

# INSPECTION REPORT

## Emirates International School - Jumeirah

Report published in April 2013

Knowledge and Human Development Authority

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## GENERAL INFORMATION ABOUT Emirates International School - Jumeirah

Location	Umm Al Sheif
Type of school	Private
Website	<a href="http://www.eischools.ae">www.eischools.ae</a>
Telephone	04 3489804
Address	PO Box 6446, Dubai, UAE
Principal	Phillip Burgess, Lynley Marwick
Curriculum	UK/IB
Gender of students	Boys and Girls
Age / Grades or Year Groups	4-18 / Kindergarten to Grade 13
Attendance	Acceptable
Number of students on roll	1,983
Largest nationality group of Students	Indian
Number of Emirati students	358 (18%)
Date of the inspection	28th January to 31st January 2013

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## The context of the school

Emirates International School-Jumeirah is situated in Umm Al Sheif. The school opened in 1991. At the time of the inspection, the school had a roll of 1,983 students, aged four to 18 years. Approximately 26 per cent of students were from the Asia subcontinent, 18 per cent were Emirati and there were significant numbers from other Middle Eastern countries, the United States of America, and Eastern and Western Europe. Overall, 74 different nationalities were represented.

The school followed the National Curriculum of England and Wales, and the International Baccalaureate (IB) curriculum at different stages. Children in the Kindergarten and students in Grades 1 to 6 followed the IB Primary Years Programme (PYP), students in Grades 7 to 9 followed the IB Middle Years Programme (MYP); students in Grade 10 and 11 were entered for International General Certificate of Secondary Education (IGCSE) at the end of the secondary phase and post-16 students were engaged in the IB Diploma Programme.

The school introduced Kindergarten 1 this year and there were now a total of twelve classes in the two Kindergarten stages. Almost all of the Kindergarten staff were appointed this year. There were 200 full-time teachers, including the senior leadership team. All teachers in the school had appropriate teaching qualifications. Most of the newly appointed teachers had not taught the IB curriculum before.

## Overall school performance 2012-2013

Good

### Key strengths

- Implementation of community service was well developed in the secondary school;
- The quality of learning and teaching across the school was broadly good;
- The analysis of students' performance data in secondary was used effectively to support improvements in students' achievements;
- The improved curriculum in English and science;
- The school's outstanding partnership with parents.

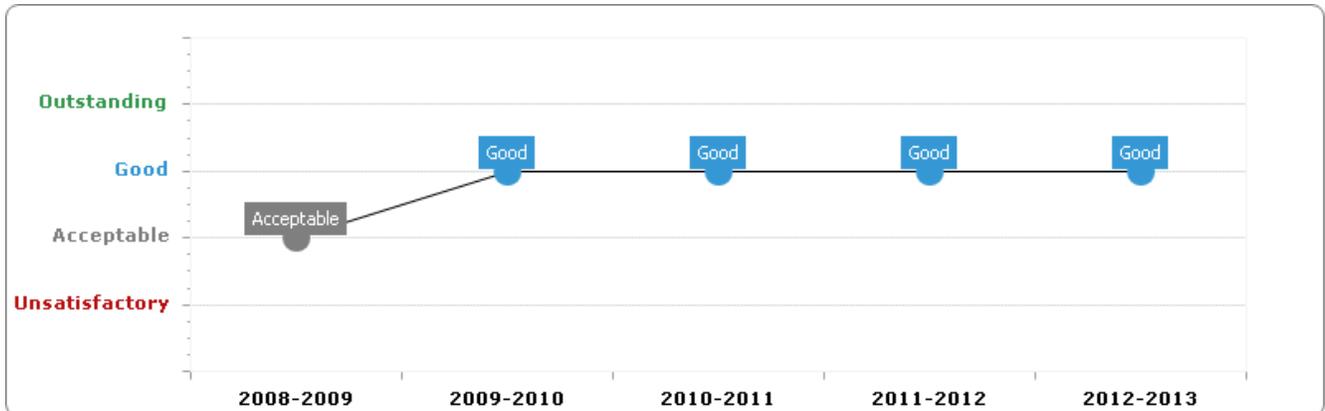
### Recommendations

- Raise students' attainment and progress, particularly in Islamic Education and Arabic;
- Improve students' understanding of Emirati culture;
- Ensure that tasks in all subjects and across all phases of the school are well matched to the different learning needs of students;
- Improve the identification of students' special education needs and the co-ordination and targeting of support across the school;
- Improve the learning resources, including information and communication technology to support an enquiry-based curriculum.

## Progress since the last inspection

- A strong emphasis had been placed in the school on improving attainment in Arabic, English and mathematics. Overall, the school had taken appropriate action and there were signs of improvement, especially in English;
- Improvements had been made to the consistency of lessons and better use was being made of attainment data in both the primary school and high school;
- Teachers placed a greater emphasis on improving learner skills and promoting the IB learner profile. This was beginning to have an impact as students were experiencing more regularly and consistently an enquiry based approach to learning.

## Trend of overall performance



## How good are the students' attainment and progress in key subjects?

	Foundation Stage	Primary	Secondary	Post-16
<b>Islamic Education</b>				
<b>Attainment</b>	Not Applicable	Good	Good	Good
<b>Progress</b>	Not Applicable	Good	Acceptable	Acceptable
<b>Arabic as a first language</b>				
<b>Attainment</b>	Not Applicable	Good	Acceptable	Acceptable
<b>Progress</b>	Not Applicable	Good	Acceptable	Acceptable
<b>Arabic as an additional language</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Not Applicable
<b>Progress</b>	Not Applicable	Acceptable	Acceptable	Not Applicable
<b>English</b>				
<b>Attainment</b>	Acceptable	Good	Good	Good
<b>Progress</b>	Good	Good	Good	Good
<b>Mathematics</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Good	Good	Good	Good
<b>Science</b>				
<b>Attainment</b>	Acceptable	Good	Good	Good
<b>Progress</b>	Acceptable	Good	Good	Good

[Read paragraph](#)

## How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Attitudes and behaviour	Good	Good	Good	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Outstanding

[Read paragraph](#)

## How good are the teaching, learning and assessment?

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good
Quality of students' learning	Good	Good	Good	Good
Assessment	Good	Good	Outstanding	Outstanding

[Read paragraph](#)

## How well does the curriculum meet the educational needs of students?

	Foundation Stage	Primary	Secondary	Post-16
Curriculum quality	Good	Good	Good	Good

[Read paragraph](#)

## How well does the school protect and support students?

	Foundation Stage	Primary	Secondary	Post-16
Health and Safety	Good	Good	Good	Good
Quality of Support	Acceptable	Acceptable	Acceptable	Good

[Read paragraph](#)

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Good
Partnerships with parents and the community	Outstanding
Governance	Good
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

## How good are the students' attainment and progress in key subjects?

Students' attainment was variable across the school and within different subjects. Most students across the school displayed a good understanding of Islamic values. In secondary and post-16, students were not always able to apply these values to their daily lives. In Arabic as a first language, student attainment was good in primary and acceptable in secondary and post-16 phases. Weaknesses were evident in students' written work in secondary school. Attainment was acceptable in Arabic as an additional language in both primary and secondary and most students could express their ideas in very simple sentences. Students achieved high standards in English. The use of non-fiction texts helped improve boys' reading. Attainment in mathematics was acceptable across all phases. Students were not sufficiently secure in their understanding of mathematical concepts and in problem-solving. Attainment in science was acceptable in Kindergarten, where children acquired scientific vocabulary, but scientific enquiry was a feature of only a few classes. It was good in primary, secondary and post-16, with a greater focus on the development of skills and understanding of scientific method.

Progress in key subjects was variable. In Islamic Education students in secondary and post-16 made acceptable progress in Qur'anic recitation considering their starting points. Most students had made steady progress improving their writing skills in Arabic as a first language. In primary classes native Arabic speakers made good progress. Students' progress in Arabic as an additional language was acceptable in both primary and secondary. Kindergarten children made good progress in English. They could readily follow the teachers' instructions and answer simple questions. The good progress in developing English skills in primary was continued in secondary. In mathematics, students made good progress in number. Progress in science was acceptable in Kindergarten and good in other stages. Students made hypotheses and carried out investigations.

[View judgements](#)

## How well does the school provide for Emirati students?

Emirati primary students' performance in all key subjects was lower than that of other students. In the secondary school, Emirati students' results in all of the key IGCSE examinations were generally lower than those obtained by non-Emirati students. The difference in the average scores of students increased from Grade 7 to Grade 11. Emirati students, particularly boys, did not display the same level of motivation to achieve good grades as other students. A number of students in Grades 10 and 11 did not regard the IGCSE examination as being relevant to their futures. The same applied to students' perceptions of the IB Diploma Programme. There was a sharp drop in the number of students progressing from Grade 11 into Grade 12, and from Grade 12 into Grade 13.

## How good is the students' personal and social development?

Across the school students' attitudes and behaviour were good. They were outstanding in the post-16 phase. Most students behaved well in lessons and were respectful to adults and peers. However, the behaviour of a few students did not meet the school's high expectations. A successful healthy living project had resulted in raised awareness of the importance of healthy eating and exercise. Attendance and punctuality were mostly acceptable, although lower in Kindergarten. Most Muslim students recognised the importance of their religion in guiding their values and actions; however other students had a weak understanding of Islamic values. Kindergarten students could talk about the environment. They recalled visiting a local farm, described some of their experiences and displayed an appreciation of the environment. Students in the primary and high schools acquired a broad knowledge of social and environmental topics through their studies. In a few instances this prompted them to initiate service projects. The majority of high school students engaged willingly in the community service element of the curriculum, while a few took responsibility to devise their own service projects.

[View judgements](#)

## How good are the teaching, learning and assessment?

The quality of teaching for effective learning was good across all phases but less secure in Arabic as a first language. Teachers' subject knowledge was good in the key subjects and this had led to some outstanding teaching in mathematics, science and English. A focus on specifying learning outcomes was a strong feature of teachers' planning. In successful lessons, teachers demonstrated creativity and purpose which enthused students and this led to meaningful and active learning. Good teaching was also seen when teachers had high expectations of students and provided tasks that challenged them. Adjusting teaching methods to meet the needs of all students was not always a feature of lessons across all phases. Critical thinking was observed in some lessons and was a feature of post-16 mathematics. Good quality teaching was observed in a range of other subjects.

The quality of students' learning was good across all phases and was largely the result of teachers' skills in planning lessons. A strong commitment to learning was evident in students' interactions with their peers and teachers. Students were aware of their own learning strengths and possible areas for development. Where there was good learning, students had been encouraged by teachers to work independently and take full account of the lesson objectives. Teachers helped students to consolidate earlier learning by allowing them to work collaboratively and present their findings either orally or in written form. The lack of quality interactive resources limited the scope of enquiry and research and this had impacted negatively on the diploma programme at post-16.

The quality of assessment was good in Kindergarten and primary and outstanding in both secondary and post-16. The senior phases had very comprehensive and accurate systems for gathering and processing data on students' progress. Attainment and progress were analysed on the basis of gender, age, nationality and that information was used to plan the improvement of students' outcomes. Students' self-assessment was thorough in some primary classes where there was an extensive and skilled use of rubrics. Teachers had a detailed knowledge of students' achievements and feedback was given to parents on a regular basis. The collection and use of assessment data to plan learning had improved in primary. Teachers had consistent standards and lesson plans took account of differing student needs, although they were not always implemented consistently. The use of assessment information to plan effectively for students with special educational needs was inconsistent.

[View judgements](#)

## How well does the curriculum meet the educational needs of students?

The curriculum was good overall. Teachers worked well together to realise the vision for a coherent curriculum from Kindergarten to IB diploma. The curriculum was well documented. Work to improve cohesion between PYP and MYP subjects was continuing. The teaching of the curriculum in a minority of PYP and MYP classes lacked a consistent focus on understanding concepts and learning through enquiry. Arabic and Islamic Education were taught from Kindergarten. At MYP level a range of stimulating creative courses was on offer. A good range of IGCSE courses was followed by a very wide choice of IB diploma level courses at high and standard level, including the option for self-taught languages. Community service enriched the curriculum in all MYP and diploma classes and offered opportunities for students to take responsibility within the school and interact with the local community.

[View judgements](#)

## How well does the school protect and support students?

Procedures for health and safety were good in all phases. The school was secure and in a good state of repair. There were many sunshades, the pool was well protected and laboratory chemicals were stored securely. Supervision was good and most anti-social behaviour was addressed swiftly. Students' welfare was a priority but staff had not received training in child protection. Some of the bus transport arrangements required review. Staff recruitment procedures were rigorous. All safety checks and evacuation drills were undertaken regularly. There was a systematic approach to health education through the personal social and health education programme. There was a good range of physical activity for all students. However, the menu in the canteen was not adequately varied, with insufficient healthy foods.

The quality of support for all students was acceptable in all phases. Staff and student relationships were generally good. Most behaviour and welfare issues were well managed. Attendance and punctuality were improving in response to procedures and monitoring. Students reported that music between lessons had a positive impact on time keeping. Excellent medical, counselling and mentoring support was provided, and transition arrangements between phases of education were effective.

[View judgements](#)

## How well does the school provide for students with special educational needs?

The school identified the learning needs of primary and lower secondary students in English and mathematics. Individual education plans for these students were shared with teachers in primary planning meetings or made available on the high school's information management system. Procedures for identifying specific learning difficulties or more complex needs were not embedded and there was little in-class support for students with such needs. The best lessons in the primary school featured individualised planning. Teachers often attempted to meet students' learning needs by grouping them by ability. Few students with special educational needs were identified in upper secondary and post-16 phases. The management of special educational needs was adequate but inconsistent, but provision for the talented or gifted had improved. In the best lessons, support for students with additional needs ensured that they made progress in line with their peers.

## How good are the leadership and management of the school?

Overall, the quality of leadership in the school was good. The primary school and the high school had separate principals. Each had important strengths and had brought about improvement to their schools. In secondary there was a very strong drive to improve attainment and this was accompanied by clear direction and clarity of purpose. In primary, a strong emphasis was placed by the Principal upon improving outcomes for students through teacher reflection on their own practice and collegial working. Leadership was distributed well across the schools. Deputy Principals, deans and middle managers also made a strong contribution to the school. Grade and subject co-ordinators in the primary school had very little time to carry out their leadership and management duties.

Self-evaluation and improvement planning were good. Both schools had systematic procedures for evaluating their work, identifying strengths and targeting areas for improvement. Different approaches and criteria were used to monitor the quality of lessons in each school, but each had strengths. The analysis of

attainment data in the high school was exemplary. Both schools were able to identify and share good practice and plan learning collaboratively. The improvement plans were well-founded, detailed and had led to improvements.

Partnerships with parents and the community were outstanding. Excellent communication took place between the school and parents through e-mail, weekly bulletins and face-to-face contact. Each school had its own parent advisory board. The primary school board was particularly effective in providing feedback to the school, whereas the secondary board had been more focused on developing links with the community. Each school had links with the local community and these were developing further, especially through the community service programme of the IB curriculum.

Governance was good. The director had regular contact with the school and through this had an in-depth knowledge of the school. Appropriate decision making was delegated to the principals. The governing board sought improvements to the school and held the school to account. The principals regularly jointly presented reports on the school's performance to the board.

The management of staffing, facilities and resources was acceptable. Most aspects of the school were managed efficiently and effectively. The school was staffed with well qualified teachers and there had been a reduction in staff turnover. Classroom facilities were generally good although some classrooms were small in the primary school and Kindergarten. Recent improvements included school wide CCTV cameras, wireless internet coverage and permanent shade covering of the swimming pool. Overall, the premises and facilities were adequate, although there was a shortage of resources for the enquiry based curriculum which was developing across the school. Tablet computers were being piloted in the primary school, but there was a shortage of information technology for students to use in class across the school.

[View judgements](#)

## What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	176	12%
	Last year	151	13%
Teachers	20		10%
Students	10		3%

\*The percentage of responses from parents is based on the number of families.

Only a few parents, teachers and students responded to the surveys. Of those who responded, parents were satisfied with the quality of education provided by the school. Although a few thought that some of the school's facilities should be upgraded. Almost all said that their children enjoyed attending the school. Almost all said they were happy with the progress their children made in English; most were happy with the progress being made in Islamic Education, Arabic as an additional language, mathematics and science. A majority of the respondents were content with the progress their children made in Arabic as a first language. Most thought that the quality of teaching and learning was good. Parents liked the wide range of subjects available in the school and the variety of extra-curricular clubs. They thought that students were treated fairly and with respect. They found reports to be helpful and thought that communication with the school was good. A majority thought that the school consulted well with parents. Parent-teacher meetings were also seen as being helpful. Most parents thought that the school was well led. Fewer than half of the parents and just over half of the teachers who responded thought that the school welcomed children with special education needs.

## What happens next?

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

- Recommendations from DSIB;
- Areas identified by the school as requiring improvement;
- Other external reports or sources of information that comment on the work of the school;
- Priorities arising from the school's unique characteristics.

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

**Dubai Schools Inspection Bureau**

**Knowledge and Human Development Authority**

## How to contact us

If you have a concern or wish to comment on any aspect of this report you should contact:

[inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)

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