



المعرفة
Knowledge



JUMEIRAH ENGLISH SPEAKING SCHOOL (BR)

UK/IB CURRICULUM

OUTSTANDING

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



OUTSTANDING

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER





























OUTSTANDING

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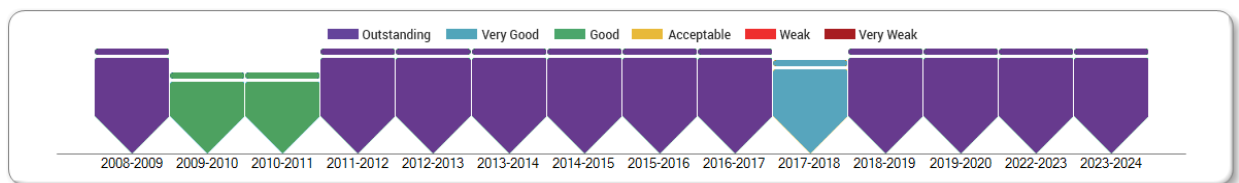
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SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Arabian Ranches
	 Opening year of school	2005
	 Website	www.jess.sch.ae
	 Telephone	97143619019
	 Principal	Shane Joseph O'Brien
	 Principal - date appointed	1/9/2019
	 Language of instruction	English
	 Inspection dates	20 to 24 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1790
	 Number of Emirati students	50
	 Number of students of determination	224
	 Largest nationality group of students	UK
 <p>TEACHERS</p>	 Number of teachers	151
	 Largest nationality group of teachers	British
	 Number of teaching assistants	44
	 Number of guidance counsellors	3
 <p>CURRICULUM</p>	 Curriculum	UK/IB
	 External Curriculum Examinations	GCSE, IGCSE, IBDP
	 Accreditation	IB, BSO

School Journey for JUMEIRAH ENGLISH SPEAKING SCHOOL (BR)



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

- Across all phases, students excel in English, Mathematics, and Science. In Islamic Education and Arabic, student outcomes have steadily improved since the previous inspection. As students move up through the school, they take increasing responsibility for their own learning and are confident, thoughtful learners. Post-16 mathematics is an example of students’ learning skills being more secure and consequently, leading to outstanding achievement.
- Across the school students exhibit highly positive attitudes. They show empathy to the needs of others, leading to strong relationships with their peers. In all phases, student behaviour is exemplary. Most students demonstrate a strong understanding of Islamic values of respect, and appreciation for the principles of tolerance and kindness. Students’ knowledge of environmental issues, the UAE’s heritage and culture is a key strength.

Provision For learners

- The quality of teaching for effective learning is outstanding in the Foundation Stage (FS), upper Secondary and at Post-16. It is more variable in Primary and lower Secondary, where it does not always provide challenge or meet the needs of all students. However, teaching is improving in Islamic Education and Arabic. The school’s internal and external assessment arrangements are robust with more teachers applying this information skilfully in lessons.
- The curriculum is developing student’s knowledge, skills and understanding across all subjects. The Arabic curriculum now ensures learning builds on students’ previous achievements. In all phases students’ benefit from extensive enrichment experiences and extra-curricular activities. Residential trips, local visits support their academic, social, and personal development. The ‘Making a Difference Awards’ is developing entrepreneurial skills from FS onwards.
- Rigorous procedures and policies are in place to ensure students’ safety and security. The school’s promotion of safe and healthy living is very successful and supported by an extensive extra-curricular programme. Staff-student relationships are very positive and purposeful. Comprehensive and focused assessment procedures identify students of determination and those with gifts and talents. Advice and guidance regarding careers and higher education choices commences in Secondary.

Leadership and management

- The director and senior leaders are highly effective in establishing an inclusive school. All staff are fully involved in the school’s self-evaluation process. The appraisal system for teachers requires further improvement as does the professional development for teachers. Parents are committed partners in their children’s education. The governing board meets regularly to review the school’s work and provide strategic guidance.

Highlights of the school:

- Improved outcomes for primary, secondary, and post-16 students in Arabic and Islamic Education
- Students' outstanding performance across all phases in English, mathematics, and science
- Proactive, innovative, and respectful students that enjoy excellent relationships with their teachers and other staff
- The welcoming and inclusive provision for students of determination, which is very highly regarded by parents
- The excellent arrangements for child protection and promotion of healthy lifestyles through a wide ranging of extra-curricular activities

Key recommendations:








- Ensure that the school's quality assurance and appraisal systems are used rigorously, objectively, and accurately, and continue to improve outstanding levels of teaching and learning.



OVERALL SCHOOL PERFORMANCE

Outstanding

01 Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
 Arabic as a First Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	Good ↑
 Arabic as an Additional Language	Attainment	Not applicable	Good	Acceptable	Not applicable
	Progress	Not applicable	Good ↑	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	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
 Mathematics	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑
 Science	Attainment	Outstanding	Outstanding	Outstanding	Outstanding
	Progress	Outstanding	Outstanding	Outstanding	Outstanding
		Foundation Stage	Primary	Secondary	Post-16
Learning skills		Outstanding	Outstanding	Outstanding	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
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

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Very good ↓	Outstanding	Outstanding
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding
Curriculum adaptation	Outstanding	Very good ↓	Outstanding	Outstanding

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
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	Outstanding
School self-evaluation and improvement planning	Outstanding
Parents and the community	Outstanding
Governance	Outstanding
Management, staffing, facilities, and resources	Very good ↓

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

FOCUS AREAS

National Agenda Parameter

International Assessment, Reading Literacy and Emirati Achievement

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



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Outstanding	Good

- The school demonstrated outstanding achievement in the Progress in International Reading Literacy Study (PIRLS) with a score of 631, which was well over its target of 599. It also achieved outstanding improvement in the General Learning (GL) tests in English, mathematics, and science. Emirati students achieved a good level of improvement in these tests.

C. Leadership: International and Emirati Achievement	Outstanding
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- Teachers understand the gaps identified in the benchmark assessment reports, including reading, and are tracking systematically the attainment and progress of Emirati students. The New Group Reading Test (NGRT) action plan clearly sets out the strategies to help to ensure continuous improvement for all groups of students.

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

- The large majority of teachers are making effective use of data and reports from benchmarked English reading assessment. Data informs teaching strategies to enhance English reading literacy skills in the classroom setting. Students requiring further interventions are referred to in teachers' planning in almost all lessons. Strategies to improve Emirati students reading skills are prioritised and are working effectively. They are routinely provided with support to improve their reading skills.

Overall school standards in the National Agenda Parameter are outstanding.

For Development:

- Increase teachers' use of assessment-informed planning to ensure that lessons ensure that all abilities achieve success.
- Build on the work done to support Emirati students experience continued success in their learning, particularly in reading.

Wellbeing



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

Overall, the quality of well-being provision and outcome is at a very good level.

- Wellbeing is very effectively promoted by governors and leaders. Comprehensive policies, in addition to a committed wellbeing team, ensure effective provision for all stakeholders. Formal and informal data informs self-evaluation and improvement processes enhancing provision further. A wellbeing curriculum has been added to the moral education classes for all students in Secondary.
- A well informed identification system using wellbeing apps are used by students and with a prompt response from teachers when support is needed. A highly experienced counselling department provides ongoing intervention for students with diverse needs. Parents report high levels of satisfaction with the individualised support that students receive and welcome wellbeing presentations from outside agencies. Staff experience high levels of support and report feeling listened to. They actively contribute to the ongoing enhancement of provision.
- Students express high levels of positivity and classrooms provide a caring climate for students. Most students have a comprehensive understanding of their own wellbeing needs. Digital safety is a high priority in the school. There are many curricular and extra-curricular programmes that promote wellbeing outside of the classroom. A JESS Wheel with eight wellbeing indicators has been introduced into the classroom for all students. This initiative is not yet fully embedded nor utilised in all learning experiences. All students in Primary, Secondary and at Post -16 have a strong sense of pride in belonging to the JESS community.

For Development:

- Enhance the quality of classroom climates so that all students experience a fully embedded provision of wellbeing.

UAE Social Studies and Moral Education

- The school's curriculum and instruction are based on the UAE Ministry of Education (MoE), Moral Social Cultural Studies (MSCS) framework, from Years 1 to 13. It is a stand-alone subject in Primary and taught as an integrated subject across the other phases. Instruction is 180 minutes per fortnight in Secondary and Post-16, and 80 minutes per fortnight in Primary.
- Instruction is provided by a range of teachers and form tutors. Teaching provides opportunities to discuss social and moral issues, and civic responsibility at local, national, and global level. Students are provided with a variety of engaging and stimulating tasks and activities in lessons and extra-curricular. The curriculum is reviewed and modified regularly. Students are assessed throughout the year, both in class and through formal tests.

Arabic in Early Years

- Arabic is not taught in the Foundation Stage (FS).



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑	Good ↑

- A majority of students demonstrate progress that confidently exceeds expectations. Students' progress is more rapid in Primary and notably in Holy Qur'anic recitation. In Secondary and at Post-16, students' attainment aligns steadily with curriculum standards.
- Secondary and Post-16 students show stronger attainment levels when Islamic concepts are taught through practical real-life applications. Primary students show confidence in understanding the Pillars of Iman, Islamic values, and rules. Clear evidence of their progress and achievement is evident in their notebooks, particularly in Primary.
- Secondary and Post-16 students are confident in discussing Islamic laws and values but less so in supporting their opinions. Stronger progress is observed when students are engaged in research, critical thinking exercises, and challenges that are appropriate to their personal experiences.

For Development:

- Improve Secondary and Post-16 students' ability to quote evidence from the Holy Qur'an and Hadith to support their answers.

ARABIC AS A FIRST LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Good ↑	Good ↑

- Students' achievement is stronger in Primary where they recognise and blend new letters, as well as read and write simple words. Students in the upper years express their views on various topics with support. They show less proficiency in using standard Arabic and when writing about unfamiliar subjects.
- Students' comprehension skills are generally improving as is their ability to use their imagination to guide their speech. Less confident students continue to struggle with basic writing skills.
- The newly appointed Arabic consultant and, recently introduced programmes for reading and speaking, are having a clear impact on the standards students are now able to achieve. Improvements in teaching and learning are reflect positively on students' progress, although the pace of some lessons can be too rapid, preventing students' fuller understanding.

For Development:

- Manage the pace of lessons to ensure all students' understanding is developed.

ARABIC AS AN ADDITIONAL LANGUAGE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Not applicable	Good	Acceptable	Not applicable
Progress	Not applicable	Good ↑	Good	Not applicable

- Students are developing their language skills effectively and this is supported by assessment information and standards observed in lessons. However, differences exist between year groups and especially with students who are beginners of Arabic.
- A majority of students are improving their reading comprehension and writing skills, particularly in the higher ability group and where reading proficiency is strong. Listening and oral communication skills are well-developed, but the most talented students do not always have sufficient opportunities to engage in challenging discussions.
- The newly appointed leaders for Arabic are having a positive impact on teaching and learning as they are encouraging more enjoyable and practical activities. Students' notebooks now contain more self-and-peer evaluations along with written feedback from their teachers.

For Development:

- Provide students with greater levels of challenge during oral communication lessons and encourage them to initiate dialogue, and discussions using standard Arabic.

ENGLISH

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- In all phases, attainment and progress are well above expectations. External and internal assessment results are very strong indeed. Trends over time show students’ consistently achieving highly and with internal assessments closely aligned to external outcomes.
- All the language skills of children and students are very strong. Children in FS and students in the other phases are highly effective communicators. The writing skills of Post-16 students are very well developed. Students’ reading skills need further development in Primary and lower secondary.
- The school’s reading literacy programme is systematic and thorough. Students have timetabled sessions of quiet classroom reading each week and the programme focusing on improving boys’ interest and skills. There are multiple reading conferences with students each term which is helping to support their literacy skills.
- Most Emirati students make progress that is in line with their peers.

For Development:

- Ensure that students’ reading skills are further developed in Primary and lower secondary.

MATHEMATICS

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding ↑

- The outcomes of internal and external assessment including international assessments, demonstrate that most students achieve above expected levels. The secure mathematical understanding, which most children acquire in FS, is effectively built upon in subsequent phases and classes.
- In FS, most children understand basic number, common shapes, and simple measures. In Primary and Secondary, students develop a higher-level of numerical, geometric, and algebraic understanding. Students in Post-16, following the International Baccalaureate Diploma Programme (IBDP), handle increasingly complex mathematics, often applied to real-life situations.
- The school has increased its number of learning pathways for mathematics from Year 7, to cater for an increasingly wide range of needs and abilities. Frequently, additional staff are deployed effectively to offer support in lessons for students.
- The levels of achievement of Emirati students in mathematics are below those of other students.

SCIENCE

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Outstanding	Outstanding	Outstanding	Outstanding
Progress	Outstanding	Outstanding	Outstanding	Outstanding

- Students’ strong scientific thinking, enquiry and investigative skills support very high attainment and progress in the school. Scientific methods start in FS, where an investigation area allows children to observe the natural world around them. Practical work is further embedded extending students’ knowledge, skills, and understanding of scientific concepts.
- Primary students are able to identify the best way to record their results and use data with confidence to make informed conclusions. By Post-16, students are using increasingly more complex data to complete multi-stage calculations.
- A broad range of opportunities develop science-based critical thinking in all phases. Students can communicate their learning with specific vocabulary and thrive in science lessons as they move throughout the school.
- The attainment of Emirati students is good, and their progress is outstanding.

LEARNING SKILLS

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Outstanding	Outstanding	Outstanding	Outstanding

- Children in FS are enthusiastic, focused and learn independently. Students in Primary share their learning readily with others. Students take increasing responsibility for their own learning and are confident, thoughtful learners as they move up the school.
- Enterprise, enquiry, research, and critical thinking feature in most, but not all, lessons. Students apply their knowledge and skills confidently to new learning, to real-world contexts and to other areas of learning. In FS, the children’s learning environment helps to support their active engagement and innovative skills.
- Students’ interactions and collaboration are purposeful and productive. In Islamic Education and Arabic, as a first and additional language, students’ learning skills are improving. In some lessons, there is an over-dependence in the use of technologies to further students’ learning.

For Development:

- Ensure that students’ use of learning technologies does not impede the development of their interactions, collaborations with others, and the development of their communication skills.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students across the school, including children in FS, demonstrate highly positive attitudes towards their education and the school's environment. They show empathy and sensitivity to the needs of others leading to strong relationships among their peers and teachers.
- In all phases, students' behaviour is exemplary. Students demonstrate self-discipline during lessons and breaktimes, respond well to guidance, and engage in constructive critical feedback. This positive conduct is reflected in their consistently high attendance and punctuality.
- Students effectively collaborate to resolve differences, highlighting their understanding of conflict resolution. They prioritise healthy eating and active living, participating enthusiastically in a variety of physical and leisure activities, and which contribute to their overall wellbeing and personal growth.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding	Outstanding	Outstanding	Outstanding

- Across the school, students demonstrate a strong understanding of Islamic values and their influence within the UAE. They show respect and appreciation for the principles of tolerance, equality, generosity and kindness.
- Students' knowledge of UAE heritage and culture is a strength. This understanding is exhibited in all the phases of the school. Exploration of UAE's history and traditions is embedded within the curriculum and enhanced outside of lessons.
- Students' cultural awareness has notably expanded through their involvement and respect for various other cultures. Their enthusiastic participation in national and international events deepens their appreciation and understanding of diverse cultures and fostering a broadening global perspective.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

- Students are responsible and contribute actively to the life of the school and wider community. They engage in volunteering activities both locally and internationally and support charities in Vietnam and Kenya.
- Students have a strong sense for society, show consideration for others, and demonstrate active citizenship. Students feel heard and their opinions are valued by the school, often influencing its development. Students have an excellent work ethic; they are creative and demonstrate strong innovation skills.
- Students show an astute understanding of environmental sustainability, and they actively seek ways to care for, and improve their school environment. They also initiate and take part in schemes to support conservation beyond the school's community.

03 TEACHING AND ASSESSMENT

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Outstanding	Very good ↓	Outstanding	Outstanding

- Teaching is strongest in FS and at Post-16. Teachers in FS are knowledgeable and up-to-date on innovative methodologies. The quality of teaching is more variable in Primary and lower secondary, where it does not always provide the challenge or meet the learning needs of all students.
- The most effective teachers have high expectations of students and use a range of strategies to meet student needs. They use questioning and dialogue to provide opportunities for student thinking and considered, meaningful responses. In mathematics and science teachers' use of questioning also provides challenge for students. These skills are variable in Primary.
- The effectiveness of teaching is improving in Islamic Education and in Arabic, as a first and additional language. Critical thinking, problem-solving and independent learning are not consistently seen in all lessons.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Outstanding	Outstanding	Outstanding	Outstanding

- The school's internal and external assessment arrangements are robust. In many lessons, teachers use assessment consistently to underpin very effective teaching. Most school leaders use the outcomes of assessment to inform curriculum adaptations. In Primary, the use of assessment data to implement secure adaptive practices, requires greater focus.
- The school's assessment policy sets out clear expectations for teachers and students. It helps to ensure a common approach across the school for teachers, while allowing flexibility for individual subject areas to tailor arrangements to suit their needs.
- School leaders generate a wealth of assessment data, and this is fed into the planning process. There is inconsistency in the extent to which this information is used to inform the practical assessment-informed planning.

For Development:

- Ensure teaching provides challenge for all students and the learning needs of all students are met.
- Use the wealth of assessment information and the planning based on it, to ensure that there is appropriate support and challenge for the full range of students' abilities in each class.

04 CURRICULUM

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Outstanding	Outstanding	Outstanding	Outstanding

- The broad curriculum is highly effective in developing knowledge, skills and understanding across almost all subjects. The Arabic curriculum ensures that learning builds upon students' previous achievements, and tasks meet the needs of most students. Classrooms in FS each have a science investigation area so the children can explore the natural world around them.
- Rigorous reviews ensure the curriculum is appropriate for all students. An Essential Pathways curriculum has been developed for learners. Excellent curricular options continue to extend, providing seamless pathways for an evolving student cohort.
- Students are provided with many opportunities to benefit from learning experiences that nurture their talents, interests, and aspirations. The curriculum is designed to prepare students adequately for future academic stages but also to establish meaningful connections with other areas of learning.

	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Outstanding	Very good ↓	Outstanding	Outstanding

- Teachers in FS and at Post-16 skilfully adapt the curriculum based on the specific learning needs of individuals. Most Secondary teachers modify the curriculum to meet the needs of all students, but adaptations are more variable in Primary.
- Students in all phases benefit from a rich curriculum, extensive enrichment experiences and extra-curricular activities. Residential trips, local visits and Enrichment Week support the academic, social, and personal developmental needs of most students.
- The 'Making a Difference Awards' develop entrepreneurial skills from FS onwards. Enterprise is integrated into all areas of the curriculum and the Dubai Design Week is part of the design and technology curriculum. Learning experiences are embedded to build students' understanding of UAE's culture and society with Emirati poetry now being studied in English ahead of UAE's National Day celebrations.

For Development:

- Ensure that all teachers, particularly those in Primary, successfully personalise the curriculum to meet the needs of all students.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Outstanding	Outstanding	Outstanding	Outstanding

- The school has rigorous procedures and policies in place to ensure students' safety and security. The school meets all statutory requirements, including evacuation procedures. Safety checks are frequent and thorough.
- The school's promotion of safe and healthy living is very successful and supported by an extensive extra-curricular programme. The provision in the school clinic is highly effective when supporting staff and students' medical needs.
- Staff are fully trained, know how to safeguard students, themselves, and other staff members. Thorough procedures are followed if an issue of child protection should arise. Students report feeling safe within the school and online and are confident to report any concerns to an adult in school.

	Foundation Stage	Primary	Secondary	Post-16
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Staff student relationships are very positive and purposeful. They are characterised by mutual respect and a deep understanding of students' individual needs. An effective behaviour policy and system is in place and monitored closely. There are rigorous systems to promote attendance and punctuality.
- Comprehensive and highly focused assessment procedures accurately identify students of determination and those with gifts and talents. Individualised learning plans ensure effective support for those with more complex learning needs but less so for students with gifts and talents.
- Technology is expertly used to identify specific wellbeing needs resulting in targeted and effective interventions. Advice and guidance regarding careers and higher education choices commences in upper secondary. Further education pathways developed by the career counselling department are well-informed, aspirational, and personalised.

For Development:

- Ensure greater levels of challenge are applied consistently to all students of determination, in particular those with gifts and talents.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Outstanding

- Governors and school leaders are highly committed to enabling and embedding an inclusive ethos. A highly qualified and experienced inclusion team, including learning support assistants and specialist teachers, ensure that highly successful learning provision is deeply embedded.
- Detailed and rigorous systems accurately identify the needs of all students of determination. This information informs individual learning plans (ILP's) that are measured and achievable. Specialist teachers provide targeted and proficiently delivered interventions.
- Very high levels of satisfaction are reported by parents with the individualised support and levels of communication they receive about their child. They participate in all aspects of the process including a thorough review process.
- Most teachers are skilful in matching learning provision to meet student's needs. On occasions well-targeted levels of challenge for students with gifts and talents are not consistently evident. Business and Technology Education Council (BTEC) and Awards Scheme Development and Accreditation Network (ASDAN) programmes are highly effective in supporting students.
- Robust internal and external systems accurately measure very good progress against student's starting points. Targeted approach with out of class group sessions contributes to the students' accelerating levels of progress.

For Development:

- Ensure that every lesson plan has a clear starting point to improve the measurement of progress for 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	Very good ↓

- The director and senior leaders, are highly effective, in establishing an inclusive school with a purposeful learning culture. Leaders are very receptive to external evaluations of the school and value the process which they manage professionally. Relationships and communication with all stakeholders are transparent and underpinned by ethical principles. The recruitment and retention of high-quality teachers and subject specialists are a key leadership priority. Consequently, morale throughout the school is exceptionally high.
- Leaders and staff are fully involved in the systematic process of self-evaluation, which has the explicit purpose of improving the quality of students' experiences including their wellbeing. The school has been pro-active in responding to the recommendations from the previous inspection thus ensuring improved outcomes in Islamic Education, Arabic, and mathematics. Teacher appraisal systems are yet to be more rigorous and objective in ensuring that best practices in teaching and learning are seen in all classrooms.
- The school successfully involves parents as full partners in their children's academic, social and emotional life. Parents of students of determination welcome the opportunity to be involved in planning their children's personalised programme. Detailed reports are made available to parents on a regular basis and include accurate information regarding students' achievements and targets for improvement. Parents are surveyed on a range of school matters and in recent times wellbeing topics have been prioritised.
- The governing board meets regularly to review the school's work and to provide strategic guidance to school leaders. Parents are fully represented on the board and play a key role in shaping the school's future. The board has vital expertise in terms of supporting and promoting student wellbeing, inclusive practice, and provision for Emirati students. Leaders prepare detailed accounts and reports on students' achievement and how school improvement priorities are progressing. Improving teachers' appraisal is an agreed priority.
- The premises provide a safe and pleasant learning environment and include science, music, art, and technology rooms. The school is fully equipped with all the necessary and relevant, modern teaching and learning resources, practical materials, and sports facilities. Timetabling and the management of these facilities is highly effective. Teachers staff are well-qualified and possess a wide range of subject expertise. The professional development of staff and leaders requires further focus on improving standards of teaching and learning in areas of most need.

For Development:

- Implement a more robust and objective teacher appraisal process to ensure that standards of teaching align with the expectations of the UAE's School Inspection Framework.
- Ensure that all staff benefit from a regular and comprehensive programme of professional development which focuses on best practice in teaching and learning.



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