their points of view.
- Students' skills in reciting and memorising the Holy Qur'an are strong. They can discuss Islamic concepts by linking them to real-life situations and, by drawing evidence from the Prophet's (PBUH) biography and the Holy Qur'an.
- The design of lessons in ensuring the integration of all student groups and raising expectations from them, is contributing positively to the progress of students. They are developing a strong understanding of Islamic rulings and concepts and beginning to use it in their writing.

For Development:

- Enhance the use of written assignments to encourage students to engage in critical thinking related to Islamic concepts.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable
Progress	Not applicable	Good

- A majority of students are making stronger progress in their Arabic language skills. However, the skills of students, in Years 5 and 6, are less well-developed compared to students in other year groups.
- In lower Primary, students demonstrate more robust reading, speaking, and writing skills. They exhibit the ability to decode texts and engage with them through analysis and inference. However, some students in Years 5 and 6 have difficulty in reading and use of grammar in their written work.
- While there are effective teaching practices fostering a strong foundation in language the lack of precision in identifying the starting points of certain groups of students is adversely affecting development their progress.

For Development:

- Minimise achievement gaps among student groups.
- Improve and track students' progress in their reading and writing skills.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary
Attainment	Not applicable	Good
Progress	Not applicable	Good

- All groups of students demonstrate sound achievement from their initial starting points. Their progress now enables most students to express themselves in Arabic in a variety of ways.
- A prominent characteristic of students' learning is the renewed confidence in their ability to use Arabic both verbally and in writing. Speaking skills are robust in the lower Primary, while extended writing proficiency is evident, particularly in higher ability students' assignments.
- Highly effective teaching and learning strategies in the lower Primary are playing a pivotal role in supporting student's enthusiasm for learning and their achievement.

For Development:

- Address any specific linguistic requirements of the different groups of students.

ENGLISH

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- In FS, children develop strong communication skills. Primary students are attaining highly in external benchmark assessments and demonstrating impressive speaking skills. Upper primary students excel in drawing inferences from texts and in exploring the effects of language on meaning.
- Younger students can sound out words and spell accurately. They are reading with more fluency and understanding. However, a few lower attaining students have gaps in their knowledge of phonics and reading.
- Teachers have successfully generated students' enthusiasm for reading and this develops significantly in upper Primary. As students' creativity grows, by Year 6, they write confidently for different purposes. By the end of Primary, they are using vocabulary and grammar skilfully and experimenting with figurative language.

For Development:

- Refine the way guided reading and phonics lessons are organised to support the reading skills of younger and low attaining students.
- Extend the imaginative approaches that teachers employ in lessons, to improve and inspire more creative writing in students.

MATHEMATICS

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- External and internal test results show that most students achieve above the curriculum expectations. The high levels of attainment and progress are confirmed by work seen during lessons and in student's books.
- Students can effectively use and apply number, measure, shape, and data skills. Children in FS know how to measure and compare the length of different objects. Year 3 students can find the perimeter of regular and irregular shapes. Year 5 are competent in calculating the area of a shape and applying mathematical skills to planning a 'city for the future'.
- The recently introduced emphasis on problem-solving and mathematical investigations supports students in applying their reasoning and mathematical thinking. Mental mathematics skills are not always practised often enough in lessons.

For Development:

- Refine mental mathematics skills so that students can develop their problem-solving skills by faster calculations.

SCIENCE

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Inquiry based learning is extremely well-developed in FS, but less so in lower Primary. As students move through the school, they use the scientific method with increasing independence. In Year 4, students identify variables confidently, and know that only one can be changed to keep the test fair.
- Students in lower Primary, have fewer opportunities for independent inquiry to support their understanding and investigations. The use of scientific vocabulary is well-developed across the school. For example, in Year 1, students are able to use the terms transparent and flexible, with confidence and understanding.
- The recent introduction of scientific vocabulary to scientific learning is embedded in Year 6. Students communicate and discuss their knowledge when making informed comments about the impact of lifestyles on the body.

For Development:

- Improve even further students' independent inquiry skills by providing more frequent opportunities for them to be involved in open-ended investigative science, particularly in lower Primary.

LEARNING SKILLS

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Children in FS and older students are enthusiastic, self-reliant learners. They collaborate effectively and articulate their thoughts clearly. In upper Primary, they independently take ownership of their learning, making choices about approaches and how to present ideas.
- Students exhibit high levels of independence. They are adept at self-directed enquiry and posing questions to deepen learning. They demonstrate critical thinking, problem-solving, and interdisciplinary connections. Older students often reflect on their learning and engage in independent research.
- A focus on questioning has led to increased engagement and critical thinking in Islamic Education. Across most subjects, students make effective use of learning technologies although this is still a developing feature. Students innovate during project work and in a range of creative subjects especially.

For Development:

- Build on students' excellent learning skills by extending opportunities for interdisciplinary project work, where critical thinking, enquiry, innovation, and the use of learning technologies are evident.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- Students in both phases have extremely positive attitudes to school. They are self-reliant, resilient, respectful, and polite. They work very effectively and collaboratively together, showing exemplary support and empathy for the needs of each other.
- Behaviour is exemplary during lessons and around the school. Students are self-disciplined and courteous towards adults and others. They and their teachers share a very strong relationship based on mutual respect. Students take the lead in developing their school, and student leadership continues to be a strength.
- Across both phases, there is an excellent awareness and commitment to following healthy lifestyles. Students are very enthusiastic, and consequently make sensible decisions in relation to eating and to physical exercise. Attendance and punctuality are strong.

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

- Throughout both phases, students demonstrate a profound grasp of Islamic values and acknowledge their significance in their daily lives within the UAE. They also recognise the harmonious alignment between the UAE's principles, encompassing Islam, tolerance and coexistence.
- School activities and classroom lessons consistently uphold Islamic values while nurturing a deep respect for the culture and heritage of the Emirates. Special emphasis is placed on commemorating national and Islamic occasions during assemblies, where Year 5 and 6 students actively participate in their organisation.
- When considering the diverse cultural backgrounds of the students, there is a notable display of respect and appreciation for all cultures. Students can articulate the positive impact that embracing a diverse range of cultures has on their personal development and awareness.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Children in FS are highly responsible, sensibly undertaking leadership roles and taking care of resources. Many voluntary roles are keenly taken up by students and impact positively on the school. Students show they are community-minded through many charitable endeavours.
- Students' excellent work ethic is evident from FS onwards. Children are highly creative and innovative. Older students acquire skills of innovation and entrepreneurship through making and selling products for charity fund-raising and during the 'Kidpreneur' event.
- Students have a very mature awareness of environmental and sustainability issues with even the youngest children knowing about recycling. All students have an excellent understanding of the need to save water and the significance of events such as, COP28 in relation to sustainability.

For Development:

- Consolidate students understanding of the interdependent nature of world communities.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- Teachers demonstrate excellent subject knowledge which they skilfully apply in most lessons. Lessons are typically purposeful. Activities engage and motivate students exceptionally well. Teaching in lower Primary is not quite as strong as in upper Primary.
- Teachers know their students well. Highly positive interactions create an environment where challenging questioning deepens students' knowledge and understanding. In almost all lessons, time is used effectively to move students on to appropriately levelled work and to consolidate learning, but in a few lessons this is not always the case.
- A focus on questioning and the use of Arabic in Islamic Education has improved the quality of teaching in these areas. Encouraging teachers to be innovative and training on matching teaching to individual needs is having a positive impact on students' learning in many subjects.

	Foundation Stage	Primary
Assessment	Outstanding	Outstanding

- Internal assessment processes are thoroughly consistent and coherent across both phases and aligned to curriculum standards. In FS, not enough use is made of the capacity of teaching assistants to contribute to children's assessments.
- Leaders benchmark internal assessments against national and international standards effectively. The progress of individuals and groups are rigorously tracked at half-termly intervals. Gaps in learning are identified, and comprehensively addressed through curriculum adaptations and interventions.
- Most teachers make effective use of assessment information to inform planning and make adaptations to their lessons as the need arises. Teachers' questioning, to assess students understanding of concepts, is a strength of the school, challenging students to explain and justify their opinions.

For Development:

- Ensure that in all lessons time is used effectively to move students on and consolidate their learning.
- Make more use of the capacity of teaching assistants in FS to contribute to children's formative assessments.

04 CURRICULUM

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The curriculum is aligned to the National Curriculum for England, (NCfE), the statutory framework for the Early Years Foundation Stage (EYFS) and complies with Ministry of Education (MoE) requirements. As such, the broad and balanced curriculum enthuses and motivates students to learn.
- The curriculum is particularly well designed to ensure continuity and progression in students' learning across the school. Close links between phases ensure that students are well supported and fully prepared for the next stage of learning.
- Students are encouraged to apply their learning across subjects. For example, most lessons in FS and lower Primary, include practising letters and sounds and the cross-curriculum emphasis on reading literacy is helping to develop students of critical thinking skills even further

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Students across the school are developing a clear understanding and appreciation of Emirati culture. Primary students learn how the lack of food for falcons in UAE influences their life cycle and children in FS enjoy learning of the UAE's proposed mission to Mars.
- Curriculum modifications are made to improve provision and ensure that it meets external requirements and the needs of students. However, curriculum modifications to meet the needs of different groups are not always translated into practice.
- The curriculum is enhanced by a wide range of extra-curricular activities. Students are also provided with opportunities to be enterprising and innovative. For example, in design and making toys to sell internationally.

For Development:

- Check that curriculum modifications designed to meet the learning needs of all groups of students are successfully implemented in all lessons.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- Safeguarding, child protection and security are of the highest priority in the school. This includes excellent guidance for parents in relation to students' safe use of the internet. All school staff undergo regular and thorough safeguarding training. There are highly effective means for any concerns to be raised.
- The hygienic and excellently maintained premises are accessible to all students. There are extremely thorough safety checks and a rapid response to any matters raised. Arrangements for safe transport are very well supervised and managed.
- Students benefit from excellent levels of medical care. Throughout the school there is a strong focus on promoting healthy mental and physical lifestyles through excellent advice on healthy eating and how to keep safe.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Shared responsibility is a common feature in the exemplary relationships between students and staff. Highly effective systems for encouraging the self-management of behaviour are in place. The systems to promote attendance and punctuality are highly efficient.
- Comprehensive and rigorous assessment procedures enable the identification of students of determination and those with gifts and talents. This information supports individualised education and student plans. However, the level of support and challenge in a few lessons is sometimes uneven.
- The school gives close attention and is highly committed to the wellbeing of students, staff, and families. A well developed and detailed transition programme is in place to support and prepare most students for their move to secondary school.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination	Outstanding
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- School leaders are thoroughly committed to enabling and driving an inclusive school ethos. The admissions policy and the highly qualified inclusion team ensure that there is a broad range of need reflected in the school register. The well-developed strategic plan informs most aspects of provision.
- Comprehensive and robust assessments accurately identify students' barriers to learning. The assessment information is used to create effective individualised education plans (IEPs). Personalised interventions by specialist teachers ensure that students with more complex needs are effectively supported.
- Deeply embedded relationships with parents ensure that close partnerships enhance provision. Highly focused review meetings, giving key insights on learning targets and progress, are a common feature and valued. New parents of students of determination report very high levels of satisfaction with both the academic and personal development progress.
- Learning targets are differentiated and mostly in line with the IEPs. The curriculum, however, is not always modified to match each student's academic and personal needs. Classroom support can sometimes lack consistency and appropriate challenge for students with gifts and talents.
- Progress is tracked and monitored successfully using assessment data, target setting and other information. This assessment information provides evidence of mainly outstanding progress for most students. These firmly established processes ensure high levels of success.

For Development:

- Ensure that leaders evaluate and monitor the effectiveness of teaching more accurately for both students of determination and those with gifts and talents.

06 LEADERSHIP AND MANAGEMENT

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

- The highly regarded principal with her dedicated senior team sustains a high performing school committed to inclusivity. They understand best practices in teaching and learning and embrace research and external expertise. School leadership nurtures talent to create sustainable succession planning. New staff feel valued and morale is consistently at a very high level. Not all middle leaders have enough opportunity to develop their potential and demonstrate their capability to drive improvement in their areas of responsibility.
- Systematic self-evaluation benefits from input from a wide range of sources, including parents, and students. The process is explicitly designed to improve both provision and student outcomes and is based upon reliable and valid assessment data. However, the school's improvement plans are not always clear about the success criteria and their impact is not checked regularly. Plans do not always lead to improved student achievement in some subject, notably in Arabic. The monitoring of teaching is not yet consistently focused on the impact on students' learning.
- School leaders work conscientiously to engage parents as partners in their children's education and in school life, resulting in parents who appreciate the school's openness. Communication with parents is streamlined and effective. Formal reports to parents provide detailed information on their children's attainment and progress and their next steps in learning. School leaders are considering how they can strengthen parental influence even more in decision making through the Parents' and Teacher Association (PTA) and governance.
- Governors reflect on, and respond sensitively to, the views of stakeholders through the Local Advisory Board (LAB). Experienced corporate board members ensure governors have a clear understanding of the school's performance. Governors employ a range of informal and formal processes for holding school leaders to account and in sustaining excellent student outcomes. Members of the LAB visit the school regularly, talk with school leaders and report back at governor meetings. Parental membership has been increased to better incorporate parents' views.
- The school is very well managed and provides an atmosphere of lively purposeful cohesion. Recruitment and retention of high-quality teachers is achieved through the provision of focused professional training. The school has begun to define more clearly the expectations of teaching assistants and supporting them with development training. The premises and facilities provide a stimulating learning environment which caters for a wide range of student interests and abilities. Governors continue to support the resources and infrastructure given the rapidly evolving student numbers and learning strategies.

For Development:

- Improve the skills of middle leaders so that they can support learning and enhance student achievement even further.
- Review the effectiveness of current self-evaluation improvement strategies.
- Optimise the effectiveness of staff professional training by making closer links to the performance appraisal processes.



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