

INSPECTION REPORT

2022-2023



JUMEIRAH ENGLISH SPEAKING SCHOOL

UK CURRICULUM

OUTSTANDING

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SCHOOL INFORMATION

GENERAL INFORMATION

	Location	Al Safa
	Opening year of School	1976
	Website	www.jess.sch.ae
	Telephone	97143945515
	Principal	Timothy Luke Rees
	Principal - Date appointed	4/1/2022
	Language of Instruction	English
	Inspection Dates	14 to 18 November 2022

STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 11
	Grades or year groups	FS1 to Year 6
	Number of students on roll	753
	Number of Emirati students	18
	Number of students of determination	34
	Largest nationality group of students	UK

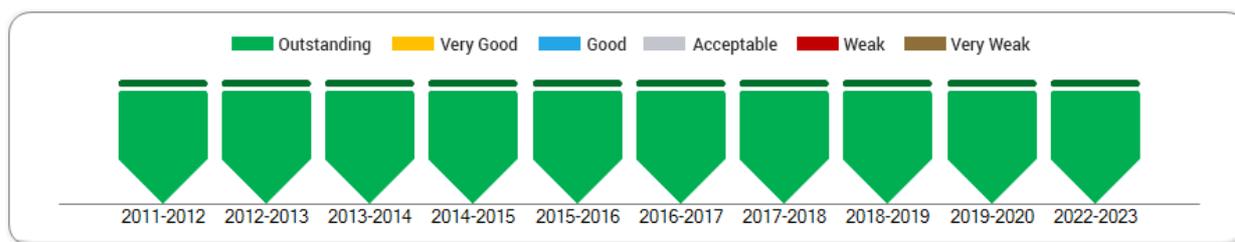
TEACHERS

	Number of teachers	52
	Largest nationality group of teachers	British
	Number of teaching assistants	44
	Teacher-student ratio	1:14
	Number of guidance counsellors	1.5
	Teacher turnover	6%

CURRICULUM

	Educational Permit/ License	UK
	Main Curriculum	UK
	External Tests and Examinations	NA
	Accreditation	BSO

School Journey for JUMEIRAH ENGLISH SPEAKING SCHOOL



Summary of Inspection Findings 2022-2023

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

- Children in the Foundation Stage (FS) make an outstanding start in their learning. In the upper primary classes, students' attainment is outstanding in English, mathematics, and science. Attainment in other year groups is not at the same consistently outstanding level. In Islamic Education and Arabic as a first language, although progress is good, it is not sufficient to attain the highest standards. Students progress more slowly when learning Arabic as an additional language. Throughout the school, students have exceptional learning skills.
- The behaviour of students in classes and around the school is exemplary. Their understanding of Islamic values and how these can be included in their daily lives remain outstanding. They have excellent understanding of environmental sustainability. Students have very secure knowledge of Emirati heritage. Their depth of understanding of cultures in Dubai is less secure.

PROVISION FOR LEARNERS

- In FS and the upper primary classes, teaching is consistently outstanding. Outstanding teaching is also evident in other year groups but is not as consistent in quality. All teachers know their students very well. This knowledge is not reflected in all teachers' planning. Plans do not ensure that all groups of students, in all subjects, are challenged to do as well as they can.
- F and upper primarys students are consistently provided with a wide range of exciting learning activities in English, mathematics, and science. In lower primary classes, curriculum design in English does not enable all students to build progressively on what they already know. In Islamic Education and Arabic, the curriculum expectations are not consistently implemented.
- Health, safety, and practices for child protection continue to be outstanding. Students are provided with highly-effective care and support which contribute significantly to their wellbeing. Support for most students of determination is very effective. Accurate identification enables prompt intervention in class and in lessons taught by specialist staff.

LEADERSHIP AND MANAGEMENT

- Subject leaders for English, mathematics, and science provide strong educational leadership and work very effectively with the newly appointed Principal and senior leadership team. Self-evaluation processes are extensive but lack some rigour. Parents are knowledgeable about the school and very supportive. The governing board makes outstanding contributions to the overall effectiveness of the school. Facilities and resources are of very high quality and contribute to the positive learning environment.

The Best Features of The School:

- Outstanding achievement in the FS and upper primary classes
- Outstanding learning skills, especially students' responsibility for learning
- Students' highly-developed personal and social skills, work ethic, and social responsibility
- The provision for the health, safety, care and wellbeing of students and staff
- The outstanding partnerships developed by leaders, teachers, and governors with parents

Key Recommendations

- Improve the monitoring of teaching.
- Ensure that all groups of students achieve the standards of which they are capable by improving the accuracy and reliability of teachers' assessments.
- Use accurate and reliable data to inform self-evaluation judgements.
- Improve school development planning.

Overall School Performance

Outstanding

1. Students' Achievement

		Foundation Stage	Primary
<p>Islamic Education</p>	Attainment	Not applicable	Acceptable ↓
	Progress	Not applicable	Good
<p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable ↓
	Progress	Not applicable	Good
<p>Arabic as an Additional Language</p>	Attainment	Not applicable	Acceptable ↓
	Progress	Not applicable	Acceptable ↓
<p>English</p>	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
<p>Mathematics</p>	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
<p>Science</p>	Attainment	Outstanding	Outstanding
	Progress	Outstanding	Outstanding
Learning skills		Outstanding	Outstanding

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

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

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding
Assessment	Outstanding	Very good ↓

4. Curriculum

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

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

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

6. Leadership and management

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

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

Focus Areas

National Agenda Parameter



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 assessments	is above expectations	meets expectations

- The school successfully sustained its outstanding judgement against the National Agenda Parameter benchmark tests. International assessment data show improvement in students' overall scores in the TIMSS assessment of Year 5 science.

	Whole school
Leadership: data analysis and curricular adaptation	Is above expectations

- Leaders understand the importance of data analysis to identify underperformance. Most teachers very skillfully adapt their teaching strategies or modify the curriculum to enhance any skills which need to be improved.

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

- Leaders have built a series of individual, class, and whole-school strategies to create a culture of reading throughout the school. They use the data produced to create an accurate assessment picture of each student. Despite this, students in the lower primary years do not all make the same rapid progress in reading as those in the upper primary .

Overall, the schools' progress towards achieving the UAE National Agenda targets is above expectations.

For Development:

- Increase the progress made by students in the lower primary classes in reading.

Wellbeing

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

- The school's vision is focused on integrating measures aimed to ensure the wellbeing of students and members of staff. Policies and procedures, with continuous self-review, support the vision and reflect the wellbeing needs of the school. The school systematically collects, analyses, and then uses data to monitor and refine its whole-school approach to wellbeing. Improved strategies to measure success have been developed. Effective day to day routines result in a calm, ordered environment to promote and enable students' wellbeing.
- The school very successfully engages students, parents, and stakeholders in their wellbeing through an imaginative array of projects and resources. Members of staff consistently and accurately identify students with wellbeing issues through digital platforms. They have ready access to students to give advice, guidance, and support when needed. Students are aware of their wellbeing needs and use the system well. The school supports the wellbeing of staff through well-developed programmes and reviews their needs regularly. Very effective channels of communication support wellbeing for all members of the school community.
- The school delivers a well-balanced curriculum range of extra-curricular approaches, which significantly enhance and develop students' wellbeing. There is implicit and explicit teaching of social and emotional skills, which inform, support, and develop students' wellbeing. Students make informed decisions about their health and safety. They are aware of the importance of a healthy lifestyle. The physical education department offers high-quality support to enable pupils to maximise their mental and physical health. Students consistently demonstrate exceptionally positive attitudes and report feeling safe, valued, and engaged in the life of the school.

UAE social studies and Moral Education

- Moral, social and cultural studies (MSC), timetabled as a single subject, combines the former moral education and the UAE social studies courses and is taught from Year 1 to Year 6. The implementation of this new combination as a single subject meets the requirements laid out in the Ministry of Education (MoE) guidance.
- Students increase their understanding of global issues through online research and discussion in class. The teaching and the design of the curriculum enable students to make appropriate progress in their learning. The school provides high quality MSC lessons that challenge students to think deeply about social issues and moral questions.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable ↓
Progress	Not applicable	Good

- Non-Arab Muslim students' progress is marginally better than that of Arab Muslim students. Girls' attainment and progress are relatively stronger than those of boys, particularly in the lower year groups. The progress of more able students is slightly slower than that of other groups of students.
- Students have sound knowledge and understanding of the pillars of Islam, Hadeeth, Islamic values, and morals. However, their knowledge is less secure in recitation skills, faith and Seerah. They make rapid progress in Islamic etiquettes and memorisation. Their recitation skills and ability to link between the different Islamic elements are not well developed.
- Teachers use digital technology to engage students in lessons. They are beginning to focus on the Holy Qur'an memorisation skills. However, this has, so far, only a limited impact on students' understanding of verses and how to apply the recitation rules.

For Development:

- Improve students' recitation skills, understanding of faith and their ability to link the Islamic elements using quotations from the Holy Qur'an.

Arabic as a First Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable ↓
Progress	Not applicable	Good

- Students' listening and reading skills, as well as their ability to understand simple and familiar texts are adequate, particularly when they listen or read for specific information. However, their restricted vocabulary prevents them from making connections between words in different contexts.
- Students most frequently express themselves using brief, simple words in modern standard Arabic, with support. Students in all year groups lack the confidence to initiate discussions, form phrases or ask simple questions.
- Students' attainment in Arabic as a first language has decreased, due to limited exposure and inconsistent use of Arabic in class.

For Development:

- Encourage students' interest in learning and using Arabic.
- Improve students' creative writing skills.

Arabic as an Additional Language

	Foundation Stage	Primary
Attainment	Not applicable	Acceptable ↓
Progress	Not applicable	Acceptable ↓

- Although students' overall attainment has decreased, those in Years 2 and 3 show better progress in lessons than do the other year groups.
- Students' reading abilities and comprehension of brief and familiar texts are adequate, especially in Years 5 and 6. However, their ability to respond to texts in modern standard Arabic is inconsistent across all year groups.
- Students' creative and independent writing skills are underdeveloped. They have limited guided practice.

For Development:

- Improve students' speaking, reading, and writing skills.

English

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Students' speaking and listening skills and their increasing vocabulary are strengths across the whole school. Students are highly articulate. They participate in debates, explaining and justifying their views eloquently. They use a wide range of sentence structures and sophisticated vocabulary.
- In Years 4 to 6, students can write at length demonstrating secure understanding of correct punctuation and the ability to use a wide range of vocabulary. Students in Years 1 to 3 do not systematically build on the writing skills developed in the FS.
- Most students read fluently and can analyse and extract information from texts. The school does not use a single approach to the teaching of the sounds that letters make. This lack of consistency slows students' progress in the lower primary classes.

For Development:

- Improve students' writing skills in Years 1 to 3.
- Adopt a consistent whole-school approach to the teaching of phonics.

Mathematics

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- External assessment has identified variation in achievements between year groups in Primary. Overall, independent learning is very strong and there is very high achievement in both the FS and Primary, with some exceptional achievement in upper primary classes.
- Children in the FS grasp basic number, directional language, and dimensions. Older primary students can solve a variety of multi-step problems. They apply their knowledge of fractions, decimals, and percentages to relatively complex situations and can explain their reasoning.
- Recently, the school has emphasised the importance of acquiring mathematical vocabulary. Teachers have raised the profile of mental mathematics, calculation, and problem solving. These strategies are increasing students' confidence and competence in tackling mathematical problems.

For Development:

- Ensure that there is appropriate reference to key mathematical vocabulary in the new calculation policy.

Science

	Foundation Stage	Primary
Attainment	Outstanding	Outstanding
Progress	Outstanding	Outstanding

- Children in FS enjoy experimenting and talking about what they see and what they are doing. In the primary phase, students enjoy practical activities, where they explore their own ideas and make predictions about the outcomes.
- Students' excellent understanding of the scientific method is strongly evident when they are carrying out investigations without guidance. In the lower primary classes, a few teachers do not enable students to be independent learners and thinkers.
- In Primary, students extend and deepen their understanding of topics such as air resistance and electricity. Students are developing their critical thinking and problem-solving skills because of the science challenges that they undertake.
- In the upper primary years, Emirati students are working collaboratively with their fellow students and achieving very well.

For Development:

- Ensure that students have further challenges to increase their scientific ability.

Learning Skills

	Foundation Stage	Primary
Learning skills	Outstanding	Outstanding

- Most students in the FS and upper primary year groups are enthusiastic learners. They engage extremely well in collaborative, activity-based learning that interests them. Students generally take responsibility for their learning. This exemplary practice is less evident in the lower primary years.
- Students in Years 4 to 6 interact very well with others to communicate their thinking. The quality of dialogue and discussion is extremely high throughout the school. Students know what they are learning but not necessarily how to improve their work.
- Students have exemplary skills in problem-solving, critical thinking, creativity, independent inquiry, and research. The ability to use these skills is less evident in Islamic Education and Arabic lessons.

For Development:

- Extend students' use of their well-developed learning skills in Islamic Education and Arabic lessons.

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

	Foundation Stage	Primary
Personal development	Outstanding	Outstanding

- From the FS to Year 6, students have exceptional attitudes and self-reliance, reflected in their mature relationships with fellow students and teachers. Students demonstrate excellent understanding of the importance of healthy food and exercise.
- Students are self-disciplined. They can manage their own behaviour exceptionally well and follow the school rules. They are sensitive to the needs of others and are always prepared to offer help or support if needed.
- Students play key roles in all activities and demonstrate responsibility. They are keen to come to school.

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

- Children in the FS have strong understanding of Emirati heritage and traditions. They can talk about iconic buildings and understand what people do in a mosque. Older students show very strong appreciation of Islamic values and how they influence life in Dubai.
- In Primary, students can explain important aspects of their own cultures, heritage, and traditions and those of some other world cultures. However, their knowledge of Emirati culture, heritage and traditions is less strong. The UAE National Anthem does not receive due respect.
- Students regularly take part in special assemblies and events to celebrate the traditions of their friends, such as Thanksgiving and Diwali. In so doing, they broaden their horizons and develop empathy and understanding.

	Foundation Stage	Primary
Social responsibility and innovation skills	Outstanding	Outstanding

- Students have a very good sense of community and responsibility. They are very eager to take on the wide range of leadership roles such as House and sports captains and pupil librarians. They contribute to the wider community through charity fundraising events.
- An excellent work ethic is evident from FS onwards. Children and students design, create and sell products at the Festive Fête and display their creative skills in art competitions. Student digital leaders support the use of technology in the school.
- Students are particularly knowledgeable about sustainability and environmental issues such as ocean pollution and deforestation. They are active in recycling schemes. They have made a video to promote recycling in the school.

For Development:

- Deepen students' knowledge and understanding of Emirati heritage and traditions.
- Ensure that the UAE National Anthem is played each morning across the school.

3. Teaching and assessment

	Foundation Stage	Primary
Teaching for effective learning	Outstanding	Outstanding

- In FS, teachers have excellent understanding of how young children learn. They use a wide range of strategies to engage children fully in learning, for example, through active play-based learning. In Primary, most teachers have strong subject knowledge and use this to great effect. They plan varied activities which capture students' interest.
- In Islamic Education and Arabic classes, and occasionally in Lower Primary, the most able students are not sufficiently challenged. Those who need help with their learning are not provided with sufficient resources to ensure rapid progress.
- Teachers' questioning is effective, promotes insightful responses, and develops students' critical thinking and reasoning skills. Questioning is most effective in English, mathematics, and science in Years 4 to 6. The quality of interactions with younger children in these subjects is less effective at times.

	Foundation Stage	Primary
Assessment	Outstanding	Very good ↓

- In FS, internal assessment procedures are comprehensive and consistent. Baseline assessments are linked to the school's curriculum and age-related expectations. These are used very effectively to measure progress.
- Assessment information is very detailed and used skilfully to influence teachers' planning of lessons. However, in Primary, assessments of students' work are not always fully matched to the schools' curriculum standards. This has adverse effects on their accuracy and reliability.
- Teachers and leaders use assessment information from external benchmark tests to modify the curriculum appropriately. Teachers' knowledge of, and support for students is very strong. They contribute significantly to students' wellbeing and to the development of their outstanding learning and personal skills.

For Development:

- Ensure that assessment data are accurate and reliable, meticulously monitored, and linked to curriculum standards.

4. Curriculum

	Foundation Stage	Primary
Curriculum design and implementation	Outstanding	Outstanding

- The FS curriculum is tailored to suit children’s specific needs and interests. Transition arrangements to Year 1 are well developed and ensure continuity in learning. Curriculum progression is less effective between Years 1 to 3 in English. The National Curriculum for England, which is followed in Primary, promotes innovation and challenge.
- The curriculum ensures high-quality provision in most subjects, with an emphasis on student-centred inquiry. Cross-curricular links are planned purposefully and innovatively. The same high-quality provision is less evident in Islamic Education and Arabic.
- Recently, MSC has been introduced. Curriculum leaders have identified the need for a review to consider how best to organise core themes, including wellbeing, across a range of subjects.

	Foundation Stage	Primary
Curriculum adaptation	Outstanding	Outstanding

- Curriculum provision has been very effectively planned to meet the needs of all groups of children. It has been especially successful in developing children’s personal and social skills, following the lengthy period of online and hybrid learning.
- In both FS and Primary, the curriculum is rich, offering an excellent range of opportunities designed to motivate and inspire all students. There is strong emphasis on developing students’ knowledge, understanding and appreciation of the heritage of the UAE.
- The recent addition of MSC to the school’s curriculum provides students with excellent opportunities to build their understanding of global issues. Teachers encourage online research and class discussions, with well-planned cross-curricular links.
- There is provision for Arabic in the FS.

For Development:

- Ensure that topics being taught in English build on students’ skills and knowledge and link with other subjects.

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

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

- All aspects of safeguarding and child protection are covered by very comprehensive procedures and policies. Some members of staff have skills in mental health first aid. Staff members and volunteers are thoroughly trained in how to protect students from all forms of abuse.
- The facilities are very clean and accessible, with ramps into almost all buildings. Equipment and resources are maintained to a very high standard. All students are collected from their classrooms by parents or carers who adhere fully to the school's security measures.
- The promotion of students' physical and mental health permeates the school. Students have appropriate access to support from the pastoral team. Staff members in the well-resourced health clinic carry out thorough medical checks and very effectively promote healthy living throughout the school.

	Foundation Stage	Primary
Care and support	Outstanding	Outstanding

- Relationships are very positive. Students and members of staff are mutually respectful and polite. Support for students with any additional needs or challenging behaviour is very effective. Movement around the school is in general, orderly. The school has effective systems to monitor students' attendance and punctuality.
- Rigorous assessments on entry and throughout the year leads to the identification of students of determination and enables prompt interventions. Support for most students of determination is effective in most subjects, both in class and in separate sessions with specialist teachers.
- Wellbeing is an important focus for the school and is closely monitored. The information is used to ensure that support and guidance are available for students and members of staff. Transition arrangements for secondary education are effective.

For Development:

- Ensure that the individual needs of all students are fully met in all subjects.

Inclusion of students of determination

Provision and outcomes for students of determination

Outstanding

- Governors and leaders have promoted an inclusive school, with a well-developed inclusion plan, to serve the increasingly diverse needs of the students. The head of inclusion, a middle leader, is accountable to the principal and to the governors for the outcomes of students of determination.
- The inclusion team makes very good use of a wide range of internal and external assessment data to identify barriers to learning. The data inform individual education plans (IEPs) which are very detailed, shared with parents and reviewed frequently.
- Partnerships with parents are at the centre of the school's provision. Communication is robust and appreciated. Parents value the quality of advice and support which their children receive. They are fully involved in the identification of needs and in the progress of their children.
- The curriculum for students of determination is appropriately modified to match most students' academic and personal needs. Highly-skilled learning support assistants offer personalised support for learning, ensuring that most students can make sustained progress.
- The school effectively tracks and monitors progress. Teachers check students' progress over time, thus informing future provision. The high-quality IEPs support most students in moving forward in their learning, with some exceeding age-related expectations.

For Development:

- Fully support the learning of students of determination and the more able students in all subjects.

6. Leadership and management

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

- The schools' vision and core values are shared by the whole community. All senior leaders drive an ambitious vision and ensure implementation strategies are robust and effective. Middle leaders in English, mathematics and science have very secure knowledge of the curricula and of best practice in teaching and assessment. Some leaders do not always use their knowledge well enough to provide members of staff with the best possible advice and direction. Systems to aid effective communication are in place, especially to support the smooth running of the school and to maintain staff morale.
- The school has a wealth of data with which to support self-evaluation processes. Leaders, in general, have an accurate view of the schools' strengths and areas for improvement. There are some weaknesses in the rigour of monitoring processes, both of students' outcomes and of the effects of teaching. These result, on occasion, in unreliable data. The school has been successful in maintaining outstanding attainment, but not in Islamic Education and Arabic. School improvement plans identify school and UAE priorities. However, they do not include clear, measurable success criteria linked to students' outcomes.
- Parents are very supportive of the school. They appreciate the partnerships with members of staff. Systems of communication have improved since the previous inspection. Formal reports to parents are basic. They do not provide detailed information of students' attainment and progress, nor next steps for improvement. Community partnerships are used very well to provide extended curriculum opportunities.
- The views of all stakeholders are represented on the governing board. The board has acted quickly to ensure that the admissions policy is now fully compliant. Members have a wide range of effective methods to gain knowledge of the school. The board effectively holds the school's leaders to account and has a significant effect on their work. Members have ensured high levels of investment in additional staff and improvements to the infrastructure.
- The school operates smoothly, on a daily basis. Staffing levels have been increased in key areas. The school's ability to deliver its vision has been enhanced. Staff training is regular. Occasionally, monitoring strategies are insufficiently robust and result in missed opportunities to improve. The substantial investment to extend and enhance outdoor learning areas has enriched the outstanding facilities and resources.

For Development:

- Use accurate data to support self-evaluation and include measurable goals in the school's development plan.
- Provide parents with comprehensive reports, including next steps for their children's 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 flourish.