

# INSPECTION REPORT

2022-2023



**EMIRATES INTERNATIONAL PRIVATE SCHOOL (BR)**

**IB CURRICULUM**

**VERY GOOD**

## CONTENTS

---

<b>CONTENTS</b> .....	<b>2</b>
<b>SCHOOL INFORMATION</b> .....	<b>3</b>
<b>Summary of Inspection Findings 2022-2023</b> .....	<b>4</b>
<b>Overall School Performance</b> .....	<b>6</b>
<b>Focus Areas</b> .....	<b>8</b>
<b>Main Inspection Report</b> .....	<b>11</b>

## SCHOOL INFORMATION

### GENERAL INFORMATION

	Location	Emirates Hills
	Opening year of School	2005
	Website	www.eischools.ae
	Telephone	97143629009
	Principal	Ian James Ward
	Principal - Date appointed	8/1/2022
	Language of Instruction	English
	Inspection Dates	16 to 20 January 2023

### STUDENTS

	Gender of students	Boys and girls
	Age range	3 to 18
	Grades or year groups	FS 1 to Year 13
	Number of students on roll	1826
	Number of Emirati students	13
	Number of students of determination	152
	Largest nationality group of students	Arabic

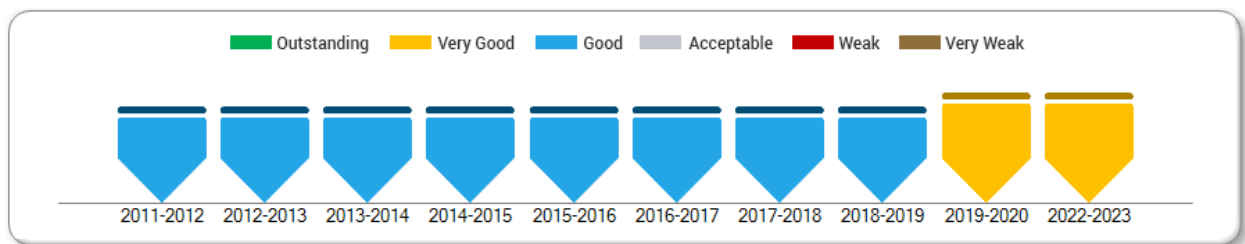
### TEACHERS

	Number of teachers	147
	Largest nationality group of teachers	British
	Number of teaching assistants	6
	Teacher-student ratio	1:12
	Number of guidance counsellors	1
	Teacher turnover	13%

### CURRICULUM

	Educational Permit/ License	IB
	Main Curriculum	IB
	External Tests and Examinations	MYP, DP
	Accreditation	CIS

### School Journey for EMIRATES INTERNATIONAL PRIVATE SCHOOL (BR)



## Summary of Inspection Findings 2022-2023

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

### STUDENTS OUTCOMES

- From the Early Years (EY) onwards, students acquire strong learning skills and achieve well in Islamic Education and Arabic as an additional language, and particularly well in English, Mathematics and Science. Attainment in Arabic as a first language trails behind that in other subjects. Students of determination make very good progress towards their learning goals.
- Students' respectful and considerate behaviour make a significant contribution to the school's welcoming and purposeful learning atmosphere. They have positive attitudes to learning and high motivation, particularly in the upper years. Students respect Islamic values and have a firm understanding of the culture and heritage of the UAE. They willingly accept the many opportunities to take on leadership roles and display well-developed innovation skills.

### PROVISION FOR LEARNERS

- The overall quality of teaching is very good with examples of outstanding practice in every phase. Most teachers use their subject knowledge and skills well to plan purposeful and engaging lessons. In most lessons, teachers make very good use of assessment information to match work to students' ability levels. Teaching in Arabic as a first language is less consistent.
- The curriculum is well designed to develop students' skills, knowledge and understanding. Cross-curricular links and connections to everyday experiences bring learning to life. Although the curriculum is well adapted to meet the needs of most groups, the range of options in the upper years is not wide enough for all students' needs.
- Students' welfare and wellbeing have a high priority. Safeguarding procedures are guided by clear policies and supported by appropriate training for all members of staff. Students are kept safe both within school and when on school transport. Healthy living is systematically promoted throughout school life. Care and support are of high quality with very good support for students of determination.

**LEADERSHIP AND  
MANAGEMENT**

- The principal provides a clear vision for the future direction of the school. Self-evaluation procedures provide a mostly accurate picture of the school's performance. Subject leadership is not fully effective in Arabic as a first language. Parents are strongly supportive of the school and very satisfied with the progress their children are making. Members of the advisory council are becoming more effective in their roles as critical friends. The school runs smoothly on a day-to-day basis and is well staffed with suitably qualified teachers.

**The best features of the school:**

- The welcoming and vibrant environment provided for children in the Early Years promotes very good progress in all areas of learning.
- Students' very good achievement in English, Mathematics and Science and the many opportunities for students to excel in the arts and sport.
- The inclusive ethos that ensures all students are provided with a high level of care and support and develop a strong sense of social responsibility.
- The very good arrangements for keeping students safe and for promoting healthy lifestyles.
- The wide variety of extra-curricular activities that cater well for students' broader range of skills and interests.



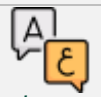



**Key Recommendations:**

- Raise achievement in Arabic, as a first language by ensuring that:
  - teaching and learning are of a consistently high quality.
  - assessments are reliable and matched to the MoE standards, and
- Improve the effectiveness of leadership in Arabic as a first language and ensure that there is coordinated oversight from senior leadership of Islamic Education and Arabic.
- Extend the range of programmes available in the upper years to cater for a wider range of students' abilities and interests.

## Overall School Performance


### Very good

#### 1. Students' Achievement

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

		Foundation Stage	PYP	MYP	DP
<b>Learning skills</b>		Very good	Very good	Very good	Outstanding



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

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

## 3. Teaching and assessment

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

## 4. Curriculum

	Foundation Stage	PYP	MYP	DP
Curriculum design and implementation	Very good	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	Very good	Very good	Very good	Very good
Care and support	Outstanding	Outstanding	Outstanding	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	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
<b>Progress in international assessment</b>	<b>is above expectations</b>	<b>is above expectations</b>

- Progression in TIMSS across the school is very good. Grade 4 data reflected outstanding progression in Mathematics and Science while Grade 8 progression in both subjects was very good. Progression in PISA testing was also very good with targets met in both reading and science. Progression in GL Science and Mathematics was very good whilst in English it was good.

	Whole school	Emirati cohort
<b>Leadership: data analysis and curricular adaptation</b>	<b>is above expectations</b>	<b>is above expectations</b>

- Leaders at all levels support the vision and the goals of the National Agenda. The current data analysis of the NAP clearly identifies areas for improvement. Strategic planning shows curriculum modifications made to close gaps in skills and knowledge identified by international assessments. There is no separate plan for the small Emirati cohort. The success criteria, time frames and personnel responsible are not specified clearly enough in the National Agenda action plan.

	Whole school	Emirati cohort
<b>Improving reading literacy and wider learning skills</b>	<b>is above expectations</b>	<b>meets expectations</b>

- Leadership in reading literacy is strong and appropriately focused. The New Group Reading Test (NGRT) is administered three times each year, with the data entered in students' academic records and supplied to teachers. A variety of initiatives are in place to improve reading literacy across the curriculum. Research, inquiry and investigative skills are strong. The scientific method is firmly embedded, with regular opportunities for open-ended practical work.



**Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.**

### For Development:

- Simplify the National Agenda action plan to include clear and achievable success criteria, realistic timeframes and identified personnel responsible for each action.
- Raise PYP students' scores on the NGRT tests by embedding the range of reading strategies in place in Years 2 to 6.

## Wellbeing

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

- The governing board, the principal, senior leaders and staff display an unwavering commitment to wellbeing in the school. They ensure that the wellbeing policy and practices provide clear guidance to the entire school community about the importance of wellbeing to the health, happiness and success of all. Wellbeing is at the heart of the school's work. Leaders analyse and use assessment data effectively to enhance the established culture of care throughout the school community
- Leaders at all levels are approachable and available for any member of the school community in need of wellbeing and emotional support. Students report how they can seek support from form tutors, class teachers and senior staff with confidence. Younger students are mentored and taught to be kind and compassionate through curriculum programmes and models of interpersonal behaviour. All staff understand the need to build students' physical, emotional and mental resilience. Staff wellbeing is monitored, and further staffing is planned to support this further.
- Wellbeing is skillfully integrated in all areas of school life. Corridors and classrooms provide artwork, posters and student work that demonstrate important qualities, for instance kindness, respect, compassion and empathy. Additional curricular activities provide opportunities to develop teamwork. The Creativity, Activity, Service programme and community outreach deepen students' understanding of wider social issues. Alternative curriculum pathways are in the early stages of development. Students consistently report feeling safe and valued. Their positive attributes, through their engagement and motivation, are embedded in the school and contribute significantly to their wellbeing.

## UAE social studies and Moral Education

- The UAE social studies and moral education programmes are taught in English as an integrated course using the latest MSC framework. In PYP, the courses are planned by year leaders, using the textbooks as a resource. In MYP and DP, the lessons are planned by the individual homeroom teacher and taken from the textbook. Lesson objectives from the textbooks are used.
- Students in Years 2 to 6 receive one 45-minute MSC lesson. Those in Years 7 to 13 one 60-minute lesson per week. All lessons are taught by homeroom teachers. Generally, moral education lessons alternate with UAE social studies lessons, week by week. Ongoing assessment takes place throughout the year. Attainment and progress are reported to parents in Terms 1 and 3.

## Main Inspection Report

### 1. Students' Achievement

#### Islamic Education

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

- Students in PYP are able to discuss Islamic etiquettes, such as good manners in dining and in relation to their everyday lives. They can infer from the Sirah of the Prophet (PBUH) the most important Islamic manners and values of forgiveness, patience and tolerance.
- Students in MYP and DP are able to carry out independent research and discuss Islamic principles and their implications, and their application to contemporary societies. However, they are less able to cite their ideas using verses from the Holy Qur'an and Hadith.
- Students' recitation of the Holy Qur'an and Tajweed skills have improved in all phases this year. However, weaknesses in students' Arabic language skills are impeding Arab students from gaining a deeper understanding of Islamic concepts.

#### For Development:

- Encourage students to refer to the Holy Qur'an and Hadith more closely for evidence when learning new concepts, rulings and values.
- Improve students' memorisation of the Holy Qur'an by providing more opportunities for them to practice their Arabic language skills.

#### Arabic as a First Language

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

- Students' progress in PYP is noticeably faster than in the other phases. In relation to their ages, students' attainment in the lower years is slightly stronger than in the upper years. Internal assessments are graded too generously and are not reflective of students' actual levels of attainment.
- Students' listening and reading skills are the most well-developed skills. Students' ability to use modern standard Arabic when speaking, and to engage in creative independent writing, is less developed.

- Inconsistent teaching and inadequate coverage of the MoE curriculum are having an adverse impact on students' progress in MYP and DP. Gaps in students' learning are not being systematically identified nor are modifications made to close them.

### For Development:

- Ensure that assessment results accurately reflect students' attainment levels.
- Ensure that in MYP and DP there is full coverage of the curriculum and that gaps in students' learning are identified and closed.

## Arabic as an Additional Language


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

- The attainment of girls is above that of boys. In both phases, the progress of higher ability students is slightly below that of other groups. In relation to their ages, students' attainment in PYP is marginally stronger than in MYP.
- Most students are able to read and understand brief texts on familiar subjects. However, only a few demonstrate awareness of word intonation, speak with confidence or engage in conversations. Independent writing is less developed than students' listening skills.
- The use of technology to provide engaging learning activities is having a positive impact on the development of students' language skills. However, these activities are not always adapted to ensure that students of all attainment levels are appropriately challenged.

### For Development:

- Improve students' speaking and writing skills.
- Ensure that learning activities are appropriately adapted to meet students' differing learning needs.

## English

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

- Across all phases, listening and speaking skills are particularly strong. In FS, children's language skills develop rapidly, and students continue to make fast progress as they move through the school. Students in MYP become increasingly articulate and independent learners, and this leads to high attainment in DP.

- From PYP, students gradually read and analyse increasingly challenging texts from a wide range of genres. They engage in purposeful discussions and deliver well-researched presentations. The systematic development of critical thinking underpins the strong skills of literary analysis seen in DP.
- The improved use of assessment information to guide lesson planning linked to more regular feedback to students on the standard of their work, is having a positive impact on attainment and progress. However, the quality of students' handwriting is below expectations, particularly in PYP.
- The performance of Emirati students is comparable to that of other students.

**For Development:**

- Ensure that there is an appropriate emphasis on the quality of students' handwriting and on the presentation of their work, particularly in PYP.

**Mathematics**

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

- Internal assessment data are strongest in DP. The examination results in MYP and DP are slightly lower than both internal data and external benchmarking test results. In some PYP and MYP lessons, students do not have enough time to practice the skills being learnt.
- In FS, children's understanding of number and numerical patterns lays an excellent foundation for the development of mathematical skills, which are then extended in PYP. Algebraic, trigonometric and statistical skills progress very well in upper MYP and throughout the DP.
- Since the previous inspection report, the ability of MYP and DP students to solve multi-step solutions has improved. In PYP, improved assessment practices and feedback on students' work are aiding progress. A wider range of practical activities is helping to develop children's conceptual understanding in FS.
- The attainment and progress of Emirati students in PYP are both in line with those of other students. In MYP, Emirati students outperformed other students.

**For Development:**

- Ensure that less time is taken up in the introductory phase of lessons so that students have more time to engage in the application of their mathematical skills.

**Science**

	Foundation Stage	PYP	MYP	DP
--	------------------	-----	-----	----

Attainment	Very good	Very good	Very good	Very good
Progress	Very good	Very good	Very good	Outstanding

- Accelerated progress is achieved in FS through an excellent programme of experiential learning. Science taught through real world contexts supports very good achievement across PYP and MYP. The implementation of focused support is addressing successfully the recent decline in external MYP and IBDP results.
- The use of technology is enabling students to access online resources and to develop strong independent learning skills. From Year 2 onwards the teaching and learning of science is underpinned by the scientific method. As a result, investigative science is a real strength.
- Students use scientific language confidently in explaining their work, reflecting a strong emphasis on the key vocabulary. Problem-solving, research, critical thinking and reasoning skills are also well developed. Weaknesses in handwriting occasionally impede the communication of findings of DP students.
- Emirati students demonstrate good levels of achievement.

### For Development:

- Ensure that there is a balance between work done using technology and work requiring handwriting, tabulating and graphing in workbooks.

### Learning Skills

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

- Students display positive and mature attitudes to learning. They collaborate efficiently and respect one another and adults. They make natural connections to everyday life and previous learning. They communicate their learning effectively.
- Learning skills are particularly strong in DP where students are articulate, independent learners. Students are able to take responsibility for their own learning and display well-developed critical thinking, problem-solving, and investigative skills. These skills are less likely to be seen in Arabic as a first language.
- Students are adept in the use of technology for research and investigations. However, writing skills are less developed. The ability to assess their own and other students' work contributes well to students' progress in English, Mathematics and Science.

### For Development:

- Ensure that students have opportunities to apply their well-developed learning skills in Arabic as a first language.

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

	Foundation Stage	PYP	MYP	DP
Personal development	Very good	Very good	Outstanding	Outstanding

- Students are self-disciplined, respond well and are sensitive to the needs of others. They demonstrate strong self-reliance and take responsibility for their actions. Students' considerate behaviour makes a significant contribution to the school's calm atmosphere.
- Students are very respectful towards one another and to adults. They understand the importance of maintaining a healthy lifestyle and make informed choices regarding their own health and safety. They enjoy participating in a wide range of sporting activities.
- Students appreciate the importance of good attendance and understand the link between attendance and achievement. As a result, attendance rates are high. Students are punctual in arriving to school, but not always to lessons.

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

- Students have a very good understanding of their own cultures and an appreciation of other world cultures. They enjoy celebrating cultural diversity and explaining the similarities and differences in traditional food and dress.
- Students have a well-developed understanding of Emirati culture and heritage. They celebrate National Day and can identify many of the UAE's most important sites. They value the tolerant and inclusive environment of the UAE and the opportunities it provides for them.
- Most students understand and appreciate how Islamic values, such as tolerance and diversity, are central to life in the UAE. They are involved in many charitable initiatives and celebrate a variety of Islamic events.

	Foundation Stage	PYP	MYP	DP
--	------------------	-----	-----	----

**Social responsibility and innovation skills**
**Outstanding** ↑

**Very good**
**Outstanding**
**Outstanding**

- Children in FS demonstrate social responsibility when they organise their belongings and care for the equipment and resources. Although PYP students provide support for others by acting as reading partners for younger children, they do not always engage in enough innovative and enterprise-based activities.
- Older students demonstrate leadership skills by planning a variety of fund-raising projects. They are involved in national and international competitions which require a positive work ethic, especially when their academic, scientific and physical abilities are challenged.
- Students demonstrate a strong understanding of sustainability. They care for the school environment and, as part of this, have developed the school garden to encourage wildlife. They participate in a variety of conservation and environmental projects.

**For Development:**

- Improve students' punctuality to lessons.
- Encourage even more students in PYP to initiate and lead innovative and enterprising activities.

**3. Teaching and assessment**

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

- Teachers have secure knowledge of their subjects and how they are best taught. In most subjects, teachers use this knowledge to structure lessons that enable students to learn successfully. However, these features are less apparent in Arabic as a first language.
- Most teachers make effective use of assessment data to guide planning, define teaching strategies, and adapt the lesson content to match students' differing levels of attainment. However, the highest attainers are not always provided with an appropriate level of challenge.
- Teachers generally make effective use of technology to enhance students' learning. Successful use is also made of a range of questioning techniques to probe and assess students' understanding. This is supporting the development of critical thinking and independent learning skills.

	Foundation Stage	PYP	MYP	DP
--	------------------	-----	-----	----



Assessment	Very good	Very good	Very good	Outstanding
------------	-----------	-----------	-----------	-------------

- Internal assessments in English, Mathematics and Science provide accurate and reliable measures of students' progress. In Arabic as a first language, assessment processes are not well linked to the curriculum standards, resulting in an inflated view of students' attainment.
- Comprehensive and detailed analyses of assessment data ensure the accurate tracking of students' progress over time. This is helping teachers to identify where additional support is needed and to make appropriate adaptations to meet students' learning needs.
- The school has improved the collection and use of assessment information since the previous inspection. Teachers have a detailed knowledge of their students' strengths and of areas where improvement is needed. Constructive feedback to students helps to guide the next steps in their learning.

#### For Development:

- Improve the quality of teaching and the accuracy of assessments in Arabic as a first language.
- Ensure that, in all lessons, higher attaining students are provided with an appropriate level of challenge.

## 4. Curriculum

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

- The curriculum is aligned to the Early Years Foundation Stage (EYFS), the National Curriculum for England (NCfE), and the MoE. The curriculum is truly IB, with content and activities that are well matched to the ages of students. However, in the upper years, the curriculum is not fully compliant with the statutory requirements of the MoE requirements.
- The strongest features of the curriculum are the focus on enquiry, the balance between knowledge, skills and understanding, and the smooth transitions between years and phases. The programmes cater well for most students but are not fully appropriate for all abilities and needs.
- The school has extended cross-curricular links, in many cases going beyond the requirements of the IB. Reviews of the programmes have removed some duplication of content, closed curriculum gaps, aligned skills and unified terminology and methodology between the phases.

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

- Some modifications to meet students' differing needs are managed through course choices and setting in MYP and DP. Although teachers adapt the curriculum to meet the differing needs of students, the level of challenge is not always sufficient for the most able.
- Additional academic support outside the classroom is available to those who need it, particularly in MYP and DP. In FS, children have many opportunities for innovation and creativity. Social contributions are evident in all programmes.
- The curriculum is effective in providing students with links to the Emirati culture and UAE society. Links are planned and exploited across subjects and years. The school does not map where these links occur, nor does it coordinate the coverage across years and subjects.
- Arabic is taught for 120 minutes per week in FS, and for 240 minutes per week in Year 1.

#### For Development:

- Provide alternative pathways for students whose interests, needs and abilities are not as well catered for by the academic IB programmes.

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

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

- The provision for health and safety has a high priority throughout the school. Policies and procedures for child protection and safeguarding are robust. All members of staff are trained. Students feel safe and are confident to talk to an adult should an issue arise.
- Comprehensive routine maintenance checks and risk assessments ensure a safe and hygienic environment. Students are well supervised when moving around the school and to and from transport. The soft surface outdoors provides a safe place for vigorous play.
- A healthy lifestyle and healthy food are promoted from an early age. Older students are encouraged to cycle to school. The medical teams deal with issues and concerns sensitively and keep detailed records. Physical checks take place regularly.

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

- Students are very friendly, open and keen to talk about school. They develop very positive relationships with one another and with staff. Policies and procedures for promoting attendance are effective and attendance is high. However, not all students are punctual at the start of lessons.
- The school uses a range of assessments to identify the needs of students of determination. The subsequent targets for improvement are accurate with modifications and support suited to each student.
- There are secure assessment procedures to identify and provide extension activities in lessons for students with gifts and talents. Although parents have been consulted on the provision for older students, there has been only limited progress on alternative pathways for students less suited to academic courses.

#### For Development:

- Provide alternative pathways for students who are not suited to the demands of high-level academic courses.

### Inclusion of students of determination

#### Provision and outcomes for students of determination

Very good

- This inclusive school, as evidenced through the admissions process, is led with commitment and energy by the inclusion champion, inclusion leaders and governors. Rigorous evaluation processes underpin a well-structured development plan, although leaders do not always have enough time to monitor the effectiveness of in-class provision.
- The identification of students' needs is accurate. Initially parents and teachers raise concerns and the expertise within the department leads to the development of an individual education plan (IEP) which guides provision. These plans are increasingly effective in supporting learning.
- In discussion, parents describe their links with staff as overwhelmingly positive. They appreciate the open communication systems and regular contacts with the school. These underpin the strong working partnerships which parents feel they have with the school.
- Once key barriers to learning have been identified, increased support and appropriate curricular and pastoral support are put in place. Support and modifications are skilfully applied by teachers but less so by support staff, who sometimes do not allow students enough independence in their learning.

- Almost all students of determination make very good levels of academic and personal progress as a result of effective teaching and leadership of the department. Students show increasing resilience as they face challenges both academically and personally.

**For Development:**

- Ensure that inclusion staffing levels are sufficient to support the effective monitoring of student in lessons.
  - Increase the level of independence in learning of all students of determination.
-

## 6. Leadership and management

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

- The principal, with the full support of senior leaders and staff, has ensured continuity in leadership and provided a very clear vision for the future direction of the school. School leaders make sure that students' wellbeing and academic achievement are at the heart of this inclusive school. Although there is some variation in the effectiveness of middle leaders, particularly in Arabic, as a first language, the wide distribution of leadership roles enables all staff to make meaningful contributions to the drive for improvement.
- Comprehensive self-evaluation procedures provide school leaders with an accurate picture of the school's performance. Through the cycle of monitoring, evaluation and review, a wide range of information is gathered. This information is compared with analyses of assessment information to ensure that improvement planning is focused on the appropriate development priorities. The action taken to tackle the recommendations from the last inspection report has brought about improvement in some areas, but success is limited in Arabic as a first language.
- Parents are strongly supportive. They feel that the school provides a family atmosphere in which their children are well supported academically and personally. They believe that their children are safe in school. Parents value the accessibility of staff and the regular reports which they receive on their children's learning and their academic progress. Parents are able to make meaningful contributions to the quality of education which the school provides but would welcome a more formal way of supporting the school.
- Through the two-tier model of governance, the advisory council is the body responsible for providing support and challenge to school leaders. Members of the council are developing a greater understanding of their responsibilities for holding the school to account and for fulfilling their roles as critical friends. The board of directors is well aware of the school's performance and supports leaders in pursuing the National Agenda targets. Members are committed to providing the best quality of education for all students.
- The day-to-day management of the school is efficient and contributes to the calm and purposeful learning atmosphere. Teachers are well qualified and deployed effectively to match the needs of the curriculum. They benefit from a wide range of training opportunities, which are focused on individual and whole-school development needs. The school premises are well maintained. The

library is well stocked and there are good outdoor facilities for physical education and sport. Plans to extend and improve the premises are at an advanced stage.

**For Development:**

- Improve the accuracy of the monitoring and evaluation of Arabic as a first language.
  - Ensure that advisory council members' understanding of their roles as critical friends is fully embedded.
-

## 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](mailto:QA.Schools@khda.gov.ae)