

"THE RACE FOR EXCELLENCE HAS NO FINISH LINE."
- SHEIKH MOHAMMED BIN RASHID AL MAKTOUM



Inspection Report 2018-2019

JSS PRIVATE SCHOOL LLC

11 YEARS OF INSPECTIONS

Good

Curriculum
CBSE



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School Information

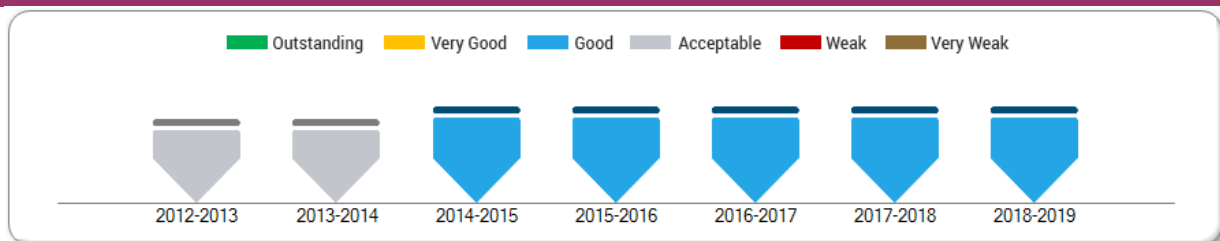
General Information	Location	Al Wasl
	Opening year of School	2011
	Website	www.jsspsdubai.com
	Telephone	00971-4-3446419
	Principal	Mrs. Chitra Sharma
	Principal - Date appointed	3/28/2011
	Language of Instruction	English
	Inspection Dates:	15 to 18 October 2018

Students	Gender of students	Boys and girls
	Age range	4 to 17
	Grades or year groups	Kindergarten 1 to Grade 12
	Number of students on roll	2002
	Number of Emirati students	0
	Number of students of determination	135
	Largest nationality group of students	Indian

Teachers	Number of teachers	183
	Largest nationality group of teachers	Indian
	Number of teaching assistants	25
	Teacher-student ratio	1:12
	Number of guidance counsellors	2
	Teacher turnover	12%

Curriculum	Educational Permit/ License	Indian
	Main Curriculum	CBSE
	External Tests and Examinations	ASSET
	Accreditation	CBSE
	National Agenda Benchmark Tests	CAT4, ASSET

School Journey for JSS PRIVATE SCHOOL LLC



Summary of Inspection Findings 2018-2019

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

Students' Outcomes

- Students' attainment has improved to good in Islamic education in the primary and middle phases and in Arabic in the primary phase. Students' attainment in English in the secondary phase is now outstanding and their progress is now better in English, mathematics and science. Students' learning skills remain stronger in the Kindergarten and secondary phase than in the other two phases.
- Students' personal development has improved to outstanding in the secondary phase. Their understanding of Islamic values and their awareness of the UAE culture remain a strength across all phases. Their social development, including their work ethic and contribution to the community, remain very good across the school.

Provision for learners

- Teaching for effective learning has improved to very good in the secondary phase. In this phase, teachers have developed their questioning skills and the quality of support which they provide to students in lessons. Assessment practices have improved in the Kindergarten and middle phase. Teachers' use of assessment data in lessons is more consistent in the Kindergarten, middle and secondary phases than it is in the primary phase.
- Curriculum design, implementation and adaptation remain especially strong in the Kindergarten. In this phase, children benefit from the curriculum systematically developing their cognitive, physical and social skills. Curriculum adaptation in the secondary phase remains very good. The curriculum contains basic links to the UAE culture and society.
- The provision to ensure students' health and safety remains very good across the school. Students indicate that they feel safe at school and on school buses. The school has effective procedures in place to prevent bullying. The care and support students receive remain a strength in the school, especially in the Kindergarten and secondary phase.

Leadership and management

- School leaders have been successful in moving the school forward by focusing their work on specific priorities. Their improvement plans are strong, but their self-evaluation is not sufficiently realistic. Partnerships with parents and the community are stronger this year. The governing board has improved its work to support the school and has widened its representation of stakeholders. The school's management of facilities and resources remains good.

What the School does Best:

- Students' understanding of Islamic values and awareness of the UAE and world cultures across the phases
- The very good provision in the Kindergarten
- The improved teaching and student outcomes in the secondary phase
- The improved leadership and management that has enabled the school to move forward.







Key Recommendations:

- Improve teaching, especially in the primary and middle phases, by ensuring that:
 - teachers make more effective use of assessment data to meet the needs of the different groups of learners
 - the best teaching practices are shared more effectively across the phases and the subjects.
- Ensure that the school's self-evaluation processes result in a more realistic view of the standards in the school, by making more accurate use of all available evidence, including the assessment data.
- Improve students' attainment in Arabic as an additional language in the middle and secondary phases.

Overall School Performance

Good

1. Students' Achievement

		KG	Primary	Middle	Secondary
 Islamic Education	Attainment	Not applicable	Good ↑	Good ↑	Good
	Progress	Not applicable	Good	Good	Good
 Arabic as a First Language	Attainment	Not applicable	Not applicable	Not applicable	Not applicable
	Progress	Not applicable	Not applicable	Not applicable	Not applicable
 Arabic as an Additional Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 English	Attainment	Very good	Very good	Very good	Outstanding ↑
	Progress	Very good	Very good	Very good	Outstanding ↑
 Mathematics	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Good	Very good ↑
 Science	Attainment	Good	Good	Good	Good
	Progress	Good	Good	Good	Very good ↑
Learning skills		KG	Primary	Middle	Secondary
		Very good	Good	Good	Very good

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Outstanding ↑
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Good	Very good ↑
Assessment	Very good ↑	Acceptable	Good ↑	Good

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Good	Good
Curriculum adaptation	Very good	Good	Good	Very good

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Very good	Good	Good	Very good

6. Leadership and management

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

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

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of 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:

Registration requirements

The school meets the registration requirements for the National Agenda Parameter for the academic year 2018-2019.

School's Progression in International Assessments

meets expectations

- Students achieved very good international proficiency levels in the PISA Based Test for Schools (PBTS) in 2017; Reading (545), mathematics (594) and science (559). Progression in National Agenda benchmark assessments is acceptable for mathematics and science, and good for English. Student achievement in relation to potential is very good in mathematics and science and outstanding in English.

Impact of Leadership

meets expectations

- The leadership team is committed to the vision and goals of the National Agenda (N.A). Their NA action plan is monitored closely with regular reviews of progress. There is increasing use of CAT4 data in meeting individual student needs. Internal assessment techniques are being put in place to address any weaknesses and enhance student performance.

Impact of Learning

meets expectations

- The school actively promotes in students, skills of enquiry and higher order thinking. The introduction of STEM is beneficial to students in their acquisition and development of skills of critical thinking and problem solving. Older students employ learning technologies effectively and creatively in research and individual project assignments.

Overall, the school's progression to achieve its UAE National Agenda targets meets expectations.

For Development:

- Improve students' achievement levels in mathematics and science in the current Grade 10 cohort.
- Improve student outcomes in the primary phase, where underachievement is evident.
- Optimise opportunities for open-ended active learning to improve students' ownership of learning.

Reading Across the Curriculum

- Achievement in reading across the curriculum is improving. New teaching approaches, specifically in science and mathematics, are helping students to improve their understanding of key subject-specific vocabulary.
- Students have a growing repertoire of reading strategies. Younger students use these strategies with confidence, especially when encountering unfamiliar text. The majority of older students are capable, critical readers.
- The library is used well. There are established initiatives to promote students' engagement and motivation, and the library programme continues to strengthen.
- School leaders recognise the importance of reading through their implementation of reading programmes and assessments. Their analysis of the available reading data is at a basic level.

The school's provision, leading to raised outcomes in reading across the curriculum, is developing.

For Development:

- Analyse all available reading data to identify strengths and weaknesses and use the information to accurately inform curriculum and school improvement planning.

UAE Social Studies

- UAE social studies is allocated separate time in the timetable. Teachers use an integrated approach to help reinforce the concepts by referring to the UAE culture in the Central Board of Secondary Education (CBSE) social studies classes.
- Students are keen to learn more about the UAE culture and its significance. During lessons, they participate in discussions and demonstrate a better understanding of the UAE culture than they do of other world cultures.
- Most students meet curriculum expectations in their knowledge and understanding of the subject. Their attainment is only adequate because tasks set by teachers are often not sufficiently challenging.
- Most students make acceptable progress towards learning objectives. Lessons do not contain enough dialogue and student-to-student interactions to allow for more rapid progress.

The school's implementation of the UAE social studies programme is approaching expectations.

Innovation

- Students, especially in the secondary phase, frequently demonstrate that they are creative, reflective and independent. This is often done through collaborative work and presentations.
- Students across the school have participated in a range of innovative, enterprising projects such as selling hand-made cards and organising a charity ball to support poor families.
- Generating ideas, critical thinking, taking the initiative, problem-solving and other innovation skills are inconsistent in the Kindergarten and primary phase and strengthen in the middle and secondary phases.
- Curriculum adaptation to promote innovation is a strength in the school. There is time and space allotted for robotics and entrepreneurship platforms for marketing.
- The school improvement plan includes a detailed section on innovation that shows school leaders are serious about promoting innovation in several areas of the work of the school such as in curriculum, teaching and learning.

The school's promotion of a culture of innovation is developing.

Main Inspection Report

1. Students' Achievement

Islamic Education

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good ↑	Good ↑	Good
Progress	Not applicable	Good	Good	Good

- In the primary phase, the majority of students exceed expectations in their knowledge of the names of the Prophet Mohammed's (PBUH) family members. In the middle phase, students show good understanding of the pillars of Iman. Students across all phases display an adequate understanding of Seerah [Prophet Mohammed's (PBUH) life].
- In the middle phase, students know prayers from Sunnah. Students in the secondary phase know the steps of Hadeeth and the names of the Prophet Mohammed's (PBUH) companions. In all the phases, students' recitation skills of the Holy Qur'an are underdeveloped.
- The majority of students in the secondary phase demonstrate levels of understanding and knowledge that are above curriculum expectations in Hadeeth. They have good knowledge of prayer, fasting and pilgrimage. They can list the different names of God and describe the Day of Judgement.

For Development:

- Develop students' skills in reciting the Holy Qur'an.
- Enrich students' knowledge of Seerah.

Arabic as an Additional Language

	KG	Primary	Middle	Secondary
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- In the primary phase, students' attainment has improved across all the language skills, especially those of listening and comprehension. Students' speaking and reading are developing slowly as the majority of students are working to improve their reading comprehension and dialogue skills.
- In writing, across the phases, the level of copying is developing because all students can draw the letters correctly and can copy sentences and paragraphs without making spelling mistakes. Students, especially in the secondary phase, can write short paragraphs but get few opportunities for free writing. In speaking, most students use familiar words and short sentences.
- Students' listening, and comprehension skills are developing well in the upper two phases. They consistently demonstrate appropriate understanding of their teacher's dialogue and can participate in dialogue using a suitable range of vocabulary.

For Development:

- Develop students' speaking skills, especially in the primary and middle phases.
- Provide students with more opportunities for free writing.

English

	KG	Primary	Middle	Secondary
Attainment	Very good	Very good	Very good	Outstanding ↑
Progress	Very good	Very good	Very good	Outstanding ↑

- Students' language skills are well-developed across all phases. These are especially strong in the secondary phase, where all aspects of the language are highly developed. In the other phases, students' reading skills continue to improve, but their writing skills are more variable and less sophisticated.
- In all phases, students' listening and speaking skills exceed the curriculum standards. In the Kindergarten, most children rapidly learn English as an additional language. As students move up through the school, their vocabulary swiftly increases. Most secondary students are highly articulate and express themselves with precision.
- The development of speaking and reading skills have been recent areas of focus across the school. As a result, the range of students' reading strategies is increasing, and their comprehension skills are improving.

For Development:

- Improve students' writing skills and provide them with more opportunities to write for real purposes.

Mathematics

	KG	Primary	Middle	Secondary
Attainment	Very good	Good	Good	Good
Progress	Very good	Good	Good	Very good ↑

- Children in the Kindergarten continue to achieve well above age-related expectations. Students across the three other phases continue to attain above curriculum standards and achieve very high results on external benchmark tests.
- Students in the primary phase are hampered by inconsistent opportunities to acquire skills of analysis and evaluation. Students are not getting sufficiently clear feedback as to whether they are optimising their potential and achieving all that they can.
- Students in the middle phase have been exposed to the Science, Technology, Engineering and Mathematics (STEM) program and are developing skills of investigation, analysis and forming hypotheses. Secondary students' 2017 PBTS achievement places them at a high international benchmark. They can work strategically using broad, well-developed thinking and reasoning skills.

For Development:

- Provide students, identified as not being on track to meet their CAT4 projections, with focused feedback and intervention plans, in order to improve their performance.

Science

	KG	Primary	Middle	Secondary
Attainment	Good	Good	Good	Good
Progress	Good	Good	Good	Very good ↑

- In the Kindergarten, children can predict and test their predictions. In the secondary phase, the large majority of students make strong progress in lessons. Students can predict, carry out research and reason confidently in the upper three phases.
- Students' external test results point to high levels of attainment in the primary, middle and secondary phases. However, their attainment levels evident in lessons and in their workbooks are not as high.
- The department's promotion of active learning through experimentation has had a positive impact on students' progress in the secondary phase. The impact in the primary and middle phases is not as evident due to lots of variation in the effectiveness of teaching practices.

For Development:

- Improve students' progress in lessons towards learning objectives in the Kindergarten, primary and middle phases.

Learning Skills

	KG	Primary	Middle	Secondary
Learning skills	Very good	Good	Good	Very good

- The development of students' learning skills is especially strong in the Kindergarten and secondary phase, where students benefit from more opportunities to take responsibility for their own learning. This is a result of learning activities that are more open-ended and less prescribed.
- Students at all levels are keen to learn and frequently use technology to support their learning. Students in the secondary phase have regular opportunities to think critically, to innovate, and to enquire. This is not a strong feature in the Kindergarten and is inconsistent in the other phases.
- There has been a focus across all phases to increase opportunities for students to speak about their learning. This is especially effective in the upper phases, resulting in students' increased confidence when speaking to an audience.

For Development:

- Provide more open-ended activities to promote students' independent learning skills, especially in the primary and middle phases.
- Increase opportunities for students to solve problems, think critically, inquire and be innovative.

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

	KG	Primary	Middle	Secondary
Personal development	Very good	Very good	Very good	Outstanding ↑

- Students' positive attitude towards the school is seen in their excellent behaviour, particularly in the secondary phase. Students' engagement in learning is characterised by a strong determination to succeed. Across all phases, the relationships between students and teachers are mutually respectful.
- Students report that they feel safe at school. They indicate that they are valued and empowered to initiate projects that support members of society who are less fortunate than themselves. They also demonstrate a keen awareness of the choices necessary for a healthy lifestyle.
- Attendance is outstanding in all the phases. Students' punctuality in arriving to school and to lessons is very good. They are aware of the link between high levels of attainment and their attendance.

	KG	Primary	Middle	Secondary
Understanding of Islamic values and awareness of Emirati and world cultures	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- Students' understanding, and appreciation of Islamic values are excellent. They appreciate the relevance and impact of these values on everyday life in the UAE. In the Kindergarten, children demonstrate well-developed awareness of the UAE culture and heritage.
- Students enjoy the values of love and cooperation within the school. They know about Emirati heritage and culture very well and recognise their importance, relevance and value to people in the UAE. They can talk in detail about the cultural activities in which they have taken part.
- Students fully appreciate and celebrate their own culture. They show experience and knowledge of cultural diversity and breadth, including art, literature and music from around the world. They are very aware of common elements among cultures.

	KG	Primary	Middle	Secondary
Social responsibility and innovation skills	Very good	Very good	Very good	Very good

- Students across the phases are frequently involved in activities that have a positive impact on the school. The student council initiates projects that make contributions to the local community, such as the charity ball.
- Students have a strong work ethic, but they have limited ability to innovate without direct guidance from the school. They care for their school's environment and show very good understanding of the environmental issues currently facing the world, such as global warming.
- The school's innovation framework is comprehensive and detailed. Implementing that framework has a greater impact on how students interact with their school community than on how they interact with the wider community.

For Development:

- Develop and implement school systems that enable more students to take the initiative in projects that have a direct impact on the local and wider communities.

3. Teaching and assessment

	KG	Primary	Middle	Secondary
Teaching for effective learning	Very good	Good	Good	Very good ↑

- Teachers have secure subject knowledge and teach confidently and accurately. In the primary and middle phases, the quality of teaching is inconsistent. Teachers in these phases use too much of the lesson time to teach, at the expense of students being active in their learning.
- Teachers plan well-structured and timed lessons using agreed formats. Planning to meet the needs of all groups of students is variable in the primary and middle phases and, consequently, not all students are supported well enough or challenged sufficiently.
- Teachers in the secondary phase provide regular, high-quality opportunities for students to develop critical thinking, problem-solving, innovation and independent learning skills in most key subjects. In the other phases, the development of these learning skills is limited.

	KG	Primary	Middle	Secondary
Assessment	Very good ↑	Acceptable	Good ↑	Good

- Improvements in internal assessment processes across the school have secured more valid information from data analyses. Assessment data is becoming increasingly more reliable, and there is increasingly more congruence of internal and external data across the school.
- In the Kindergarten, the detailed information available about children’s learning is a strength. The school uses data analyses to adapt the curriculum and to change the emphasis in teaching styles. However, personalisation of learning and the use of rubrics are not sufficiently consistent across the subjects, particularly in the primary phase.
- The school has begun to use CAT4 results to identify students with barriers to learning and those with exceptional capacity. School leaders are considering how to use CAT4 to accurately validate rates of progress and to ensure that students’ performance matches or exceeds their potential.

For Development:

- Ensure greater consistency in the quality of teaching for effective learning in the primary and middle phases.
- Ensure all teachers use assessment data accurately to improve personalisation of learning.

4. Curriculum

	KG	Primary	Middle	Secondary
Curriculum design and implementation	Very good	Good	Good	Good

- The curriculum is reviewed every year to improve progression in students’ learning. The review includes grade-wise, horizontal mapping of skills and knowledge. The curriculum in the Kindergarten has varied objectives to enable teachers to systematically develop children’s cognitive, physical and social skills.
- The curriculum provides a wide range of curricular and co-curricular activities that give scope for students’ multi-domain development in the primary phase. However, the curricular choices in the middle and secondary phases are limited.
- Cross-curricular links are established through different activities across the school and in most lessons. This is especially evident in the Kindergarten.
- The moral education programme is conducted for all students within the timetable. The earlier ‘values education’ programme is now delivered as the ‘skills for life’ programme.

	KG	Primary	Middle	Secondary
Curriculum adaptation	Very good	Good	Good	Very good

- The curriculum is modified to meet students' needs based on their learning profiles. This is especially strong in the Kindergarten and secondary phase. In the primary and middle phases, the effectiveness of curriculum modifications is variable.
- The secondary curriculum is enriched by exchange programmes with other schools and by opportunities for enterprise and entrepreneurship that develop students' different social skills and enhance their learning experiences. Curriculum adaptation to promote innovation is strong across the school.
- The curriculum has basic links to the UAE culture and society. These are not fully embedded into all aspects of the curriculum but are evident in many lessons across the phases.
- Arabic is taught in the Kindergarten, during one class period each week.

For Development:

- Provide more curricular choices in the middle and secondary phases.
- Improve the effectiveness and consistency of curriculum modifications to meet the needs of all learners, especially in the primary and middle phases.
- Ensure that the curriculum has systematic and meaningful connections to the UAE culture and society across the phases.

5. The protection, care, guidance and support of students

	KG	Primary	Middle	Secondary
Health and safety, including arrangements for child protection / safeguarding	Very good	Very good	Very good	Very good

- The school has very comprehensive child protection and safeguarding policies in place. A child protection training programme is provided to all teaching and support staff in the school. The school premises are very secure and are monitored around the clock. Effective procedures are in place to prevent bullying, including cyber-bullying.
- Supervision of students on school premises and on busses is very well managed. Systems are in place to ensure students are safe at all times. The school meets all regulatory requirements.
- The school premises and equipment are well-maintained. All records are managed effectively, including records of accidents and incidents and subsequent follow-up actions. A full-time doctor and two full-time nurses provide good medical care for the whole school community.

	KG	Primary	Middle	Secondary
Care and support	Very good	Good	Good	Very good

- Staff-student relationships are very positive across the school. The procedures which are in place to promote and manage attendance are highly effective. Counselling by staff and informal intervention by students deal appropriately with any behavioural issues.
- There are significant improvements in the identification of students with special educational needs and the provision of appropriate programmes and services. These improvements are mostly evident in the Kindergarten and primary phase. There is inconsistency in the quality of support which classroom teachers provide to students of determination.
- The school provides students with effective guidance and support at all levels. Highly-effective career counselling and aptitude assessment are provided at the secondary level. The well-being of all students is monitored very well.

For Development:

- Improve classroom teachers' knowledge and capacity in providing for the educational needs of students of determination.

Inclusion of students of determination

Provision and outcomes for students of determination

Very good ↑

- The school has a very actively engaged governor and champion for inclusive education. The school's strong and forward-looking leadership is implementing a detailed and realistic, highly inclusive education improvement plan.
- Significant improvements have been made in the area of assessment and identification. The school uses data from a wide variety of assessment tools. Across the school, there is a notable focus on the provision made for students with gifts and talents.
- Parents report that there has been a significant improvement in regard to their involvement with the school. They have frequent and meaningful communications with staff. They feel very much involved in the development and monitoring of their child's individual education plan.
- Curricular modifications and support are directly related to assessment data. Some classroom teachers are either not aware of related modifications or choose not to use these in teaching students who require such modifications and support.
- The progress and outcomes for students of determination are closely monitored. Weekly and monthly reviews are carried out for these students. Staff have developed and are using an electronic individual education plan. Assessment results are used to alter intervention strategies, and parents are routinely provided with relevant updates.

For Development:

- Enable classroom teachers to better understand and meet the learning needs of students of determination.

6. Leadership and management

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

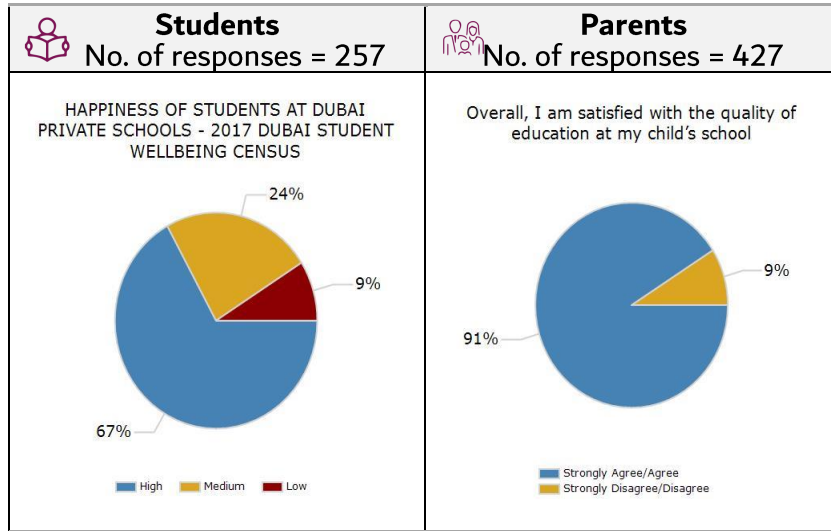
- School leaders, at all levels, have a secure understanding of the school's curricula and what constitutes effective teaching practices. They work to ensure all teachers in the school perform at their best. They possess an accurate understanding of the priorities that the school needs to work on to improve. As a result of their work over the past year, they have been able to improve some areas of the school's performance, such as teaching and students' outcomes in the secondary phase.
- The school's approach to the self-evaluation process involves most stakeholders and makes use of the evidence available. However, the school's view of its own performance remains inflated due to inaccuracy in evaluating the collected evidence, especially the evidence coming from analysis of assessment data. The school's improvement plans are comprehensive. These respond to the previous inspection recommendations, cover school and national priorities and contain measurable success criteria and monitoring processes.
- Parents' engagement in the life of the school is very successful and effective. Through a vibrant and energetic forum, parents are increasingly involved in all aspects of their children's schooling. The school regularly provides parents with information on their children's academic, personal and social development. It also provides parents of students of determination with weekly emails and formal monthly meetings to review their children's progress. Parents express high satisfaction with the quality of education the school provides.
- The governing board now includes representation from all stakeholders, including parents, students, teachers and the community. The board has systems in place to hold the principal and her team to account for the performance of the school, through regular monitoring. Members of the board have received training on the qualities of effective governance in schools. They have been able to support the school in several areas, especially in bringing in extra-curricular activities and internships for senior students.
- The school's procedures and routines are well-established. This results in a relaxed atmosphere in which the school functions smoothly. Members of staff, including the teachers, are qualified and appropriately deployed. The size and quality of the school facilities limit the school's ability to function at a more efficient level. Many classrooms are small in size for the number of students in a class, and there is limited space to provide opportunities to expand programmes, especially in the areas of innovation and training for sports.



For Development:

- Use the collected evidence, especially assessment data, more accurately to ensure that self-evaluation is more realistic.

The Views of Parents and Senior Students

Before the inspection, the views of parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	<ul style="list-style-type: none"> The large majority of students who responded to the survey believe the school climate is highly positive and feel they strongly belong to the school community. Around one third of them indicate that they have high levels of anxiety. Inspection findings are in line with survey results, especially regarding students' positive feelings about their school.
 Parents	<ul style="list-style-type: none"> Most parents who responded to the survey share positive views about the school. Few express concerns about the quality of feedback their children receive from teachers and the limited number of extra-curricular activities the school offers. Inspection findings confirm that most parents are highly supportive of the school and of the senior leadership team.

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 inspection@khda.gov.ae