

# INSPECTION REPORT

Emirates International Private School L.L.C

Report published in April 2014

## GENERAL INFORMATION ABOUT Emirates International Private School L.L.C

Location	Umm Al Sheif
Type of school	Private
Website	www.eischools.ae
Telephone	04 348 9804
Address	P O Box 6446, Dubai
Principal	David Hicks, Lynley Marwick
Curriculum	UK/IB
Gender of students	Boys and Girls
Age / Grades or Year Groups	4-18 / Kindergarten 1-Grade 13
Attendance	Acceptable
Number of students on roll	1989
Largest nationality group of students	Indian
Number of Emirati students	388 (20%)
Date of the inspection	27th to 30th January 2014

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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 1,989 students, aged four to 18. Approximately 21 per cent of students were from the Asian subcontinent, 20 per cent were Emirati and there were significant numbers from other Middle Eastern countries, the United States of America, and Eastern and Western Europe. Overall, 74 different nationalities were represented.

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

There were 197 full-time teachers, including the senior leadership team. All teachers in the school had appropriate teaching qualifications.

## Overall school performance 2013-2014

Good

### Key strengths

- The outstanding assessment in post-16 leading to excellent outcomes in the 2013 IB examinations.
- The outstanding contribution students made to the local and global community in MYP and DP.
- The outstanding attainment in Science and English in DP.
- The good continuity and progression of the curriculum in school leading to outstanding provision in DP.
- The effective collaboration between the school, the parents and the community.

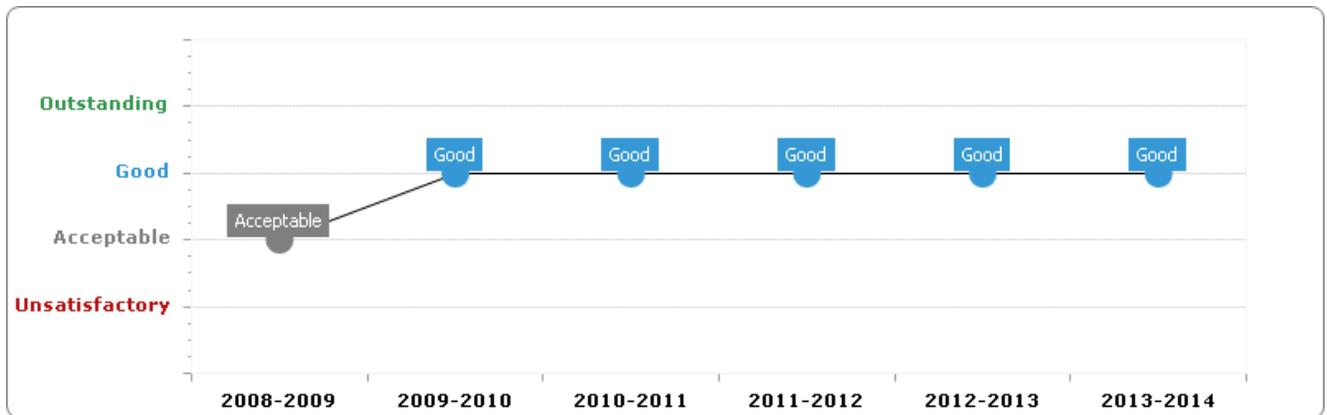
### Recommendations

- Raise attainment and progress in Islamic Education and Arabic by:
  - sharing good practice available in other parts of the school;
  - raising expectations in lessons.
- Raise students' awareness of the requirements of appropriate social behaviour within the UAE cultural context.
- Improve the consistency of teaching in all phases by:
  - providing opportunities for students to enquire and develop their critical thinking skills;
  - ensuring lessons consistently match the needs of all students;
  - ensuring teachers consistently provide constructive feedback to inform students' learning.
- Further improve the identification and support of special needs students by:
  - providing additional expert support in PYP;
  - linking students' individual education plans (IEPs) closely to their learning objectives in lessons.
- Update and increase facilities and learning resources in school, as necessary.

## Progress since the last inspection

- The improved performance of students in English and science in DP;
- The improved attainment of students in mathematics in MYP and DP;
- The outstanding community and environmental responsibility of students in MYP;
- The improved curriculum in DP.

## Trend of overall performance



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

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

[Read paragraph](#)

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	Kindergarten	Primary	Secondary	Post-16
Quality of students' learning skills	Good	Good	Good	Good

[Read paragraph](#)

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

	Kindergarten	Primary	Secondary	Post-16
Personal responsibility	Good	Good	Good	Outstanding
Students' understanding of Islamic values and their local, cultural and global awareness	Good	Good	Acceptable	Acceptable
Community and environmental responsibility	Good	Good	Outstanding	Outstanding

[Read paragraph](#)

### How good are teaching and assessment?

	Kindergarten	Primary	Secondary	Post-16
Teaching for effective learning	Good	Good	Good	Good
Assessment	Good	Good	Good	Outstanding

[Read paragraph](#)

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

	Kindergarten	Primary	Secondary	Post-16
Curriculum quality	Good	Good	Good	Outstanding
Curriculum design to meet the individual needs of students	Acceptable	Acceptable	Acceptable	Good

[Read paragraph](#)

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

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

[Read paragraph](#)

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

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

[Read paragraph](#)

## How good are the students' attainment and progress?

Attainment in Islamic Education and Arabic was acceptable across the school, except for Islamic Education in PYP where it was good. Here, the majority of students had good knowledge of Islamic principles and practices, such as praying. MYP students developed their understanding of key concepts and morals, but did not always link the concepts and morals they learned to its sources in Islam. In Arabic as a first language, listening was the strongest skill for most students; speaking was limited. Most students in MYP and DP could read familiar topics accurately. Writing skills were weak in all phases. For most students of Arabic as an additional language, listening, speaking and reading skills were acceptable. They could use familiar language to communicate simple ideas on a range of familiar topics. In English, attainment in the Kindergarten was acceptable. Children's reading and writing skills were slightly lower than their speaking and listening. In PYP and MYP, good attainment was the product of effective teaching. Attainment in DP was outstanding because most students were above IB expectations. Attainment in mathematics acceptable in Kindergarten and PYP and good elsewhere. Most Kindergarten children counted accurately and recognised common shapes. Students in PYP showed good understanding of reflections and symmetry. Students in MYP and DP showed a well-developed understanding of graphs, geometry and algebra. In science, attainment was acceptable in the Kindergarten, good in the rest of PYP and MYP, and outstanding in DP. The scientific and enquiry skills of Kindergarten children were underdeveloped for their age. Older students had secure knowledge, skills and understanding across all key areas of science, especially in DP.

The quality of students' progress in Islamic Education and Arabic was identical to that of their attainment. In Islamic Education, most students developed a detailed knowledge of key Islamic concepts and practices. In MYP and DP, students made limited progress in developing their understanding of how the concepts and morals they studied were linked to the verses of the Holy Qur'an and Hadith. In Arabic as a first and as an additional language, most students made steady progress in developing their speaking in standard Arabic, listening and reading. Progress in writing was slower across all phases. Students made good progress in English, mathematics and science across the school, except for Kindergarten science, where progress was acceptable. In English, progress in speaking and listening was generally slower than in reading and writing. Progress in mathematics was good, when information and communication technology (ICT) was used, investigations were open-ended and students could relate their learning to a real-life context. The progress by Kindergarten children in science was no higher than acceptable because the development of their scientific skills was inconsistent. Elsewhere in the school, students developed the expected range of skills well.

[View judgements](#)

## Quality of students' learning skills

Learning skills were good across the school. Students enjoyed their studies and engaged enthusiastically in activities. They increasingly took responsibility for improving their own learning by evaluating their work and taking steps to improve it. This was a particular strength in English. During collaborative work, students communicated their ideas confidently and worked purposefully. Almost all students linked their learning well to the real world. Students' skills in enquiry, research and critical thinking were inconsistent across the school. Although they were often used well in DP for analyses and comparisons. By contrast, students demonstrated acceptable learning skills in a minority of lessons, especially but not exclusively in Arabic as a first language, in Arabic as a second language in PYP and in Islamic Education in MYP. In these lessons, students were occasionally bored because the work required only a passive response, restricting opportunities to enquire, research and think critically.

[View judgements](#)

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

Students' personal responsibility was good overall, but outstanding in DP. The strong school work ethic was reflected in mostly good attitudes and behaviour throughout the school. Prefects and student mentors helped to resolve student conflict issues and provided support when necessary. Older PYP students were positive role models for younger students. Most students chose healthy food and incorporated sport and exercise into their daily lives. Punctuality was good but attendance remained acceptable.

Students' understanding of Islamic values and their local, cultural and global awareness was good in PYP and acceptable in MYP and DP. Many students had a very good understanding of the cosmopolitan diversity of their school and the Dubai community. Students were able to explain how Islamic values shaped the face of modern day Dubai. Celebrations and festivals allowed all students to experience Emirati traditions. However, this understanding was not always reflected in the behaviour of a few older students. The observance of the UAE National Anthem was not respectful enough.

Students' community and environmental responsibility was good in PYP, and outstanding in MYP and DP. Many students were resourceful and community minded. Students had a voice in the school's development through a variety of staff interfaces. Students had initiated and established a number of environmental projects and activities inside and outside the school. The environmental awareness and sustained direct action by students were outstanding.

[View judgements](#)

## How good are teaching and assessment?

Teaching was good across the school. Teachers had good subject knowledge which enabled them to provide clear expositions and to raise pertinent questions. Most teachers also showed a good understanding of how children learn. Resources were used well to engage students. The quality of interaction was a strong feature of most lessons, demonstrated through skilful questioning and good quality dialogue. Planning was good, but inconsistent. In a minority of lessons it was not used to plan tasks that matched the needs of all students. In many lessons, especially for the oldest students, there were good opportunities to develop critical thinking and to learn through enquiry, especially in English, where teaching was particularly effective. However, in a minority of less successful lessons, teachers dominated and so students did not participate enough. In such lessons, there were too few opportunities for enquiry which limited the development of critical thinking.

Assessment was good in most phases of the school. It was outstanding in DP because teachers knew students' strengths and areas for development very well. This information was used to plan work that closely matched students' needs. Excellent self-assessment enabled DP students to take responsibility for improving their work and to plan their next steps in learning. The school analysed a wealth of assessment information for students of all ages in order to identify trends. The resultant data was increasingly used to plan the curriculum, especially in the Kindergarten. It was less consistently used to plan teaching that met the needs of all students and support for students. Skills in self-assessment developed, though not consistently, as students move through the school. Oral feedback frequently helped students to improve their work, but the quality of written feedback was inconsistent. Assessment in Arabic throughout the school and in Islamic Education in MYP was less effective than elsewhere.

[View judgements](#)

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

The curriculum quality was good in most phases of the school. It was outstanding in DP. The three IB programmes provided the framework for the curriculum except in Grade 11 where the final year of IGCSE was in progress. The curriculum was monitored regularly and adjusted to support the changing needs of students. Curriculum depth was enhanced through the transdisciplinary and interdisciplinary approaches of PYP and MYP units, which made authentic links between subjects. The heads of department in most subjects monitored transition between the programmes and ensured that progression within subjects was on a continuum. Islamic Education was the exception to this monitoring; here, the transition from PYP to MYP was not sequential. Links to the community were a feature through action in the PYP and Community Service programmes that saw students working within the school, the local communities and abroad. An

extensive range of extra-curricular activities that spanned the arts, sports, service, life skills and academics supported the formal curriculum.

The curriculum design was acceptable in most phases of the school. It was good in DP. The curriculum was designed so that it could be adapted and modified to cater for students with an array of learning needs. However, inconsistent implementation of the written curriculum meant that the challenge and support for all students was not transferred effectively enough to teachers' planning. This was especially true for children and students in the Kindergarten and PYP, including those with special educational needs. Annual reviews of the MYP and DP curricula ensured that subject choices met the needs and aspirations of the cohort of students. In DP, career counselling informed subject choices. The needs and interests of all students were catered for extensively by a range of extra activities available.

[View judgements](#)

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

Procedures for health and safety were good in all phases. There were effective policies in place to ensure that students learned in a safe environment. Documentation was meticulous and staff were aware of their roles and responsibilities. A new policy for child protection had recently been developed and teaching staff had received training to support its implementation. Effective arrangements were now in place for school transport. Medical staff had thorough measures in place for the safe storage of medication and its administration. The medical team supported the whole school promotion of healthy living, for example, contributing to the PSHE programme. The school meals and snacks that were available for senior pupils were limited; there were an insufficient choice of healthy food options available.

The quality of support for students was acceptable in most of the school, and good in DP. Staff and student relationships were good. General staff and specialist counselling and support teachers managed behaviour and welfare issues well. However, the school's policy was not explicit enough about the standards of behaviour expected in relation to cultural and societal issues. Staff monitored students' attendance but did not always explore the reasons behind the first day of absence. Through referrals by staff, parent, peer and by students' self-referral, specialist staff provided a high quality of medical, counselling and mentoring support. Advice for DP students about university application and life beyond school was of high quality and effective.

[View judgements](#)

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

The leadership in school was good. There was a clear sense of direction shared by the two principals. They were supported well by their deputies and middle managers. Most leaders had high expectations and communicated well. As a result, some aspects of provision had improved from the previous inspection. Leadership was effective, but accountability was sometimes hindered by the lack of an overarching leadership role between the two sections. In PYP, the school lacked of an expert role in special educational needs. Overall though, the leadership had good capacity to improve the school.

Self-evaluation and improvement planning were good. Self-evaluation plans were focused, purposeful and monitored closely. Most middle managers had a good understanding of the strengths and weaknesses in their areas. However, in the weakest subjects, there was insufficient emphasis on curriculum standards and understanding of teaching strategies; these remained key priorities. The professional development of staff was assured through systematic review and monitoring of their work. There had been useful progress in addressing some of the previous recommendations.

Partnerships with the parents and the community were outstanding. The links with the parents were meaningful and added value to both the academic and personal development of the students. For example, fathers' involvement in the reading-for-pleasure workshops promoted reading amongst boys. Communication between the school and the parents was effective. The parents were kept up-to-date through regular newsletters and progress report meetings. Parents felt the leadership team was approachable and listened to their needs. Various initiatives between the school and the community enabled students to apply the skills they had acquired in lessons in real-life settings.

Governance was good. Governance included executive and advisory boards. Expert input was sought when necessary. For example, an advisory committee had been consulted to review the Ministry of Education standards in Arabic and Islamic Education. An advisory group on effective teaching and learning recently reviewed the underperforming areas of the school. As a result, governors had a clear understanding of the strengths and weaknesses of the school. They held the leadership team to account for the performance of the school. Although the governing board was seeking the views of parents through questionnaires, the board still did not include any representation from the parents' committee.

The management of staffing, facilities and resources was acceptable. On a daily basis, school procedures and routines were effective. All staff held good qualifications and were deployed well. However, in the PYP section, the school lacked a special needs co-ordinator who could ensure the needs of all students were met consistently from their starting point in school. Similarly, the absence of an overarching role across the

two sections hindered the ongoing overall monitoring of the school performance. For example, transition between the end of PYP and MYP was sometimes inconsistent. The school had well-stocked libraries and good science laboratories. Modern technologies and access for people with mobility problems were sometimes limited.

[View judgements](#)

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

The attainment of most Emirati students in the key subjects of English, mathematics and science was in line with curriculum expectations. There was a higher representation of male Emirati students identified as needing learning support. Across the school, Emirati female students achieved better than their male counterparts. The number of Emirati students choosing the IB Diploma pathway had increased. In Arabic, Emirati students were supported with additional lessons when required. They also took some lead roles in school events and this led to increased attainment. In Islamic Education, the attainment of Emirati students was in line with that of the other students.

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

The school identified the learning needs of a range of students and drew up IEPs for them. The plans were shared with teachers through meetings and the school's information management system. Teachers in MYP and DP received helpful profiles of students. Procedures for identifying and addressing specific learning difficulties or more complex needs were not robust enough; for example, the needs of children in the Kindergarten were not identified effectively. A small number of students benefited from group tuition and often made good progress. Some students were helped in class by learning support specialists, particularly in MYP. Teachers did not always change their teaching styles when this support was available, and so reduce the level of explanations to the whole class, to maximise the impact of the extra teacher. Teachers' use of grouping students was variable in its effectiveness. The management of special educational needs was inconsistent. Overall, students with special educational needs made acceptable progress.

## How well does the school teach Arabic as a first language?

The quality of teaching in Arabic as a first language was inconsistent across all phases. It was stronger in PYP than in MYP and DP. Most teachers had a secure subject knowledge but an inconsistent understanding of how students learn and acquire language skills. Lesson plans were in place and followed in most of the lessons observed. A minority of teachers used teaching resources to engage and enhance students' learning

outcomes. However, this was not a common feature of lessons. Teachers tended to dominate lessons and talked too much. Consequently, the development of the four language skills was hindered and students lacked opportunities for independent learning, using ICT purposefully and critical thinking. Teachers' expectations of what students could do were often low and lessons did not routinely meet the needs of all students.

The school was compliant with Ministry of Education regulations in terms of the time required for the teaching and learning of Arabic as a first language. The curriculum and activities to support it through projects were regularly planned. However, they were not sharply focused enough on the needs of the students. There was a particular weakness in the curriculum in DP where opportunities for students to access language skills such as speaking and free writing were limited. In some instances, the expectations of the curriculum was significantly lower than standards set by the Ministry of Education for the subject.

## 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	82	7%
	Last year	184	13%
Teachers	37		19%
Students	22		8%

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

Survey responses from the three groups of stakeholders were generally positive. Most parents were satisfied with the quality of education and most aspects of the school. A minority expressed concern about staff turnover, especially the loss of good teachers. Several cited concerns about leadership but an equal amount praised it. Only a small number of students responded to the survey. They cited Arabic and Islamic Education as being the only curriculum areas that did not meet their needs. Parents commented positively on the safety of the school and the general ethos. Teachers were supportive of the school, especially in the area of student support. They appreciated the professional development provided, but a few DP teachers believed that they would benefit from further subject specific training.

## What happens next?

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

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

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

**Dubai Schools Inspection Bureau**

**Knowledge and Human Development Authority**

## How to contact us

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

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

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