

# Inspection Report



## Emirates International School - Meadows 2014-2015



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## School information



### General information

Location	Emirates Hills
Type of school	Private
Opening year of school	2005
Website	www.eischools.ae
Telephone	04-3629009
Address	Meadows 4 Dubai
Principal	Philip Burgess (H.S) Carmel Platt (P.S)
Language of instruction	English
Inspection dates	16 <sup>th</sup> - 19 <sup>th</sup> March 2015



### Students

Gender of students	Boys and Girls
Age range	3-18
Grades or year groups	FS1 - Year 13
Number of students on roll	1628
Number of children in FS1	118
Number of Emirati students	17
Number of students with SEN	126
Largest nationality group of students	Arab



### Teachers / Support staff

Number of teachers	143
Largest nationality group of teachers	British
Number of teacher assistants	26
Teacher-student ratio	1: 25
Number of guidance counsellors	2
Teacher turnover	11%



### Curriculum

Educational Permit	IB
Main Curriculum / Other	IB
Standardised tests / board exams	ISA, IBDP, IGCSE
Accreditation	IBO

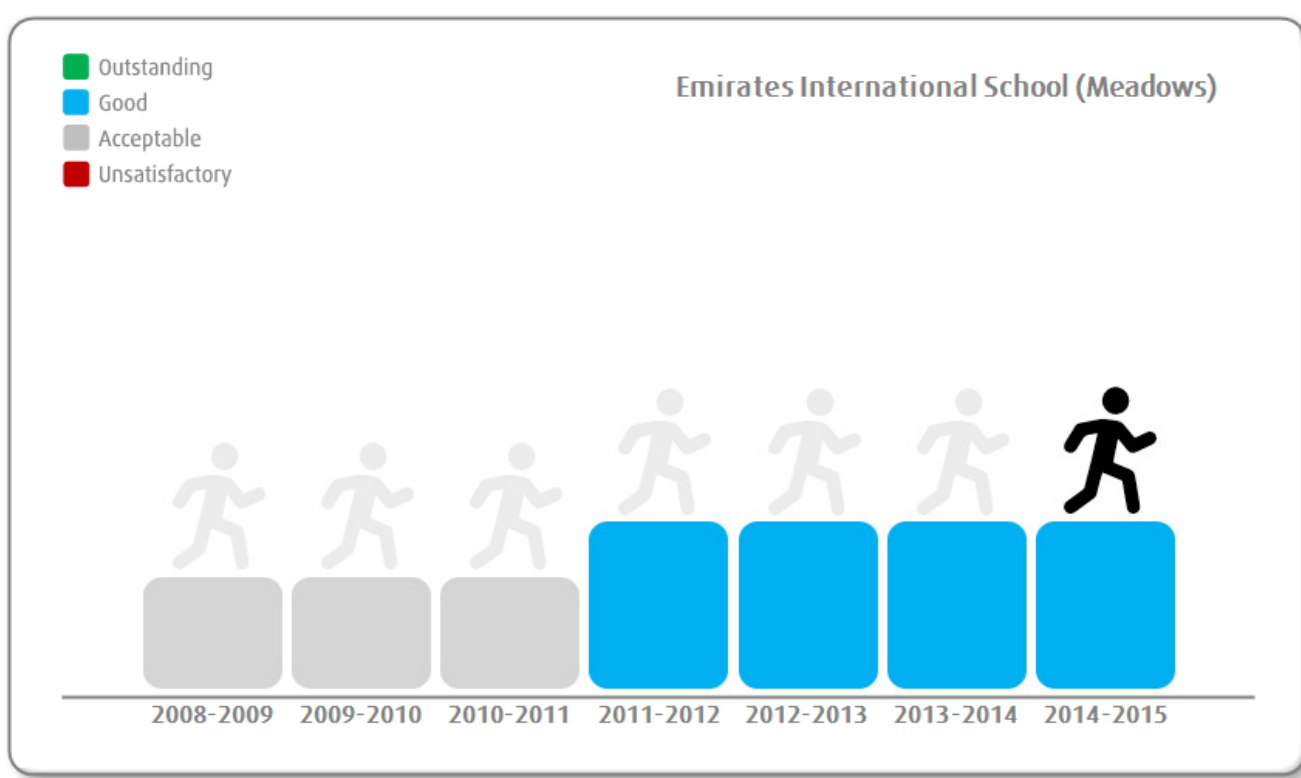




Dear Parents,

Emirates International School (Meadows) was inspected by DSIB from 16<sup>th</sup> to 19<sup>th</sup> March 2015, and the overall quality of education provided by the school was found to be **Good**

In order to judge the overall quality of education provided by the school, inspectors considered six key aspects of the school's performance and standards. Inspectors looked at children's attainment and progress in five key subjects, their learning skills as well as their personal and social development. They judged how effective teaching was across the school. Inspectors considered how well the school's curriculum, including activities inside and outside the classroom, met the educational needs of all children. They judged how well the school protected and supported children. In addition inspectors judged the effectiveness of leadership and governance, including management, staffing, facilities and resources.



The inspection judgements were drawn from a range of evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with staff, parents and governors, and reviewing the parents' and teachers' surveys.

The key strengths and areas for improvement to be made by the school leaders, governors and owners are:

### **Strengths**

1. The strong performance in English, mathematics and science in Years 1 to 13.
2. The improvement in teaching of Islamic Education.
3. Students' initiative and actions to reduce the environmental impact of the school.
4. The impact of the Diploma Programme (DP) and the quality of guidance provided enabled students to achieve their academic ambitions.
5. The quality of support provided by parents and the school's links with the community were outstanding.

### **Areas for improvement**

1. Improve the quality of teaching in Arabic languages at each phase.
2. Improve the quality of provision in the Foundation Stage (FS) to meet the individual needs of children more effectively.
3. Improve transition arrangements from the Foundation Stage to Year 1 so that children do not experience any delays in their learning and development.
4. Improve the provision for students with special education needs by adopting a whole-school approach to the coordination of this group of students' learning and development needs.
5. Develop a unified and more rigorous approach to self-evaluation and improvement planning across the school, building upon the existing good practices.

We warmly encourage you to read the full school inspection report.

The school is required to submit to DSIB an action plan identifying the steps they will take to address the areas for improvement. We have advised your school leaders to share this with you.

We trust that the information provided will help you understand, and encourages you to support, your child's school.

**Yours sincerely,**

**Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority**

## A closer look at Emirates International School (Meadows)



### How well does the school perform overall?

Overall, Emirates International School (Meadows) provided a **'Good'** quality of education for its students.


- Students' attainment and progress in English, Mathematics and science were good or better in Years 1 to 13; in Arabic and Islamic Education it was acceptable or better. In the Foundation Stage (FS), attainment and progress were acceptable or better in English, mathematics and science.
- Students' personal and social development was good or better across the school. Students had very positive attitudes and acted responsibly. They were self-disciplined, courteous and demonstrated a good understanding of Islamic values and healthy lifestyles. The Eco-Friendly committee successfully reduced the school's environmental impact.
- Teaching and assessment were good or better in the Primary Years Programme (PYP), Middle Years Programme (MYP) and Diploma Programme (DP) phases. However, in the Foundation Stage, teachers' planning did not take enough account of children's individual differences. Internal assessment processes were mainly sound and results were compared against international tests. Most teachers in the PYP, MYP and DP phases used assessment data well to plan lessons to meet students' learning needs.
- The school curriculum was well balanced, innovative and enriched. It focussed on the development of both knowledge and skills. The curriculum was well designed to provide for all student groups. The subject choice in the MYP was sufficiently broad to support a wide range of career choices. The whole school extra-curricular and community service programmes had a strong social responsibility focus.
- The care and welfare of students and arrangements to ensure their health, security and safety, were excellent. The premises and facilities were very well maintained and suitable for all students, including those who had special educational needs. Staff formed excellent relationships with students which were characterised by mutual trust and respect. There was no whole-school approach of identification and support for students with special education needs. The school had outstanding systems in place to support career guidance.
- The recently-appointed Principal had a clear vision to take the school forward and build on the current strengths in the PYP, MYP and DP phases. Leadership was distributed well throughout the school. Self-evaluation, improvement planning and performance review of teachers were inconsistently implemented and lacked rigour. Parents supported the school very well and the school had extensive links with the community. Governance was sound. Staffing and the school's accommodation and resources were all of good quality. The school had a very good capacity to innovate and improve.

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



- Students with special educational needs made acceptable progress overall. Better progress was achieved when smaller groups were withdrawn for support in literacy and numeracy.
- The admissions and entry criteria were not clear. A whole-school policy with consistent procedures to identify and support students with special educational needs was yet to be implemented.
- Teachers did not provide sufficient in-class support or adjustments to the curriculum to meet the needs of all students.

## 1. How good are the students' attainment, progress and learning skills?



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

↑ Improved from last inspection

↓ Declined from last inspection




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

	Foundation Stage	PYP	MYP	DP
Personal responsibility	Good	Good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Good	Good	Good	Good
Community and environmental responsibility	Good	Outstanding 	Outstanding 	Outstanding



## 3. How good are teaching and assessment?

	Foundation Stage	PYP	MYP	DP
Teaching for effective learning	Good	Good	Good	Outstanding
Assessment	Acceptable	Good	Good	Outstanding


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

	Foundation Stage	PYP	MYP	DP
Curriculum quality	Good	Good	Good	Outstanding
Curriculum design to meet the individual needs of students	Good	Good	Good	Outstanding 

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

	Foundation Stage	PYP	MYP	DP
Health and safety	Good 	Outstanding	Outstanding 	Outstanding
Quality of support	Good	Outstanding	Outstanding	Outstanding

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

	All phases
The effectiveness of leadership	Good
Self-evaluation and improvement planning	Acceptable 
Parents and the community	Outstanding
Governance	Good
Management, staffing, facilities and resources	Good



# School **Inspection** Report

## Overall school judgement

Good

## Key strengths


- The strong performance in English, mathematics and science in Years 1 to 13.
- The improvement in progress in Islamic Education in Years 7 to 13.
- The progressive development of students' enquiry skills from Year 1 to 13 in most subjects.
- The initiative shown by students in taking action to reduce the environmental impact of the school.
- The impact of the Diploma Programme (DP) and the quality of guidance which enabled students to achieve their academic ambitions.
- The support provided by parents and the links with the community.

## Changes since the last inspection

- A new Principal was appointed in January 2015 with responsibility for the whole school.
- The quality of teaching had improved in Arabic and Islamic Education. This improved the progress students made in these subjects.
- Attainment and progress in the DP phase mathematics declined to good from outstanding.
- The environmental footprint of the school had been reduced as a result of students' initiatives.
- The support provided to the DP phase students had improved.
- The quality of self-evaluation, improvement planning and performance management had declined.

## Recommendations

- Continue to improve the quality of teaching in Arabic at each phase.
- Improve the quality of provision in the Foundation Stage to meet the needs of children more effectively.
- Improve continuity and progression in children's education as they move from the Foundation Stage to Year 1.
- Enhance provision and improve the progress for students with special education needs by adopting a whole school approach to the identification of students learning needs and modifying teaching strategies to meet these needs.
- Develop a unified and more rigorous approach to self-evaluation and improvement planning across the school, building upon existing good practices.

 Improved from last inspection

 Declined from last inspection

## 1. How good are the students' attainment, progress and learning?

### Foundation Stage

Subjects	Attainment	Progress
Islamic Education	Not Applicable	Not Applicable
Arabic as a First Language	Not Applicable	Not Applicable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Good	Good
Mathematics	Good	Good
Science	Acceptable	Acceptable

- In English, the majority of children demonstrated good listening and speaking skills when discussing a variety of stories, retelling the main theme, identifying familiar characters and sequencing events. Writing for a variety of purposes lacked accuracy, neatness and appropriate punctuation.
- During mathematics lessons, the majority of children could count confidently, sort, categorise and compare geometrical shapes and objects. Most found it challenging to demonstrate key mathematical concepts such as addition and subtraction neatly in their own writing.
- When exploring and investigating in science, most children discussed sharing the planet and caring for living things in the environment. They demonstrated a limited understanding of the nature of living and non-living things; they lacked confidence when explaining the conditions that plants needed to stay healthy.



### PYP

Subjects	Attainment	Progress
Islamic Education	Good	Good
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Acceptable	Good
English	Good	Good
Mathematics	Good	Good
Science	Good	Good

- In Islamic Education, students demonstrated a good knowledge of the Pillars of Islam and Faith. They understood the purpose of prayer, charity, fasting and the meaning behind Islamic rituals and celebrations. Most were able to explain and apply their understanding in real-life settings.
- Students in Arabic as a first language, demonstrated strong listening and reading skills. Their creative writing skills remained underdeveloped. Students showed adequate progress in using new vocabulary in discussions; they could give their opinions on stories. However, their use of grammar and standard Arabic in writing was not sufficiently accurate.
- In Arabic as an additional language, most students communicated using age-appropriate standard Arabic; they had reasonable levels accuracy when discussing familiar topics. Students could understand and respond to their teachers' instructions. Their reading and writing skills were less well developed. Few were able to accurately write a few sentences independently.
- By the end of this phase, attainment had reached levels above expectations in English. Most students were competent readers; they could read aloud with confidence. Most were able to write descriptive




texts or short essays; they expressed their ideas clearly. When making presentations, answering questions in class or working in groups, they demonstrated speaking and listening skills that were above expectations.

- In mathematics, students' knowledge and understanding developed well; they applied their learning well to the real world. Students' ability to solve two step word problems and to think critically, were not as consistently developed. Younger students used appropriate mathematical language to name 2D shapes and 3D objects; older students accurately described properties of shapes such as vertices.
- In science, students were developing age-appropriate skills and knowledge. Their practical skills were developing well. Students had good problem solving and critical thinking skills; these were an integral part of most lessons. Teachers used interesting contexts and applied science to the real world which made lessons both relevant and challenging; this resulted in good progress in science.

MYP		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Acceptable	Good 
Arabic as an Additional Language	Acceptable	Acceptable
English	Good	Good
Mathematics	Outstanding	Outstanding
Science	Good	Good

- Students were developing their understanding of the main Islamic concepts; they were aware of how these were related to their everyday lives. However, they made slower progress in the development of their recitation skills relating to the Holy Qur'an; their knowledge of the Tajweed rules were also developing slowly.
- In Arabic as a first language, almost all students had developed appropriate listening skills. Reading and speaking were also well developed; students were able to interpret, comment on and answer comprehension questions with good understanding. Writing for a variety of purposes was less well developed.
- In Arabic as an additional language, students' progress in listening, speaking, oral reading and handwriting was better than their progress in reading comprehension and creative writing. Students on many occasions wrote letters incorrectly when copying from the board or previous work.
- Attainment at the end of this phase was above average in English. Most students could analyse texts to extract meaning and evidence to support a point of view. The majority were able to identify key ideas when building character descriptions. Most were competent readers; they could read aloud with fluency and expression. When speaking, they were able to express ideas clearly. Most students and particularly girls wrote in a range of styles. The writing of a few boys lagged behind their reading, speaking and listening skills.
- Almost all students made excellent progress in gaining knowledge and understanding of a wide range of mathematical concepts. Students with the highest attainment applied their knowledge and skills very well to solve complex problems; they used a combination of their prior knowledge and new learning. Occasionally the most able students in lower classes did not make sufficient progress; the work provided lacked challenge.

- In science, the majority of students were developing a good understanding of the scientific method. The teaching of science within real life contexts was supported by explicit cross-curricular links. This developed students' problem solving, investigation, research and critical thinking skills.

DP		
Subjects	Attainment	Progress
Islamic Education	Acceptable	Good 
Arabic as a First Language	Acceptable	Acceptable
Arabic as an Additional Language	Not Applicable	Not Applicable
English	Outstanding	Outstanding
Mathematics	Good 	Good 
Science	Outstanding	Outstanding

- Students were able to interpret in depth the Holy Qur'an and Hadith and to deduce the messages from them. Progress was less strong in Quranic memorisation and recitation skills.
- In Arabic as a first language, students' listening and reading skills were developing well. However, they struggled to speak fluently and confidently about topics using standard Arabic language. Students' progress in writing for different purposes was inhibited; there were too few opportunities provided to develop this skill.
- Attainment in English language and literature courses was outstanding. Almost all students demonstrated a very good understanding of how language, structure, technique and style were used by authors to shape meaning. They demonstrated a secure level of knowledge and understanding of a range of spoken, visual and written texts from different time periods. In extended writing, most were able to evaluate conflicting viewpoints from within and about a text.
- Attainment was good overall in mathematics; it varied within and between groups. It was consistently high in small, higher level classes, where motivated students made rapid progress. It was more variable in standard level and mathematical studies lesson; these catered for students of a much wider range of abilities. The most and least able students did not always make their expected progress.
- In the sciences, critical thinking and research skills were integral within lessons. The ability to design, plan and conduct experiments through to appropriate conclusions was a strength. Most students made outstanding progress in developing scientific skills, knowledge and understanding. Progress was outstanding, particularly when the lessons provided challenge for all student abilities and when the learning contexts were interesting.

	Foundation Stage	PYP	MYP	DP
Learning skills	Good	Good	Good	Outstanding

- Most students were very well motivated and keen to learn. They were fully engaged in their work in most lessons. Most understood and were able to apply the relevant assessment criteria to their own work. As a result they were fully aware of the progress they were making.
- Most students collaborated well when working with others in small groups. Through the sharing of ideas they contributed positively to each other's learning.
- In most lessons, students could apply their learning to real world contexts confidently; they made connections between areas of learning. This was a particularly strong feature of learning in the MYP and DP phases.
- Students progressively developed enquiry, research and critical thinking skills, which were particularly evident in the MYP and DP phases. These features were less evident in the FS and in a few Arabic language lessons.







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

	Foundation Stage	PYP	MYP	DP
Personal responsibility	Good	Good	Outstanding	Outstanding

- Students had very positive attitudes and acted responsibly in all phases.
- Throughout the school, students were self-disciplined; they willingly engaged in a range of activities. They were courteous to each other and staff; their behaviour was exemplary in lessons and during recreation periods.
- Relationships with other students and staff were sensitive, caring and very much in line with the school's expectations and ethos.
- Students demonstrated a good understanding of healthy eating and living.
- Attendance was good and almost all students arrived promptly for the start of lessons each day.

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

- Students demonstrated a clear understanding of Islamic values; they developed a good understanding of the relevance and impact of these values on life in Dubai.
- Students understood well the heritage and cultural aspects of life in Dubai. However, they were not as clear on some aspects of life in the other Emirates.
- Students appreciated the value of learning about other worldwide cultures in order to coexist.

	Foundation Stage	PYP	MYP	DP
Community and environmental responsibility	Good	Outstanding 	Outstanding 	Outstanding

- Throughout the school most students were committed to worthy causes in the community, such as Breast Cancer Awareness day. The students' voice was strong; senior managers involved students in the design of the school's anti-bullying policy. The Student Council demonstrated their responsibility to the community through fund raising for charities.
- Students displayed enterprise and an excellent work ethic. They developed ways to improve the school's environmental impact through a comprehensive audit, action plan and monitoring of paper use and energy consumption. These students were very creative, resourceful and successful in developing their own projects.
- In the PYP phase, 'eco prefects' rewarded students for behaving in eco-friendly ways such as using litter bins. The Eco School Committee's achievement of reducing the environmental impact of the school demonstrated students' commitment to environmental responsibility. Students' commitment to the community was illustrated by their organisation of a musical event for the local community.



### 3. How good are teaching and assessment?

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

- Teachers had good subject knowledge and understood how students learn. They were able to make learning meaningful for students. Strong subject knowledge was a feature of teaching in the DP phase and in most subjects in the MYP phase.
- In most lessons, teachers planned learning activities that motivated students and engaged their interests. Most lessons provided students with a suitable range of whole class and small group work, together with opportunities for individual learning. In a few lessons in the Foundation Stage, teachers' planning did not take enough account of children's individual differences. This restricted children's opportunities to initiate their own learning.
- The good quality relationships between adults and students was a feature of almost all lessons. In most lessons, teachers skilfully used questioning to probe students' understanding and promote curiosity and interest. However, in a few lessons in the Foundation Stage, insufficient use was made of questioning to develop children's language and extend their thinking.
- In the majority of lessons, teaching strategies and the work set, matched the range of students' abilities. In these lessons, teachers' expectations of students' progress and behaviour were suitably high. However, in a minority of lessons the teaching strategies did not take enough account of the needs of students with special educational needs. A few lessons in the primary phase lacked pace and challenge.
- Most students were able to take responsibility for their learning and were developing well as effective independent learners. These were particularly strong features of teaching in the MYP and DP phases. The marking of students work was particularly effective and students were provided with opportunities to respond to teachers' marking and evaluate their learning.
- The quality of teaching in Arabic as first language was inconsistent. It was good in the MYP and acceptable in the PYP and the DP phases. Although most teachers had a strong subject knowledge, their knowledge of how language skills are taught were limited. Teacher-student interactions were good features in better lessons. However, this was not consistent in all lessons and did not always lead to language development or the promotion of critical thinking in the PYP and DP phases. In the MYP phase, teachers effectively varied their teaching strategies, enabling students to make better progress.

	Foundation Stage	PYP	MYP	DP
Assessment	Acceptable	Good	Good	Outstanding

- The school had well-designed assessment systems in place; they were closely aligned to the school's curricula. However, limited use was made of assessment information when students moved from the Foundation Stage to Year 1. In Arabic and Islamic Education assessments were not always reliable; marking was occasionally over-generous.
- The school made good use of international benchmarking information to compare its performance against international averages; areas for improvement in the curriculum were identified. However a small number of teachers did not fully understand what external data meant for their students or how it could be used.

- In the upper phases, teachers analysed examination data to identify stronger and weaker areas of students' performance. This was not as well developed in Islamic Education and in Arabic. In the PYP phase, teachers used assessment information well to identify and plan for individuals who were falling behind, but not to identify class or individual trends.
- The majority of staff used assessment data well to inform lesson planning. However, this was weaker in the Foundation Stage; teaching did not consistently meet the range of students' needs.
- Teachers had a good understanding of individual students' strengths and areas for development. It was an outstanding feature in diploma programme English and science; work was very closely tailored to needs. However, this was inconsistent across the school. In most subjects students were assessed against clear rubrics, but the marking and oral feedback from teachers were not equally strong in all areas.

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

	Foundation Stage	PYP	MYP	DP
Curriculum quality	Good	Good	Good	Outstanding



- The curriculum had a clear rationale; it was balanced and age appropriate. It focused on the development of knowledge, skills and conceptual understanding within a framework of positive attitudes and social responsibility.
- Teachers planned for progression well in most subjects and this ensured continuity of student learning. Progression and continuity was less successful between Foundation Stage and PYP phase.
- The curriculum was rich and innovative and provided substantial challenge for students. This was particularly true of the DP curriculum with the inclusion of the Theory of Knowledge; Community, Action and Service and the Extended Essay.
- Teachers built clear and interesting cross-curricular links into the curriculum at all levels helping to develop greater curriculum coherence. In most subjects teachers had opportunities to develop creative and critical thinking, research and independent learning. In Arabic, teachers had not developed the curriculum sufficiently to provide the opportunities for developing these skills
- Teachers reviewed the curriculum on a continuing basis. Senior managers involved heads of department and teachers in this dynamic process.
- Arabic as a first language was enriched in the MYP phase with extra resources such as novels and short stories. In the primary phase and the diploma programme, the curriculum was predominantly based on textbooks published by the Ministry of Education (MOE).

	Foundation Stage	PYP	MYP	DP
Curriculum design to meet the individual needs of students	Good	Good	Good	Outstanding

- Teachers modified the curriculum for different groups of students allowing them to access the full curriculum. Teachers provided good support for students for whom English was an additional language (EAL). However, the support they provided for students with special education needs and for lower attaining students was inconsistent. The level of challenge for the more able students in some subjects was too low. Curricular modification was not yet strong enough to encourage a greater interest by girls in diploma science and mathematics. The individualised academic support for weaker DP students was a strength.

- The school had introduced a broad range of options in the MYP and DP phase courses based upon student choice. This ensured students could prepare well for their chosen careers.
- There was an extensive extra-curricular programme available to support the needs, interests and aspirations of the students. It enriched their educational experience and was well attended. Community and charitable activities demonstrating social responsibility were integral to and supported the ethos of the school. These activities played a key role in the mandated community, action and service programme.
- The school offered five, 30-minute sessions a week for all of the 102 Arab children in the Foundation stage. Classes for Arabs and non-Arabs were combined and the school's programme, which was mainly designed by the teachers, targeted the development of Arabic at first language level, including forming letters and basic vocabulary.

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

	Foundation Stage	PYP	MYP	DP
Health and safety	Good 	Outstanding	Outstanding 	Outstanding
<ul style="list-style-type: none"> <li>• Staff and students were fully aware of the school's child protection procedures and they operated effectively. The prevention of cyber bullying was a high priority, and instances were dealt with seriously, although it had not yet been fully eradicated.</li> <li>• The school's arrangements to ensure students' health, safety and security were very good and were being further developed. The school was very well protected and provided a hygienic and bright environment for students. There were very efficient arrangements in place for school transport.</li> <li>• The school kept careful and accurate records of fire drills and medical information. They effectively monitored outcomes of fire drills, however procedures involving Foundation Stage children required more regular review. Medical staff carried out regular routine checks on students; medication was kept and administered safely.</li> <li>• The school premises, equipment and resources were of good quality; they were maintained to a high standard. This included, for example, science laboratories where great attention was paid to safety. The school had excellent facilities for the small number of students with temporary mobility problems. These allowed students to be engaged in a wide range of interesting activities whilst remaining safe.</li> <li>• Healthy living was very carefully built into the life of the school, in lessons and through out-of-school activities. The school canteen provided students with a range of healthy choices.</li> </ul>				


	Foundation Stage	PYP	MYP	DP
Quality of support	Good	Outstanding	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>• Staff formed excellent relationships with students; they were characterised by mutual trust and respect. Teachers took care to meet the social and emotional needs of their students very well. Behaviour management was excellent and resulted in a calm and purposeful atmosphere in the school.</li> <li>• The school maintained careful and accurate records of attendance and punctuality; all members of the school community were well aware of the systems of rewards and sanctions. Parents were fully involved at all stages of the process. As a result attendance and punctuality have improved in all areas of the school.</li> <li>• The identification of children's learning needs in Foundation Stage was insecure, lacked rigour and required a more accurate assessment process which would provide information on the social, emotional and academic needs of all children.</li> <li>• Differentiation and modification of the curriculum was inconsistent in all phases and as a consequence the majority of students with special education needs made steady progress.</li> <li>• The school had outstanding systems in place to support career guidance and lifelong learning opportunities.</li> </ul>				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>• School leaders demonstrated a commitment to supporting students with special educational needs in the primary and middle years' phases.</li> <li>• Appropriate arrangements were in place to identify children except in the Foundation Stage; there was no such policy developed or implemented.</li> <li>• Modification and support was generally ineffective in meeting the needs of most students other than in lessons where small groups were withdrawn for specific support in literacy and numeracy.</li> <li>• Parents were generally positive about the communication and support provided by the school. They would have liked more effective support during transition from year to year and greater levels of guidance at a much earlier stage so as to identify appropriate subject options.</li> <li>• Students made acceptable progress in the key subjects. Not all teachers were clear on how to measure progress over time and provide more accurate information to parents on the progress of their child.</li> </ul>	

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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> <li>The recently-appointed Principal had a clear vision to take the school forward. He had introduced policies to unify the school and build on the current strengths in PYP, MYP and DP phases. The Principal of the PYP phase had successfully introduced the PYP curriculum and built a strong team.</li> <li>Leadership was distributed well throughout the school. A very good feature in the PYP phase was the organisation of time for the grade coordinators to help other class teachers to plan.</li> <li>Strong teamwork and very good communication was evident in the PYP, MYP and DP phases. The recently-appointed Principal had taken a number of steps to improve communication across the school and reduce the duplication of policies.</li> <li>The strong leadership provided by the new Principal, and the skills and commitment of middle managers and teachers demonstrated a very good capacity to innovate and improve.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Acceptable 
<ul style="list-style-type: none"> <li>The school had a range of self-evaluation processes but these were not wholly successful in providing a clear focus on what needed to be done to continuously improve the school.</li> <li>Lesson observations were carried out by managers throughout the school. In the PYP phase, these observations linked well to a holistic evaluation of teachers' professional development. However, they often lacked rigour, especially in Foundation Stage. In the senior school, performance management had not been consistently carried forward. Senior managers did not use assessment data strategically to monitor students' performance.</li> <li>The school had three improvement plans. Together, they included the actions which were required from the previous inspection. However, they did not provide a clear strategic focus for staff.</li> <li>Overall the school had made steady progress in addressing most of the recommendations from the last inspection report. Improvements had been made in the quality of teaching in both Arabic and Islamic Education. However, little improvement had been made in the way staff met students' learning needs. Senior managers had consulted staff on school improvement priorities but the school had not yet developed a whole school approach. Students made better use of modern technologies in class to improve their learning.</li> </ul>	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> <li>Parents played an active part in the school to support their children's learning. They made important contributions by giving up their time to help teachers in class and by contributing their expertise, for example at careers events.</li> <li>Very good communication took place between parents and the school. There were frequent school bulletins, meetings between parents and teachers, direct email communication, use of a school portal for the senior school, twitter feeds and blogs. Senior staff were accessible to parents.</li> <li>The school provided frequent good-quality information to parents through academic reports and meetings. The senior school reports were particularly good.</li> </ul>	






- The school had extensive links with the local community which enriched learning; the premises were used out of school hours for a wide range of sports activities by the local community.

	Overall
<b>Governance</b>	Good
<ul style="list-style-type: none"> <li>• The School Director now chaired the School Board; communications between the owning company and the Principal had improved. The School Director was accessible to parents. She was available to hear any concerns.</li> <li>• The programme of regular meetings between the Director and the Principals were used effectively to hold the school to account. The Director took a personal interest in helping the school to improve Islamic Education and Arabic languages; a consultant to support the departments' staff had been appointed.</li> <li>• The Board had restructured leadership to unify the school under one Principal. They had invested in an extensive WiFi infrastructure, and budgeted for additional laptops and other devices for staff.</li> </ul>	

	Overall
<b>Management, staffing, facilities and resources</b>	Good
<ul style="list-style-type: none"> <li>• Overall, the school worked well on a day-to-day basis and the planned improvements to timetabling for classes for the next term were sound.</li> <li>• Teachers were well qualified and the turnover of staff was relatively low.</li> <li>• The school had good specialist facilities such as computer rooms, science laboratories and sports facilities but it did not have sufficient accommodation or facilities for all Year 11 students to continue to Years 12 and 13.</li> <li>• Classroom resources were plentiful and the libraries were well stocked.</li> <li>• The Learning Technology infrastructure had been improved and there were plans to enable the 'bring your own device' (BYOD) practice to be used more effectively across the school.</li> </ul>	

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

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection 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
 <b>Parents*</b>	<b>This year</b>	141	13%
	<b>Last year</b>	165	16%
 <b>Teachers</b>	41		26%
 <b>Students</b>	156		23%

- A relatively low proportion of parents, teachers and students participated in their surveys. Of those parents and teachers who took part in the surveys, almost all teachers and most parents and students were satisfied with the quality of education provided by the school.
- All teachers, almost all parents and students agreed that the school was safe and that students enjoyed school. They also agreed that students developed good self-awareness and awareness of other cultures.
- Almost all students, teachers and parents agreed students developed good learning skills.
- Most parents and students felt that teachers were skilled and assessment, including marking of students' work helped students to improve. They also thought the school provided a wide range of subjects and activities.
- Most teachers, parents and students agreed that the school was well led.
- Most parents consider that academic reports and meetings with teachers kept them informed about their children's progress.
- Almost all parents and students agreed that good progress was made in English; most parents and students agreed that good progress was made in mathematics; and most students and the majority of parents agreed that good progress was made in science. However, a significant proportion of parents and students did not consider that good progress was made in Islamic Education, Arabic as a first language and Arabic as an additional language.
- The majority of parents and students agreed that the school dealt well with bullying.
- The majority of parents and a minority of students agreed that the school listened to their views and acted upon them. Around twenty per cent of teachers said the school did not listen to their views or act upon them.
- Although most teachers agreed that students benefited from the school's cyber safety policy, more than a third of parents and almost one fifth of students said they were not aware of the benefits of that policy.

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

## 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

## How to contact us

If you have a concern or wish to comment on any aspect of this report, you should contact [inspection@khda.gov.ae](mailto:inspection@khda.gov.ae)