

INSPECTION REPORT

2022-2023



JEBEL ALI SCHOOL

UK CURRICULUM

VERY GOOD

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Jebel Ali
	Opening year of School	1977
	Website	jebelalischool.org/
	Telephone	+97148846485
	Principal	Simon Alun Jodrell
	Principal - Date appointed	7/1/2022
	Language of Instruction	English
	Inspection Dates	27 to 03 March 2023

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS1 to Year 13
	Number of students on roll	1752
	Number of Emirati students	13
	Number of students of determination	192
	Largest nationality group of students	UK

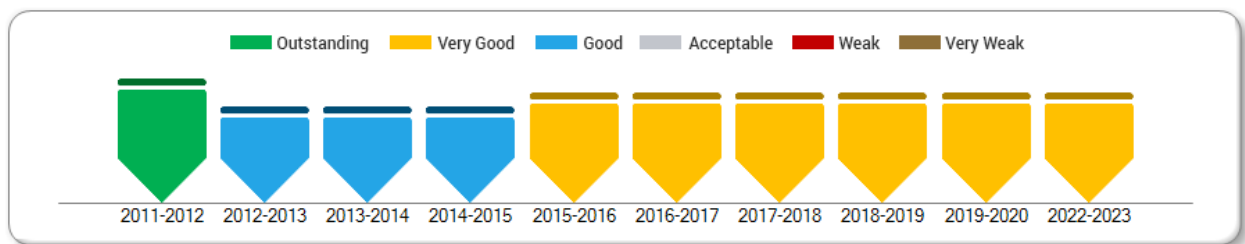
TEACHERS

	Number of teachers	142
	Largest nationality group of teachers	British
	Number of teaching assistants	60
	Teacher-student ratio	1:25
	Number of guidance counsellors	1
	Teacher turnover	10

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	IGCSE, AS, A level and MOE
	Accreditation	UK

School Journey for JEBEL ALI SCHOOL



Summary of Inspection Findings 2022-2023

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

STUDENTS' OUTCOMES

- Students achieve very well in English, mathematics and science across all phases. The progress of children in the Foundation Stage (FS) has improved and is now very good in the three core subjects. Students' achievement in Islamic education in the secondary phase has improved, as have students' attainment in Arabic as a first language in the primary and secondary phases. As a result, achievement in Islamic education and Arabic is acceptable. Students of determination make very good progress towards their learning goals. Students display very good learning skills in all phases.
- Students' excellent behaviour makes a significant contribution to the school's calm and purposeful learning atmosphere. They have strong rapport with one another and deep understanding of how to lead safe and healthy lifestyles. Students appreciate and respect Islamic values and have strong understanding of the culture and traditions of the UAE. Most students display well-developed leadership, innovative and enterprise skills

PROVISION FOR LEARNERS

- Teachers have secure subject knowledge and use this to very good effect in the planning and delivery of lessons, which meet the needs of almost all learners. Teaching is particularly effective in English, mathematics and science. Across all phases, the school has developed assessment processes that give a comprehensive overview of each student's academic and personal progress. However, this information is used inconsistently in Islamic education and Arabic provision.
- The curriculum meets all statutory requirements. It is very well designed to develop students' skills, knowledge and understanding and to ensure continuity at times of transition. A wide range of extra-curricular activities offer additional achievement opportunities. The curriculum is well adapted to meet the needs of most groups of students. The curriculum in FS is successfully based on learning through play.
- The school has rigorous procedures and policies to ensure students' safety and security. Risk analysis is thorough, potential problems are recorded and dangers are swiftly addressed. The school provides generally effective support for students of determination and those with gifts and talents. However, interventions in lessons are not always well matched to students' needs.

**LEADERSHIP AND
MANAGEMENT**

- Leaders at all levels are guided by a shared vision and are highly committed to the UAE's national and Dubai's priorities. They are very effective in developing an inclusive school with a culture of high achievement and wellbeing. Rigorous self-evaluation procedures identify accurately the key improvement priorities. Parents are highly supportive of the school, and school governance is effective. The school runs smoothly on a day-to-day basis. Teachers are well-qualified and effectively deployed.

The Best Features of The School:

- Students' very good achievement in English, mathematics and science
- Students' outstanding personal and social development
- The excellent provision for students' health, safety and wellbeing
- The very good care and support, particularly for students of determination
- The very effective leadership team and the excellent partnerships with parents.

Key Recommendations

- Raise students' achievement in Islamic education and Arabic by improving the quality of teaching and making more effective use of assessment information in the planning of lessons.

Overall School Performance

Very good


1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable ↑	Acceptable
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable ↑	Acceptable ↑	Acceptable
	Progress	Not applicable	Acceptable	Acceptable	Acceptable
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
<p>English</p>	Attainment	Very good	Very good ↓	Very good	Very good
	Progress	Very good ↑	Very good	Very good	Very good
<p>Mathematics</p>	Attainment	Very good	Very good ↓	Outstanding ↑	Very good
	Progress	Very good ↑	Very good	Very good ↑	Very good
<p>Science</p>	Attainment	Very good	Outstanding	Outstanding	Very good
	Progress	↑ Very good	Outstanding	Outstanding ↑	Very good
Learning skills		Very good	Very good	Very good	Very good

2. 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


3. Teaching and assessment

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

4. Curriculum

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

5. 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 	Very good	Very good	Very good

6. Leadership and management

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
Governance	Very good
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



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets. [The following section focuses on the success of the school in meeting the National Agenda Parameter targets :](#)

The school meets the registration requirements for the National Agenda Parameter.

	Whole school	Emirati cohort
Progress in international assessment	is above expectations	meets expectations

- In the TIMSS international benchmark tests, students in Years 5 and 9, in both science and mathematics, exceeded their targets, significantly so in Year 9. In the National Agenda benchmark tests, progression was very good in English and mathematics and outstanding in science.

	Whole school	Emirati cohort
Leadership: data analysis and curricular adaptation	is above expectations	

- Almost all senior and subject leaders understand the importance of analysing the test results to identify gaps in students' learning to guide future planning. Based on this information, they skilfully adapt the curriculum, targeting areas of under-performance.

	Whole school	Emirati cohort
Improving reading literacy and wider learning skills	is above expectations	is above expectations

- Leaders across the school use the results of standardised reading tests to identify students whose reading ages are below their chronological ages. Intervention strategies address this issue with notable success. The development of critical thinking is a feature of many lessons.

Overall, the school's progress toward achieving its UAE National Agenda targets is above expectations.

For Development:

- Ensure that the analysis of benchmark test results is a priority and is used for action planning.
- Increase awareness of the outcomes of diagnostic reading test data and the importance of this information when planning lessons.

Wellbeing

The quality of wellbeing provision and outcomes is at a very high level.

- Governors and senior leaders are committed to providing high quality support for wellbeing. The experienced wellbeing team ensures that wellbeing permeates all areas of the school's activities and curriculum. The school systematically collects data from different stakeholders. This informs a range of improvement strategies, such as the parents' request for online safety and the training programmes given to them about the thrive curriculum.
- All students have access to several adults when support is needed. Data informed intervention strategies are impactful. Partnerships with parents are a strength of the school. Transitions between the phases are carefully planned. The older students receive personalised advice on examination courses and career choices. All new members of the staff receive well focused induction training, with all teachers engaged in regular professional training. Teachers are well-qualified, and surveys indicate that staff morale is high.
- Wellbeing based programmes, such as 'Thrive', are given priority in the curriculum and have strong impact upon students' personal development. Students develop confidence in communicating and collaborating with others contributing significantly to their positive self-image. Tolerance and respect are consistent features. Access to a wide range of extra-curricular activities supports students' physical, social and emotional development. Healthy lifestyles are promoted well and monitored carefully by the medical staff. Students know how to keep safe. They feel valued and well supported. The school is a very harmonious, vibrant learning community.

UAE social studies and Moral Education

- The UAE social studies and moral education curricula are taught as discrete subjects using the moral, social and cultural (MSC) framework. There are two lessons allocated for each subject per week. Social studies is taught from Years 2 to 10, by regular teachers in Primary and by humanities teachers in Secondary. Students' work is assessed at the end of each unit, and their progress is reported to parents twice yearly.
- Moral education is taught in Years 2 to 13 by regular teachers and form tutors. Teachers encourage students to think critically and collaborate productively. Students can independently make connections among the outside world, their own lives and what they are learning. In both phases, students are assessed against similar rubrics, which measure students' participation, communication, presentation and information literacy.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Most students demonstrate knowledge and understanding in lessons and their recent work that are in line with the Ministry of Education (MoE) curriculum standards. However, the school's internal assessments show higher attainment. Non-Arab students make better progress than Arab students do.
- Students in the primary phase have secure knowledge of Islamic pillars and principles. They are familiar with obligatory acts of worship and their methods of performance. Students' memorisation and recitation of the Holy Qur'an verses using Tajweed rules are underdeveloped in all phases.
- Students in the secondary and post-16 phases can discuss Islamic principles and laws in relation to everyday situations and their effects on individuals and society, such as marriage. However, their abilities to cite evidence from the Hadith and the Holy Qur'an are less secure.

For Development:

- Improve students' abilities to cite evidence from the Holy Qur'an and Hadith in all phases.
- Improve students' memorisation and recitation of the Holy Qur'an.
- Improve students' use of the Tajweed rules in the secondary and post-16 phases.

Arabic as a First Language

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

- Students' attainment is in line with the curriculum standards across all phases. Both internal assessment data and students' work show that the progress of most is in line with expectations. This is evidenced by students' use of Arabic in lessons.
- Students in all phases analyse texts, including poems, and extract key ideas and figurative language. They can compare different types of narrative structures and write creatively, with support. Students' listening and speaking skills are improving. However, their reading fluency and writing skills are underdeveloped.
- The effects of further training for teachers and the adaptations to the curriculum are inconsistently evident in lessons. Teachers' expectations are often too low and, thus, the learning activities fail to improve students' literacy.

For Development:

- Improve students' reading and writing skills through more personalised teaching.
- Raise teachers' expectations and the levels of challenge in lessons.

Arabic as an Additional Language

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

- Students' attainment is in line with the curriculum standards across all phases. In lessons and in their recent work, most students make the expected progress in line with their years of learning Arabic. There are no significant differences in the progress of boys and girls.
- In Primary, students extend their vocabularies and read with direction and visual clues. By the upper secondary phase, students are able to analyse familiar scripts and write structured sentences. Across all phases, students' writing accuracy and reading comprehension are insecure.
- In lessons, the focus on developing students' listening and speaking skills is enhancing their development. Although a digital Arabic reading resource is available, it is not being used skilfully enough to improve students' reading skills and comprehension.

For Development:

- Provide more opportunities for students to develop their writing skills.
- Improve students' reading comprehension by encouraging them to read texts matched to their years of learning Arabic.

English

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good ↓	Very good	Very good
Progress	Very good ↑	Very good	Very good	Very good

- In all phases, students demonstrate very well-developed speaking and literacy skills. In FS, children establish strong foundations in early literacy. In other phases, students achieve high standards, particularly in speaking and reading comprehension.
- In FS, children develop listening and speaking skills exceptionally well. By the end of Primary, reading fluency and comprehension are very strong. Although extended writing is generally of high quality, the writing skills of a minority in lower Primary are less secure.
- Students in the secondary and post-16 phases engage confidently with challenging reading materials, exploring literary and structural features. Interventions to improve their reading comprehension and the use

of standardised assessment guidelines are enhancing their progress. Feedback on students' written work is irregular.

For Development:

- Improve the fluency and accuracy of students' writing in the lower primary phase.
- Improve the consistency of the feedback given to students on the quality of their written work.

Mathematics

	Foundation Stage	Primary	Secondary	Post-16
Attainment	Very good	Very good ↓	Outstanding ↑	Very good
Progress	Very good ↑	Very good	Very good ↑	Very good

- Across all phases, a large majority of students make better than expected progress. It is a similar profile with their attainment, but in the secondary phase, most students attain above the curriculum standards.
- A particular strength of mathematics is the embedding and development of numeracy as students proceed through the school. This process begins in FS by increasing the children's familiarity with numbers. Number skills are gradually refined and applied to problem-solving.
- The reviews of previous learning at the start of lessons help to consolidate and enhance students' understanding. High levels of challenge, particularly in the secondary phase, enhance students' achievements.

For Development:

- Develop a whole school approach to the development of subject specific vocabulary.

Science

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

- Across the school, students' attainment on internal and external tests demonstrates high levels of knowledge, skills and understanding. In FS, children investigate the surrounding world, but their higher order thinking is at times restricted.
- Students demonstrate secure knowledge and understanding of scientific concepts. Their enquiry and planning skills and their abilities to conduct independent investigations are developed consistently. The development of students' understanding of scientific concepts, particularly in the upper phases, is secure.
- Students' attainment is enhanced through the development of scientific vocabulary, guided reading, writing, discussion and research. Individualised planning and modifications to overcome gaps in students' knowledge and skills are raising students' attainment.

For Development:

- Enhance the critical thinking and problem-solving skills of children in FS.

Learning Skills

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good	Very good	Very good	Very good

- Across the school, students are highly motivated, successful and reflective learners. Their well-developed learning skills contribute significantly to the progress they make. Insufficient use is made of these skills to enhance progress in Islamic education and Arabic.
- In FS, children develop a strong disposition to learn, and they show initiative and perseverance. Collaborative skills are highly effective, particularly in English, mathematics, science and the MSC lessons. Communication and presentation skills develop very well.
- Students have improved their proficiency in the use of technology, sharing learning on dedicated technology platforms and undertaking independent research. In the upper Secondary and Post-16, students take increasing responsibility for achieving their personal targets. Critical thinking and independent learning are evident in most subjects.

For Development:

- Make more use of students' learning skills to enhance their progress in Islamic education and Arabic.

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

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

- Students have a strong rapport with one another. They show consideration for the needs of others in lessons and during break times. Relationships between students are based on mutual respect. Any form of bullying is rare.
- Students have deep understanding of how to lead safe and healthy lifestyles. As a result, they make well-informed decisions about their own safety. Participation rates in physical education and after-school activities that boost their overall health and morale are high.
- Students respond positively to constructive criticism from one another and adults because they understand that it enhances their confidence and improves their progress. They are self-regulated learners who are prepared well for their next steps in education and future lives.

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

- Students have an exceptional appreciation and understanding of how Islamic values affect life in the UAE. They link different aspects of communal harmony in Dubai to deep Islamic values such as tolerance, charity and peace.
- Students exhibit excellent knowledge of the UAE's culture and heritage. They are inspired by the UAE's history and its leaders. They are able to provide concrete examples of different activities that the school conducts each year, such as the National Day and Flag Day.
- Students enjoy celebrating the diverse nature of their school on the annual International Day. They highly appreciate their own heritage and traditions. They exhibit strong understanding of the similarities and differences in a range of other world cultures.

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

- Students' positive effects on the school and the wider community are evident from initiating and contributing to a variety of school-wide events. Examples include fundraising for the earthquake victims in Turkey and Syria and supporting local workers during Ramadan.
- Innovation opportunities are readily taken up by students. For example, they design miniature racing cars. In Secondary, students mentor young primary entrepreneurs. Students can be creative and express their innovative ideas in lessons and extra-curricular activities.
- Students across all phases display sensitivity to the environment. For example, the eco-group leads environmental campaigns. The school's curriculum holds the UN sustainability goals at its core and this ignites students' passion to make the world a better place.


For Development:

- Provide more opportunities for students to initiate and lead more national and multi-cultural activities.

3. Teaching and assessment

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

- Positive relationships ensure that there are very productive learning environments, wherein all students are actively engaged. The quality of teaching is more effective in English, mathematics and science than in Islamic education and Arabic.
- High expectations, appropriate challenges and skilful questioning to develop critical thinking and deepen understanding are strong features of many lessons. The personalised approach to teaching English, mathematics and science to the older students is highly effective.
- The greater focus on providing timely and constructive feedback in lessons enhances students' progress in most subjects. Teachers' expectations of what students can achieve during lessons in Islamic education and Arabic are too low.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good 	Very good	Very good	Very good

- Across all phases, the school has established assessment procedures that give a comprehensive overview of individual students' academic performance and the progress they make.
- The analysis of all assessment data is compared to give leaders a clear indication of where changes and adaptations need to be made. The use of assessment information in lessons is inconsistent across the different subjects. It is particularly so in Islamic education and Arabic.
- Since the previous inspection, children's progress in FS has improved because teaching and learning are guided by the systematic analysis of assessment data. This has led to carefully planned lessons that address children's individual needs. Teachers' feedback on students' work is much improved.

For Development:

- Ensure that assessment information is effectively used to inform planning in all subjects and phases.

4. Curriculum

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

- The curriculum reflects the school's vision and the UAE's national priorities. It is innovative and skilfully designed to support progression in students' learning. The curriculum successfully meets the learning needs of almost all students. Students are well prepared for the next phase of their education.
- The new Early Years Foundation Stage curriculum, which shapes the educational programmes in FS, is not fully established. It includes adult-led and child-initiated activities and purposeful play.

The curriculum in the upper phases broadens students' all-round development across a range of subjects.

- Cross-curricular links are planned well to promote the transfer of learning and to meet national priorities. The curriculum is reviewed regularly. It meets the National Curriculum for England and the MoE requirements and is aligned with external benchmark assessments.

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

- The curriculum is adapted well to meet the learning needs of most groups of students. Teachers provide different levels of challenge for the lower and higher attaining students, with adaptations aligned to individual student's specific needs.
- Students are provided with many opportunities to participate in a wide range of activities and projects for extending learning. Innovation is planned and nurtured through many initiatives, exemplified by the senior students' Formula One Challenge activity.
- The UAE's culture, Islamic values and sustainable goals are woven into the curriculum. For example, in Year 9 science, students debate Dubai's best sources of energy for 2030. Activities such as this broaden students' understanding of everyday issues.
- Arabic is taught in the FS for two 45-minute sessions per week.

For Development:


- Enhance provision in FS by fully embedding the new Early Years Foundation Stage curriculum.

5. 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. Teachers, students and parents are kept fully informed of child protection and safeguarding procedures. A comprehensive register is maintained of all adults who either work in or visit the school.
- The school places a very high priority on the promotion of healthy living. Emergency and evacuation drills meet all legal and regulatory requirements. School transport is safe and secure. Students are properly supervised at all times.

- Medical care is comprehensive and prioritises the wellbeing of the whole school community. Risk analyses are thorough. All potential problems are identified, and any issues swiftly addressed. Underpinning the high level of care and support are the high expectations and close communication between all those involved in keeping the school safe and secure.

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

- Excellent relationships and mutual respect between the staff and students are key features of this highly inclusive school. Students very successfully follow the clear behavioural expectations. Procedures for monitoring attendance and promoting punctuality are rigorous, supporting good and improving attendance.
- A range of accurate assessments identify the individual needs of students of determination, resulting in them receiving very good support. Although more higher attaining students and those with gifts and talents are now recognised, in a minority of lessons, learning tasks are still not challenging enough.
- Students’ care and wellbeing are given very high priority. Their academic and personal development are carefully monitored. Cross-phase transition arrangements are strong, and older students receive well focused individual advice for courses of study and career choices.

For Development:

- Ensure that in all lessons, tasks are consistently well matched to students’ individual needs.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good

- This is a highly inclusive school that admits students with a wide range of needs. Governors and school leaders are committed to inclusion and provide high quality resources and support. The team of specialists is led very well.
- A wide range of procedures ensures the accurate identification of students’ individual learning needs. Outside specialists support the inclusion team’s assessments. More students with gifts and talents are being identified across the school.
- Parents work closely with the inclusion team in support of their children’s education. Regular meetings fully involve parents in reviewing, forming and setting their children’s learning goals. Parents are very positive about the provision for their children and welcome the school’s approachability.

- Students' profiles contain clear guidance and measurable steps to success. They enable teachers to set tasks for students to overcome their individual barriers to learning. In a minority of lessons, these tasks may misjudge students' next steps in learning.
- From their starting points, students make very good and often outstanding progress. Most are consistently meeting their individual goals. When students receive support from the inclusion team, their progress is consistently high.

For Development:

- Ensure that all lesson plans include attention to the next steps in learning of students of determination.
-

6. Leadership and management

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

- Leaders at all levels are guided by a shared vision and are highly committed to the UAE's national and Dubai's priorities. They are very effective at developing an inclusive school and a culture of high achievement and wellbeing. The revised roles and responsibilities of senior and middle leaders have enhanced communication and strengthened the school's capacity for further improvements. However, there is inconsistency in the effectiveness of middle leaders in a few cases.
- Systematic and rigorous self-evaluation, using both internal and external assessment data, is evidenced by improvement planning and practices at all levels. The school knows its strengths and areas for improvement. The key priorities are accurately identified and analysed across the different phases. However, there is some inconsistency in leaders' understanding of what constitutes high quality teaching. Almost all of the recommendations of the previous inspection have been implemented, and the school has shown sustained improvements over time.
- The school is highly successful in engaging parents as partners in their children's education. Parents are highly supportive and appreciative of the school. They are welcomed and appreciate the many formal and informal opportunities to talk to teachers. Effective communication and detailed reports ensure that parents are informed and fully involved in their children's learning and personal development. The school continues to widen its network of partners, both locally and nationally.
- The school has two levels of governance: the strategic governing board and the operational school advisory board. Governance is representative of all stakeholders. They are involved in the self-evaluation and improvement planning processes and hold school leaders to account for the school's performance. Board members have thorough knowledge of the school's improvement priorities and its next steps, particularly for Islamic education and Arabic. They support the school's requirements for staffing, professional training and resources.
- The daily management of the school is very efficient and supports students' wellbeing and personal development. The school is well staffed with appropriately qualified teachers. All teachers benefit from regular internal and external professional training. The premises are of high quality and allow access by all. Learning spaces and resources are used effectively to support students' academic and personal development.

For Development:

- Ensure consistency in the effectiveness of all middle leaders.
 - Ensure that all leaders share an understanding of what constitutes high quality teaching and learning.
-

What happens next?

The school has been asked to prepare and submit an action plan to DSIB within two months of receiving the inspection report. This should address:

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

The next school inspection will report on changes made by the school.

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

If you have a concern or wish to comment on any aspect of this report, you should contact QA.Schools@khda.gov.ae

A handwritten signature in black ink, consisting of a large, stylized 'G' followed by a horizontal line and a small mark.