

INSPECTION REPORT

2022-2023



EMIRATES INTERNATIONAL PRIVATE SCHOOL L.L.C

IB CURRICULUM









GOOD

CONTENTS








CONTENTS	2
SCHOOL INFORMATION	3
Summary of Inspection Findings 2022-2023	4
Overall School Performance	6
Focus Areas	8
Main Inspection Report	10

SCHOOL INFORMATION







GENERAL INFORMATION

	Location	Umm Al Sheif
	Opening year of School	1991
	Website	www.eischools.ae
	Telephone	97143489804
	Principal	Robert Matthew Donaldson Ellis
	Principal - Date appointed	9/1/2021
	Language of Instruction	English
	Inspection Dates	06 to 09 February 2023





STUDENTS

	Gender of students	Boys and girls
	Age range	3 to19
	Grades or year groups	FS1 to Year 13
	Number of students on roll	2120
	Number of Emirati students	390
	Number of students of determination	175
	Largest nationality group of students	Arab

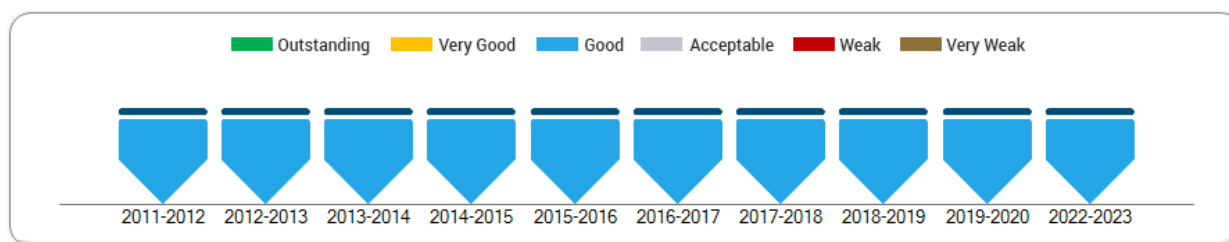
TEACHERS

	Number of teachers	172
	Largest nationality group of teachers	British
	Number of teaching assistants	6
	Teacher-student ratio	1:12
	Number of guidance counsellors	3
	Teacher turnover	10%

CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	IBMYP, IBDP,BTEC,IBCP
	Accreditation	IB

School Journey for EMIRATES INTERNATIONAL PRIVATE SCHOOL L.L.C



Summary of Inspection Findings 2022-2023

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

STUDENTS OUTCOMES

- In Islamic education students make good progress in the Primary Years Programme (PYP) and the Middle Years Programme (MYP) and perform even better in the Diploma Programme (DP). In Arabic as a first language, students' speaking and listening skills are stronger than their writing. In Arabic as an additional language, students have secure reading, listening and speaking skills, except in the MYP. Children in the Foundation Stage (FS) make excellent progress developing English communication and literacy skills. In all phases a large majority of students make accelerated progress in mathematics and science.
- Students enjoy school. They feel safe and well supported. They are self reliant, respectful, and polite with strong leadership skills. Teacher and student relationships are mutually respectful. Students' behaviour is exemplary. Students are highly motivated and engaged in extra-curricular activities. They have clear appreciation of Islam and UAE culture. They respect other cultures and contribute to charitable projects. Students demonstrate an excellent work ethic. All are committed to sustainability.

PROVISION FOR LEARNERS

- Teaching quality is inconsistent, although it is improving in some subjects. The environments in the FS and PYP are very conducive to learning. Teachers adopt strategies that engage their students. Most teachers ask questions well to develop their students' critical thinking. Teaching meets the needs of most, but not all students. Robust assessments are aligned with the curriculum standards. These enable progress tracking, showing that learning in the PYP and MYP is limited compared to the other phases. Interventions are in place to narrow small attainment gaps among some groups of students.
- The International Baccalaureate (IB) curriculum builds on prior learning from phase to phase, addressing students' career aspirations and their next stages of schooling. A range of courses meet the academic interests of most students. There is an extensive range of extra-curricular activities. The curriculum supports students' personal development and preparation for the world. Curriculum adaptations meet the learning needs of most students. Many resources are translated into several languages to help the English as an additional language learners.
- The safeguarding of students is secure and the environment is hygienic. Access around the campus has improved for all students. Transport is very well managed. The school meets all regulatory requirements. Any visits off campus are risk assessed. Medical records are maintained securely. Healthy living is promoted. Staff members and students maintain purposeful relationships. Some students are champions and buddies to younger children. The wellbeing of all is promoted effectively. Individuals and groups of students are identified, but there is limited personalised learning.

LEADERSHIP AND MANAGEMENT

- The Principal, senior and middle leaders have had positive effects on the school's outcomes. The school embodies the Emirati vision for inclusivity. Leaders accurately identify the school's priorities for improvement. Self-evaluation procedures, teacher induction, and performance management all enhance the quality of teaching. Improvement plans have measurable targets for addressing the priorities. Parents are empowered as partners in learning. The School Advisory Council communicates with parents and students and with the Executive Board. Teachers are qualified and experienced. Professional development has improved the quality of teaching. The school environment is conducive to learning.

The Best Features of The School:

- The highly inclusive nature of the school, providing a safe place for all groups of students
- The priority on wellbeing upheld by all stakeholders that makes this a strong and stable community
- The commitment of the leaders and governors to provide high-quality education for all groups of students
- The governance that uses stakeholders' voices to support better teaching and learning
- The very good communication with parents which keeps them informed and supported







Key Recommendations

- Reduce the achievement gaps between some groups of students, especially in the MYP.
- Provide more frequent opportunities for independent learning, research, critical thinking, and presentation.
- Provide consistently high-quality teaching in the PYP and the MYP, by sharing the existing best practices.
- Diagnose the needs of students of determination more accurately.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good	Good ↑	Good ↑
	Progress	Not applicable	Good	Good	Very good ↑
 Arabic as a First Language	Attainment	Not applicable	Good ↑	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable	Acceptable	Not applicable
 English	Attainment	Very good	Very good	Good ↓	Outstanding
	Progress	Outstanding	Very good	Very good	Outstanding
 Mathematics	Attainment	Very good	Very good ↑	Good	Very good ↑
	Progress	Very good	Very good ↑	Very good	Very good
 Science	Attainment	Very good	Good	Good	Very good
	Progress	↑ Outstanding	Very good ↑	Very good ↑	Very good
		Foundation Stage	PYP	MYP	DP
Learning skills		Outstanding	Good	Good	Very good

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

	Foundation Stage	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding↑	Outstanding↑	Outstanding	Outstanding

3. Teaching and assessment

	Foundation Stage	PYP	MYP	DP
Teaching for effective learning	Outstanding	Good	Good	Very good
Assessment	Outstanding↑	Very good↑	Very good↑	Very good

4. Curriculum

	Foundation Stage	PYP	MYP	DP
Curriculum design and implementation	Outstanding↑	Very good	Very good	Outstanding
Curriculum adaptation	Very good	Very good↑	Very good↑	Outstanding

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

	Foundation Stage	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Outstanding↑	Outstanding↑	Outstanding↑	Outstanding↑
Care and support	Very good	Very good	Very good	Outstanding

6. Leadership and management

The effectiveness of leadership	Very good↑
School self-evaluation and improvement planning	Very good
Parents and the community	Very good
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 assessments	meets expectations	is approaching expectations

- Over the past two years in English and mathematics, students' attainment on the General Learning assessments has been at least very good in the PYP, but weak in the MYP. In science, outcomes in the PYP have been outstanding and good in the MYP. On international benchmarking assessments, outcomes were better in Year 5 than in Year 9.

	Whole school
Leadership: data analysis and curricular adaptation	meets expectations

- Leaders at all levels support the vision and goals of the National Agenda. Data from benchmarking assessments are used to identify where adjustments to the curriculum are required. The National Agenda action plan identifies key areas for improvement. The New Group Reading Test (NGRT) assessments enable the school to measure improvements in students' reading and comprehension skills frequently.

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

- The NGRT assessments have provided baseline evaluations of reading and comprehension skills for all students in Years 2 to 10. Students build their critical thinking skills effectively during most lessons across the IB programmes.

Overall, the school's progress toward achieving the UAE National Agenda targets meets expectations.

For Development:

- Ensure that the reading programme is having a positive effects on students' reading skills.
- Extend the National Agenda action plans to measure the progress being made towards the goals.
- Close the attainment gaps on external tests between Emirati students and others.

Wellbeing

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

- School leaders share a clear wellbeing vision for the school. They see wellbeing as a priority which runs through every aspect of school life. Their wellbeing vision is realised by a team of exceptionally qualified, talented and experienced individuals who care for, educate, inspire, and empower the school community. Stakeholders have voices in the well-being programme.
- Strong relationships and regular checkins ensure identification, intervention and signposting. Strategies are in place to care, guide and support all members of the school community. Counselling support is available for all members of the community, including for parents. Qualified and experienced staff members are accessible throughout the day. They monitor well-being through surveys and a wellbeing web application.
- Collectively, the wellbeing curriculum provides opportunities for implicit and explicit teaching of social and emotional skills. The school continues to broaden this provision and recognises that students need a variety of experiences. Students access an extensive awareness and assembly programme to support them in making healthy and safe choices. Students demonstrate positive attributes through their sustained engagement and are highly motivated.

UAE social studies and Moral Education

- The school has adopted the Ministry's Moral Education, Social Studies and Cultural awareness (MSC) framework and has mapped it to the units of the IB programmes for Years 2 to 12. All students from Years 2 to 10 receive one timetabled lesson of MSC per week. This is supplemented by MSC activities undertaken with students during form time, assemblies, projects, national day and flag day celebrations. The MSC leaders have developed coherent curriculum provision for the moral, social, and cultural development of students that is appropriately balanced. The IB scope and sequence outcomes have been used effectively to incorporate the MSC unit outcomes.
- The provision derived from the MSC framework is a combination of classroom instruction and project-based inquiry. Students take the major themes that they are learning and apply them to different real-life situations, or to elements of the culture and heritage of the UAE. This new initiative promotes students' learning skills and engages them at appropriate levels of interest and ability. Students enjoy their MSC lessons.

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	PYP	MYP	DP
Attainment	Not applicable	Good	Good ↑	Good ↑
Progress	Not applicable	Good	Good	Very good ↑

- Students' work and lessons indicate that the majority of them attain levels of knowledge and skills that are above the curriculum expectations. Internal assessment results reflect students' good performances. They make good progress in the PYP and MYP and perform better in the DP.
- The PYP and MYP students are knowledgeable of Islamic creed, worship and the Prophet Seerah. The DP students discuss Islamic Fiqh issues in depth. They make meaningful links with current issues, which supports their understanding of verses from The Holy Qur'an and Hadith. Outcomes are constrained by limited opportunities for independent learning.
- Students begin each lesson with recitation of The Holy Qur'an. They participate in Holy Qur'an clubs and competitions. This improves their memorization of The Holy Qur'an and knowledge of Al Tajweed rules.

For Development:

- Enhance students' learning by giving them more responsibility to lead lessons, particularly in the PYP.
- Encourage the MYP students to link the tenets of Islam with life and to seek evidence from The Holy Qur'an.
- Improve students' recitation skills when applying Tajweed rules in the DP.

Arabic as a First Language

	Foundation Stage	PYP	MYP	DP
Attainment	Not applicable	Good ↑	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good

- Students in each phase have improved their listening skills since the previous inspection. The PYP students recognise story elements well. The MYP and DP students can analyse different genres and can provide appropriate reflections on them. These are done better orally than when written.
- The PYP students develop strong reading comprehension skills, which enable them to understand the texts they read. The DP students have strong speaking skills which enable them to debate topics and make real-life connections.
- Students make good use of opportunities for discussion that develop their higher-order thinking skills. They can relate different topics to their lives. Although lessons are now planned and structured more effectively to improve writing skills, these skills remain underdeveloped.

For Development:

- Improve the writing skills of students in the MYP and DP by providing regular and rigorous feedback, to which students are required to respond.

Arabic as an Additional Language

	Foundation Stage	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Not applicable
Progress	Not applicable	Acceptable	Acceptable	Not applicable

- Most students attain levels that are in line with curriculum standards. The PYP students can ask and respond to simple questions more strongly than the MYP students.
- Students have secure reading skills and adequate listening and speaking skills. They use familiar words appropriately. Students' grasp of language skills and vocabulary remains limited in the MYP.
- Students are taught in groups according to their experience of learning Arabic. In the PYP most students respond well to the different strategies teachers use. In the MYP, where students have wider ranges of experience, the effects of task differentiation are less apparent. Consequently, the students' attainment is lower and their progress is slowed.

For Development:

- Group students and give them different tasks, based on their number of years of studying Arabic.
- Improve speaking and writing skills, particularly in the MYP, by requiring students to practise these skills for a variety of purposes.

English

	Foundation Stage	PYP	MYP	DP
Attainment	Very good	Very good	Good ↓	Outstanding
Progress	Outstanding	Very good	Very good	Outstanding

- Children in the FS make excellent progress developing communication and early literacy skills. The strong focus on reading comprehension in the PYP and critical reading analysis in the DP ensures that students make rapid progress and consequently perform very well on external assessments.
- Students progressively develop their knowledge and understanding of how writing styles differ in a range of genres. They apply English writing conventions and techniques but a few may lack accuracy. Most students are confident speakers of English.
- The English curriculum has been restructured since the previous inspection, with much greater emphasis on students' acquisition of language and literacy skills. The introduction of the NGRT is enhancing students' progress and attainment, although this is less evident in the MYP.

For Development:

- Improve students' attainment in the MYP and narrow the gap in attainment between Emirati and non-Emirati students.
- Ensure that students routinely check their work for accuracy, particularly in relation to spelling, punctuation, and grammar.

Mathematics

	Foundation Stage	PYP	MYP	DP
Attainment	Very good	Very good ↑	Good	Very good ↑
Progress	Very good	Very good ↑	Very good	Very good

- The large majority of children in the FS and students in the PYP and DP phases attain above the expected curriculum standards. In the MYP a majority of students do so. In all phases a large majority of students make accelerated progress in their studies.
- Students in the PYP demonstrate confidence when solving problems involving fractions. In the MYP they can solve algebraic functions using systematic steps to arrive at their answers. In all phases most students are confident to carry out basic arithmetical calculations using mental strategies.
- Assessment data are now used more effectively by teachers when planning activities, so tasks are better matched to the abilities of their students, especially in the PYP. Activities are less well structured in the MYP, which limits students' attainment. The achievements of Emirati students are slightly lower than those of their peers.

For Development:

- Ensure that students' basic arithmetical skills are secure enough to solve problems internally.
- Ensure that the gaps in attainment between different groups of students are closed on external assessments.

Science

	Foundation Stage	PYP	MYP	DP
Attainment	Very good	Good	Good	Very good
Progress	Outstanding ↑	Very good ↑	Very good ↑	Very good

- Students' performances on the school's internal and external assessments are consistently high. In each phase students apply investigative skills, beginning in the FS by exploring how to grow plants from seeds. As a result of their research, children in the FS can identify the different parts of plants.
- The PYP students extend their investigative skills, as well as their scientific knowledge and understanding. A few students may record and evaluate their observations inaccurately. The MYP students investigate genetic inheritance and explore genetic mutation. By Year 10 they show independent learning skills during experiments, for example, about ionic and covalent bonding.
- The DP students grasp advanced scientific concepts. Through guided experiments they gain understanding of DNA structures in biology, concentration of compounds in chemistry and energy transition in physics. However, some are yet to determine their own hypotheses and then design experiments to test them.

For Development:

- Require students to design their own experiments and lead learning by comparing alternative methods of investigation.
- Improve the PYP students' accuracy when recording and evaluating their observations from experiments.

Learning Skills

	Foundation Stage	PYP	MYP	DP
Learning skills	Outstanding	Good	Good	Very good

- All students enjoy learning. They increasingly take responsibility and can work independently for sustained periods of time. Senior students know their strengths and weaknesses and use assessment rubrics well to plan, produce and evaluate their work.
- Students interact very well with their teachers and peers. When given opportunities they co-operate well and communicate their thinking clearly. However, such collaborations are less evident in the MYP. Students frequently make connections with other subjects and between their learning and the real world.
- From phase to phase, students develop some critical thinking and problem-solving skills. Most develop the expected depth in their thinking and apply these skills to improve their work. Students' increasingly use educational technologies to access lesson content and learning resources, leading to some independent research.

For Development:

- Ensure students engage in collaborative learning during lessons, particularly in the MYP.
- Ensure students routinely check their work for accuracy and increase the depth of their thinking.

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

	Foundation Stage	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are very positive and happy. They enjoy being at school. They feel safe, appreciated and well supported. A culture of independence and self-discipline is evident throughout the school. Almost all students, including the FS children, are self reliant, respectful, and polite. Some students demonstrate very strong leadership skills, particularly in the upper phases.
- Relationships between teachers and students are very positive and mutually respectful. They work very effectively together. Behaviour is exemplary; students are highly motivated, showing empathy and readiness to help each other.
- Students maintain healthy lifestyles. They make healthy food choices. They are highly engaged in regular physical education lessons and a wide range of extra-curricular sports clubs. Students' attendance rates are high. Almost all are punctual arriving at school and to lessons.

	Foundation Stage	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Outstanding	Outstanding

- Students have clear appreciation of Islamic values. This is reflected in their commitment to learning and their respectful behaviour. Islamic ambassadors actively promote awareness. Older students involve themselves fully in celebrations such as the Iftar evening. However, this is a less developed feature in the FS and PYP.
- Students fully respect and appreciate the heritage and culture of the UAE. They organise and celebrate different national occasions. They appreciate the diversity of the country and can talk in detail about the UAE's history, food, and leaders.
- Students are very proud of their own cultures and heritage. They show respect for and appreciation of other world cultures. They actively participate when celebrating world cultures through a variety of events, such as International Day, World Peace Day and World Education Day.

	Foundation Stage	PYP	MYP	DP
Social responsibility and innovation skills	Outstanding ↑	Outstanding ↑	Outstanding	Outstanding

- Students in all phases contribute actively to the life of the school through their support of projects like Pink Week. Community helpers in the FS take responsibility for their play areas. Student ambassadors volunteer to help with sports competitions.
- Students demonstrate an excellent work ethic. The members of the Student Council are innovative, resourceful, and creative. Students engage in activities such as the Model United Nations. They demonstrate innovation and entrepreneurship through their organisation, and participation in the Formula One project.
- All students are deeply committed to a sustainable future. They care for their school and promote the use of sustainable water bottles. They are actively engaged in environmentally sustainable projects including recycling materials, some of which are used in the FS on innovative projects.

For Development:

- Ensure that the FS and PYP students enhance their understanding of Islamic values in the UAE.

3. Teaching and assessment

	Foundation Stage	PYP	MYP	DP
Teaching for effective learning	Outstanding	Good	Good	Very good

- Teachers have secure subject knowledge and apply this well to facilitate learning. Teaching is inconsistent between phases and subjects. The teaching of Arabic is improving. The teaching environments in the FS and PYP are very conducive to learning.
- Teachers routinely plan their lessons well, adopting a range of strategies to engage students. Most teachers interact well with their students and question them to develop their thinking and check their understanding. They encourage students to collaborate on tasks; this is less apparent in the MYP due to the different seating arrangements.
- Teachers are aware of students' needs and use a range of teaching and learning strategies that successfully meet the needs of most, but not all. Teachers routinely promote students' independent learning, critical thinking, and problem-solving skills.

	Foundation Stage	PYP	MYP	DP
Assessment	Outstanding ↑	Very good ↑	Very good ↑	Very good

- Assessment systems are robust, coherent and innovative in the PYP, producing valid data. They are closely aligned to the curriculum standards for each subject. Information from assessments enables a student's progress to be assessed from their individual starting points.
- Internal assessment data align with those from the external GL assessments. Outcomes for key groups of students in the MYP, in English and mathematics, and in mathematics in the PYP, are slightly lower than those on the external measures.
- Interventions are in place to narrow some gaps in learning identified by assessment data analyses. Most teachers use the attainment and progress data when planning lessons to ensure that activities are matched to the abilities of all groups of students.

For Development:

- Provide consistently high-quality teaching, particularly in the MYP, by sharing the best practices that exist.
- Ensure that teachers match learning tasks to the abilities of individual students, so that all make good progress.

4. Curriculum

	Foundation Stage	PYP	MYP	DP
Curriculum design and implementation	Outstanding ↑	Very good	Very good	Outstanding

- The curriculum meets the IB and UAE National requirements. Curriculum planning is strategic. Therefore, it builds on prior learning from phase to phase. In the final phase it addresses students' career aspirations and prepares them for higher education.
- There is a range of courses to meet the academic requirements and interests of most students. The MoE requirements for Arabic are met by offering Arabic up to examination level in Year 13. There is an extensive range of extra-curricular activities, with opportunities for leadership development.
- The curriculum in the DP includes opportunities for work experience through internships and exposure to a range of careers. It supports students' personal development and preparation for the world of work.

	Foundation Stage	PYP	MYP	DP
Curriculum adaptation	Very good	Very good ↑	Very good ↑	Outstanding

- Curriculum adaptations meet the learning needs of most students, through regular review, using educational technologies and differentiated learning resources. With a substantial range of nationalities and languages, resources translated into several languages help the English as an additional language learners.
- A range of IBDP, CP and Business and Technology Education Council (BTEC) courses provide academic rigour. Alongside core subjects, a range of options provide opportunities for creativity. These include the arts, languages, economics and computer science, comprising a broad scope for learning. There are sufficient alternative pathways in the MYP and DP to meet the needs of most students.
- Students strengthen their values through Islamic education and the integrated moral, social, and cultural studies. They enhance their experiences through national celebrations in school and community activities.
- Arabic is taught in FS1, FS2 and Year 1.

For Development:

- Provide alternative pathways in the MYP and DP to meet the needs of all groups of students.

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

	Foundation Stage	PYP	MYP	DP
Health and safety, including arrangements for child protection / safeguarding	Outstanding ↑	Outstanding ↑	Outstanding ↑	Outstanding ↑

- A comprehensive child protection and safeguarding policy is in place. Teachers and all ancillary staff members are trained to respond to concerns or disclosures. The school minimises the potential for bullying, raising awareness during Friendship Week.
- Excellent safety systems create a safe, secure and hygienic environment. Premises and equipment are maintained to a very high standard. Access to the building has improved since the previous inspection. New safety procedures are in place for the evacuation of those with limited mobility. The transportation of students is very well managed. The school meets all regulatory requirements.
- Proposed external visits are risk assessed. Medical records are maintained securely in the clinic. Information is shared appropriately when necessary to support students. The medical team and teachers promote healthy living. Healthy food options are available in the school canteen.

	Foundation Stage	PYP	MYP	DP
Care and support	Very good	Very good	Very good	Outstanding

- Teachers and students share responsibility for maintaining strong and purposeful relationships. Students in the DP mirror these caring relationships through their work as champions and buddies to younger students and by supporting particular groups of students. Wellbeing is ensured by teachers’ awareness and the proactive engagement of counsellors.
- Students are identified and grouped using the available data, including those about students’ academics, cultures, languages and wellbeing. These groupings are used well by the most effective teachers to support and challenge students.
- The Career Programme in the DP offers students many opportunities to explore existing and future career pathways. Students are empowered and well informed. They take ownership of their futures and learn to reflect on themselves, their careers or study choices.

For Development:

- Personalise support and challenge for all groups of students, including those in the scope of the National Agenda.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders demonstrate a shared commitment to inclusive education. They welcome students of determination and have welcomed a diverse student population. The inclusion team carefully deploys their resources to achieve the best possible outcome for the students in their care.
- Referral and identification procedures are in place. The school uses checklists, assessment tools, and observations to identify students. However, the limited range of diagnostic and screening tools reduces the accuracy of identification and as a consequence, the effectiveness of interventions.
- Parents receive regular updates on their children's progress through formal and informal communication. They are involved in writing individual education plans and can access support to extend that given by the school into their homes.
- Students with individual education plans receive additional support outside their classrooms. These sessions are well designed and match the needs of the students.
- The inclusion team has developed a tracking system to monitor targets using a 'traffic light' approach. These targets often use baseline, entrance and exit data and are becoming increasingly easier to measure accurately.

For Development:

- Use diagnostic assessment tools, evidence-based interventions and life skills.
- Track the progress of students of determination accurately, at the individual and whole-school levels.

6. Leadership and management

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

- The new Principal and other senior leaders have developed the middle leadership, building on the established primary and secondary teams. They have established systems that have enhanced the school's outcomes. The school embodies the Emirati vision for inclusivity, supporting students of determination at all levels, and those with little or no English. The leaders develop students' learning skills and personal development. They are fully committed to wellbeing. Positive relationships ensure that leaders are aware of priorities for improvement.
- Self-evaluation is based on data analysis and detailed monitoring of teaching and learning. Comprehensive performance management draws on the *UAE School Inspection Framework*. The induction of new teachers leads to focused professional development. The self-evaluation document prepared for the inspection is mostly accurate. Improvement plans are coherent, with measurable targets addressing the UAE's national priorities, particularly that of inclusion. All recommendations from the previous inspection report have been addressed.
- Parents are empowered by academic and pastoral reporting. They value informative and educative podcasts and focused coffee meetings, which aid partnership in learning. Some parents support English and Arabic reading programmes. The recently established Parents' Support Group maintains communication between all stakeholders. Most parents of students of determination actively engage in their performance reviews. The school supports its own community members, noticeably since the pandemic. Also outward looking, students support local charities and benefit from internships and other career support.
- The School Advisory Council is the key component of a three-tiered structure. It communicates with parents and students through the Parents' Support Group. Parents challenge leaders internally over the students' outcomes. Parent members support inclusion, Arabic and Islamic education, often drawing on professional expertise. A Council representative on the Al Habtoor Executive Board communicates the identified needs and development requests. As an element of community service, the Executive supports scholarships or bursaries to reward students' progress.
- All aspects of daily management are very efficient. Teachers are suitably qualified and experienced, leading to significant improvement in almost all outcomes, especially in the FS and Islamic Education. Investment in time and professional development resources has sustained or improved the quality of teaching. Buildings are of a high quality, well maintained, and access has been improved. The environment is conducive to learning, especially in the FS and primary school. Specialist resources support learning well in the secondary school.

For Development:

- Build on the widely-improved outcomes of attainment and progress across the school, in order to reduce the achievement gaps for some groups of students, especially in MYP.
- Provide more frequent opportunities for students to lead their learning and to develop the skills of independent learning, research, critical thinking, and presentation.
- Share, monitor and review the best practices, so that all leaders can ensure consistency of teaching, in PYP and MYP

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