



# INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

EMIRATES INTERNATIONAL PRIVATE SCHOOL (BR)

IB

VERY GOOD

EMIRATES INTERNATIONAL PRIVATE SCHOOL (BR)  
IB

Inspection Dates  
20 - 24 November 2023

Principal  
Mr. Ian James Ward

LEARN MORE ABOUT  
THE SCHOOL

LEARN MORE ABOUT  
THE SCHOOL FEES

1876  
Students

15  
Emirati Students

155  
Students of  
Determination

149  
Teachers

8  
Teaching  
Assistants

1  
Guidance  
counsellors

## OVERALL SCHOOL PERFORMANCE

VERY GOOD

OUTSTANDING

Quality of performance substantially exceeds the expectation of the UAE

VERY GOOD

Quality of performance exceeds the expectation of the UAE

GOOD

Quality of performance meets the expectation of the UAE  
(This is the expected level for every school in the UAE)

ACCEPTABLE

Quality of performance meets the minimum level of quality required in the UAE

WEAK

Quality of performance is below the expectation of the UAE

VERY WEAK

Quality of performance is significantly below the expectation of the UAE

## WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

### SCHOOLS HIGHLIGHTS

- Strong care and support for students, prioritising their health, safety, and wellbeing
- Students mostly very positive attitudes and their high levels of social engagement
- Strong leadership and governance, which consistently upholds very high standards of provision and student achievement, including for students of determination
- Effective assessment procedures underpin a robust curriculum, resulting in highly effective teaching across most areas of the school

### POINTS TO IMPROVE

- Strengthen strategies used to identify highly impactful classroom practices to then rapidly disseminate excellence in teaching for effective learning
- Require that teachers use assessment data to more effectively personalise learning
- Ensure that teachers across the curriculum place great emphasis on developing students' reading literacy skills

## WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **VERY GOOD**

School leaders prioritise the well-being of students, staff, and the community. They have established comprehensive systems to assess students' well-being and conduct structured meetings with student groups. Both formal and informal information guides tailored academic and emotional support. Well-being lessons are integrated into the curriculum, fostering students' understanding of emotions and self-awareness. Leaders promote student voice through feedback mechanisms, offer leadership roles, and provide strong learning support.

## STUDENTS' ACHIEVEMENTS

Across all phases, students achieve very well in English, mathematics and science and well in Islamic Education and Arabic as an additional language. Achievement in Arabic as a first language is rapidly improving and students now make good progress in phase 4. Students develop very strong learning skills.

### ENGLISH

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD	VERY GOOD
PYP	VERY GOOD	VERY GOOD
MYP	VERY GOOD	OUTSTANDING
DP	OUTSTANDING	OUTSTANDING

### MATHS

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD	VERY GOOD
PYP	VERY GOOD	VERY GOOD
MYP	VERY GOOD	VERY GOOD
DP	VERY GOOD	VERY GOOD

### SCIENCE

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD	VERY GOOD
PYP	VERY GOOD	VERY GOOD
MYP	VERY GOOD	VERY GOOD
DP	GOOD	VERY GOOD

### ARABIC AS FIRST LANGUAGE

ATTAINMENT PROGRESS

FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PYP	ACCEPTABLE	GOOD
MYP	ACCEPTABLE	ACCEPTABLE
DP	ACCEPTABLE	GOOD

### ARABIC AS SECOND LANGUAGE

ATTAINMENT PROGRESS

FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PYP	GOOD	GOOD
MYP	GOOD	GOOD
DP	NOT APPLICABLE	NOT APPLICABLE

### ISLAMIC

ATTAINMENT PROGRESS

FOUNDATION STAGE	NOT APPLICABLE	NOT APPLICABLE
PYP	GOOD	GOOD
MYP	GOOD	GOOD
DP	GOOD	GOOD

### LEARNING SKILLS

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD
PYP	VERY GOOD
MYP	VERY GOOD
DP	VERY GOOD



## STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT

Students typically behave well and have very positive attitudes to learning; most consistently so in PYP and DP. Students value the culture and heritage of the UAE, their own and wider world culture. They both understand and respect Islamic values. Across the school they are very socially engaged, many welcoming opportunities to take on leadership roles.

### PERSONAL DEVELOPMENT

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD
PYP	OUTSTANDING
MYP	VERY GOOD
DP	OUTSTANDING

### UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD
PYP	VERY GOOD
MYP	VERY GOOD
DP	VERY GOOD

### SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS

ATTAINMENT PROGRESS

FOUNDATION STAGE	OUTSTANDING
PYP	OUTSTANDING
MYP	OUTSTANDING
DP	OUTSTANDING

## PROVISION FOR LEARNERS

Teaching across all phases is very good, with examples of outstanding teaching for effective learning in every phase. Rarely is teaching less than good overall although standards are least consistent in the Middle Years (MYP). Most teachers use their subject knowledge and skills well to plan engaging lessons and they use assessment information to differentiate work in an attempt to meet the learning needs of groups of students.

A very well-conceived and regularly reviewed curriculum is designed to develop students' skills, knowledge and understanding. The recent introduction of a BTEC programme in upper school is welcomed. Cross-curricular links are strong. There are many examples of where the curriculum is well adapted to more effectively meet the needs and aspirations of different groups of students.

The school very effectively prioritises the care, support and guidance of children and students and ensures that their safety, safeguarding and overall wellbeing are prioritised. Healthy lifestyle choices are promoted at all times - including nutrition, physical activity and sleep. In this very inclusive school, all students, including students of determination and those who are gifted and talented almost always have their needs fully met.

### TEACHING

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD
PYP	VERY GOOD
MYP	VERY GOOD
DP	VERY GOOD

### ASSESSMENT

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD
PYP	VERY GOOD
MYP	VERY GOOD
DP	OUTSTANDING

### CURRICULUM DESIGN

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD
PYP	VERY GOOD
MYP	VERY GOOD
DP	OUTSTANDING

### CURRICULUM ADAPTATION

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD
PYP	VERY GOOD
MYP	VERY GOOD
DP	OUTSTANDING

### HEALTH & SAFETY

ATTAINMENT PROGRESS

FOUNDATION STAGE	VERY GOOD
PYP	VERY GOOD
MYP	VERY GOOD
DP	VERY GOOD

### CARE & SUPPORT

ATTAINMENT PROGRESS

FOUNDATION STAGE	OUTSTANDING
PYP	OUTSTANDING
MYP	OUTSTANDING
DP	OUTSTANDING

## INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **VERY GOOD**

School leaders prioritise inclusivity, welcoming students of all abilities. A strong inclusion team effectively manages diverse student needs. Most students make significant progress towards individual education plan targets and access a comprehensive curriculum; alternative pathways like BTEC are available. However, there are occasional lapses in curriculum adaptation and support for students of determination. Robust parental support includes well-crafted and regularly reviewed individual learning plans, fostering positive home-school links. Teacher understanding of student needs is vital, and consistent in-class support is essential for all students.



## LEADERSHIP AND MANAGEMENT

The principal leads a capable team of senior and middle leaders who ensure that very high standards of provision and student achievement are maintained. Self-evaluation procedures are robust and well-informed improvement plans are in place. Parents are very satisfied with the level of care and support their children receive and the progress they make. Governance, including the advisory council exert a positive impact on the school's development.

THE EFFECTIVENESS OF LEADERSHIP

VERY GOOD

SCHOOL SELF-EVALUATION AND IMPROVEMENT PLANNING

VERY GOOD

PARENTS AND THE COMMUNITY

VERY GOOD

GOVERNANCE

VERY GOOD

MANAGEMENT, STAFFING, FACILITIES AND RESOURCES

VERY GOOD



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