

INSPECTION REPORT

Emirates International School - Jumeirah

Report published in May 2012

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, info@khda.gov.ae, www.khda.gov.ae

GENERAL INFORMATION ABOUT Emirates International School - Jumeirah

Location	Um Al Sheif
Type of school	Private
Website	www.eischools.ae
Telephone	04 3489804
Address	PO Box 6446, Dubai
Principals	Phillip Burgess, Lynley Marwick
Curriculum	UK/IB
Gender of students	Boys and Girls
Age / Grades or Year Groups	4 -18 /Kindergarten to post-16
Attendance	Acceptable
Number of students on roll	1,827
Number of Emirati students	297 (16%)
Date of the inspection	Monday 16th to Thursday 19th January 2012

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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 1,827 students, aged four to 18 years.

The school followed the English National Curriculum and the International Baccalaureate (IB) curriculum throughout. Students were entered for IGCSE at the end of the secondary phase. Post-16 students were engaged in the IB Diploma Programme.

There were 192 full-time teachers, including the senior leadership team. All teachers in the school had appropriate teaching qualifications. They were supported by 24 teaching assistants. Students were grouped in 80 classes. Around 297 students, approximately 16 per cent of the school population, were Emirati. Overall, 73 different nationalities were represented.

At the time of the inspection, the Principals of the primary and secondary phases were in their second year in post and 53 teachers were newly appointed.

Overall school performance 2011-2012

Good

How has the school progressed since the last inspection?

Emirates International School – Jumeirah provided a good quality of education, with some strong features. Attainment and progress in the key subjects across most phases of the school were good. The quality of students' personal and social education was good. The quality of teaching, learning and assessment were also good across all phases, as was the quality of curriculum, with a clear improvement from the last inspection. The quality of school protection and support for students was a strength of the school. Partnerships with parents and the community were outstanding. The Principals of the primary and high school phases had set a clear direction for the school and involved all staff in reviewing progress and contributing to improvement. The leadership teams in the primary and high school phases had yet to work systematically together to lead the whole school's improvement.

Since the last inspection, the school had worked hard and successfully to improve areas identified in the last inspection report. Teachers now made a more effective use of assessment, but leaders were still

developing procedures which would secure a whole school tracking system. There was now a stronger focus on curriculum planning across the transition phases to ensure a better continuity. The school did not offer gifted and talented students sufficient opportunities to be challenged in their learning.

Key strengths

- The raised attainment in certain phases of the key subjects;
- The good attitudes and behaviour of most students and the quality of their personal and social development;
- The improvements in assessment and curriculum planning across the school;
- The clear direction set by senior leaders for school improvement in their phases and the purposeful involvement of all staff in the process of review and development;
- The outstanding partnerships with parents and the community.

Recommendations

- Continue to improve attainment and progress in Arabic as a first language, English and mathematics in certain phases, as indicated in the report;
- Ensure a consistency of teaching and learning across subjects and phases, including a better focus on meeting the needs of all students in lessons;
- Ensure a strong focus by all teachers on the progressive development of students' learning skills;
- Offer a better overall challenge to gifted and talented students;
- Ensure a better management of whole school improvement through more effective joint working across the phases of the school.

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

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

Attainment in Kindergarten and primary was acceptable in English and mathematics and good in science. In primary, attainment in Islamic Education and Arabic was good. At secondary and post-16, student attainment was good in Islamic Education, English and science. In secondary, attainment in Arabic as a first language and mathematics was acceptable but was good in Arabic as an additional language. In post-16 attainment was good in Arabic as a first language and mathematics. In Islamic Education, most students demonstrated good understanding of Islamic values and could apply them in their lives. In Arabic as a first language, writing was the least developed skill. In Arabic as an additional language, students spoke the language confidently and made good use of learnt language to express their ideas. By the end of the primary phase, most students read confidently in English, and standards in writing were generally in line with expectations. In mathematics, in the primary phase, students solved simple problems related to fractions and, by post-16, could lead the class in jointly solving complex equations. By the secondary stage, most students could use their scientific knowledge in active investigations.

Students' progress was good in all phases, except in secondary where it was acceptable in Arabic as a first language and mathematics. Students showed good progress in Holy Qur'an recitation skills. Secondary students in Arabic as a first language had not sufficiently developed their key language skills. In Arabic as an additional language, students' ability to express themselves grew at a steady pace. Students made good progress from their starting points in English. Students with special educational needs made acceptable progress across their subjects.

Attainment and progress of the majority of Emirati students were broadly similar to other students. They had good attainment and made good progress in almost all key subjects. Emirati students reported that they enjoyed the school and were observed to be highly engaged with their learning. Emiratis who were designated with special educational needs generally made good progress and showed acceptable attainment. They had detailed individual education plans, were engaged in their learning targets and received appropriate support to enable them to achieve their targets.

How good is the students' personal and social development?

	Foundation Stage	Primary	Secondary	Post-16
Attitudes and behaviour	Good	Good	Good	Good
Understanding of Islam and appreciation of local traditions and culture	Good	Good	Outstanding	Outstanding
Civic, economic and environmental understanding	Good	Good	Outstanding	Outstanding

Positive relationships between staff and students contributed to a harmonious community. Students demonstrated care for each other and showed courtesy and respect throughout the school. Most made effective use of opportunities provided by the school to lead a healthy life-style. Attendance was acceptable overall. Students in secondary and post-16 demonstrated an outstanding understanding of Islam and its impact on Dubai society, and a clear appreciation of the culture and traditions of the UAE. They showed a good understanding of Dubai as a multi-cultural city. Younger students had less well developed knowledge in these areas. Students across the school understood their role as members of the school and wider community. They readily took up positions of responsibility. Peer mentors, for example, taught study skills to younger students. The school council raised funds to support local charities. School clubs actively promoted action to support sustainability and conservation in the local environment.

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	Good	Good

Teaching was good throughout the school. A number of teachers were developing stimulating learning environments. They had strong subject knowledge, particularly at post-16. Lessons throughout the school were generally well planned and paced, and expectations were consistently displayed for students. There was a suitable range of activities in most lessons. Most teachers used a variety of resources well, including information and communication technology (ICT) for their own presentations, but there were too few opportunities for students to use ICT in their learning. There were some highly interactive lessons throughout the school, although there were also some teacher-led sessions, particularly in the secondary school, which did not engage students fully. A majority of teachers used questioning well to develop students' reasoning. Most plans included differentiation, but this was not always translated into classroom practice, particularly at secondary phase. Overall, there was a lack of challenge to extend the most able and, at times, a few students were passive. A few students needed additional targeted support. There was an increasing emphasis on enquiry and independent learning throughout the school, which was particularly strong in primary and post-16. However, critical thinking was not yet encouraged consistently throughout the school, except at the post-16 stage. Teaching seen in other subjects including physical education, social studies, foreign languages, business education and the arts was good. Although a minority of lessons over-emphasised teacher talk and worksheets, most used a wide variety of activities to promote students' learning.

The quality of students' learning was good throughout the school. Most students were enthusiastic about their learning, especially in primary and post-16, but also in the best secondary lessons. Almost all took responsibility for their learning, were able to sustain concentration and ask questions. They collaborated well with each other. A significant minority learned passively and followed instructions without considering their learning. The development of an enquiry approach provided many examples of students

making connection between different areas of learning and relating their work to real world situations across all phases. Students applied research skills regularly but critical thinking was only a developing feature in some phases.

Assessment was good throughout the school. There were many recent developments in assessment, which were beginning to have an impact on improving learning. The Kindergarten was keeping suitable records to monitor central aspects of children's learning. In primary, English assessments were well developed, and there were portfolios of work across all subjects, but assessment of other subjects was still under development. Throughout secondary and post-16, examination results were analysed thoroughly, which identified strategies to improve learning. Teachers provided good oral feedback in most lessons, and some teachers encouraged self- and peer-assessment using shared criteria. There were examples of exemplary written feedback providing individualised guidance of students' next steps in learning. However, a minority of teachers marked work only with ticks.

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

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

The curriculum was good. Curricular planning across all phases had been rigorously reviewed, with a particular focus on transitions between phases. This meant that staff were increasingly aware of students' previous learning and levels of achievement. The Kindergarten successfully promoted children's personal development and early skills through a good range of stimulating activities. The Primary Years Programme (PYP) engaged students effectively. Cross-curricular units of inquiry included good opportunities for students to develop independent learning skills. However, this led to students occasionally following lines of inquiry without having a secure grasp of the essential underlying concepts. A strong focus on writing was accelerating students' progress but opportunities for writing outside English lessons were somewhat limited. Curriculum plans were modified to meet the needs of different groups of students, including those with English as an additional language. An outstanding range of extra-curricular activities extended students' participation in new and challenging experiences. For example, older students participated in study trips to London and Paris, and participated in community projects in Nepal and Borneo.

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	Good	Good	Good	Good

The quality of the school's protection and support for students was good. The school environment was a safe and secure one, with very effective arrangements for school bus organisation and supervision. The school held regular fire drills, and health and safety issues were dealt with efficiently. A doctor and three nurses offered a very high standard of support for students and the doctor was well involved in the health education programme. The school promoted healthy living in a good variety of ways, but the canteen did not consistently focus on providing healthy options. Most students were appropriately involved in physical exercise and sport. Child protection arrangements were clearly understood by teachers and students.

Staff-student relationships across the school were outstanding, supported by an effective behaviour management policy. The quality of care and welfare in the school, including counselling support, was good and staff dealt very sensitively with any issues. Senior students also received good support concerning the transition to higher education. The school made appropriate provision for a number of students with identified additional needs. There was also good provision for learning support and support for English as a second language. Individual educational plans were used effectively to monitor and support students' progress. However, the school did not do enough to make provision for gifted and talented students, both in classroom activities and more generally across the educational experience of these individuals. The school had appropriate systems to monitor attendance and involve parents. The school was actively seeking to improve students' punctuality.

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	Good

The leadership of the school was good. The Principals of the primary and high schools demonstrated a commendable level of commitment to achieving a high quality of learning experience for all students. Both had clearly identified the challenges for the school and were addressing them in their phases with clarity and energy. The senior leadership team had maintained high staff morale, ensured appropriate consultation and maintained a sound focus on active teacher involvement in improving the school. The deputies, deans and wide range of middle managers worked effectively and efficiently in their areas of responsibility. Overall, leaders had the clear capacity to plan for and support continual improvement. However, the two phases of the school did not currently work closely enough together to ensure consistent improvement across the whole school.

Self-evaluation and improvement planning were good. The school had put in place a range of methods for reviewing its work. The high level of staff involvement in these procedures had encouraged a strong sense of ownership of the change process. Senior and other leaders monitored closely the quality of teaching and learning through classroom observation. The school's report on its self-evaluation was comprehensive and its improvement plan offered a well-focused set of objectives. The Principals had not yet put in place a joint approach to evaluating the work of the school, focusing in particular on the progressive learning experience of students across the phases. Overall, the school had successfully addressed the recommendations from the last inspection.

Partnerships with parents and the community were outstanding. A helpful website, informative and celebratory newsletters and focused communications and workshops concerning curricular programmes all made a highly effective contribution. The year-group parent representatives and the two parent advisory groups ensured a strong good level of involvement in the work of the school and in the decision-making process. In general, the school did not offer parents sufficient information on its priorities for development. There was a very good range of community links.

Governance was good. There was a very strong professional partnership between the school and governing board. There were clear opportunities for the school to present reports to the Board and the school was held accountable at those meetings. The school had maintained two parent advisory groups over the last year. This offered the school the opportunity to inform the groups about its plans for improvement and involve them more meaningfully in the decision-making process.

The management of staffing, facilities and resources was good. The school was well staffed with qualified teachers. The school campus provided a well-maintained and, in some areas, spacious learning environment. However, some of the classrooms in the primary school and Kindergarten were small. Some very good displays around the school enhanced the environment. The school's resourcing was good, but students across the school did not have sufficient access to ICT.

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	90	8%
	Last year	261	22%
Teachers	32		17%
Students	81		20%

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

A minority of parents, teachers and students responded to the surveys. Parents had a high level of satisfaction. Almost all thought their children enjoyed being at school and were well looked after and safe. They thought that teaching was good and that teachers made sure their children's work was improving. Most felt that the school was well led. Almost all teachers felt part of a professional team and were satisfied with the overall quality of education the school provided. Most felt the school was well led. The majority felt well involved in whole school self-evaluation and thought that the school supported well their continuing professional development. Almost all students enjoyed life at the school. They thought that most of their lessons were good and that teachers helped them to understand how well they were doing. They felt that they were well looked after and treated fairly. Most thought the school was well led. About half felt they were involved in improving the school.

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

Our work with schools

Dubai Schools Inspection Bureau (DSIB) inspects schools to inform parents, students and the wider community of the quality of education provided. Inspectors also give guidance to staff about how to improve the standard of education.

At the beginning of the inspection, we ask the principal and staff about the strengths of the school, what needs to improve and how they know. We use the information they give us to help us plan our time in school. During the inspection, we go into classes and join other activities in which students are involved. We also gather the views of students, parents and staff. We find their views very helpful and use them, together with the other information we have collected, to arrive at our view regarding the quality of education.

This report tells you what we found during the inspection and the quality of education in the school. We describe how well students are doing, how good the school is at helping them to learn and how well it cares for them. We comment on how well staff, parents and children work together and how they go about improving the school. Finally, we focus on how well the school is led and how staff help the school achieve its aims.

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