

GOOD



2019-2020



























INSPECTION REPORT

IB CURRICULUM

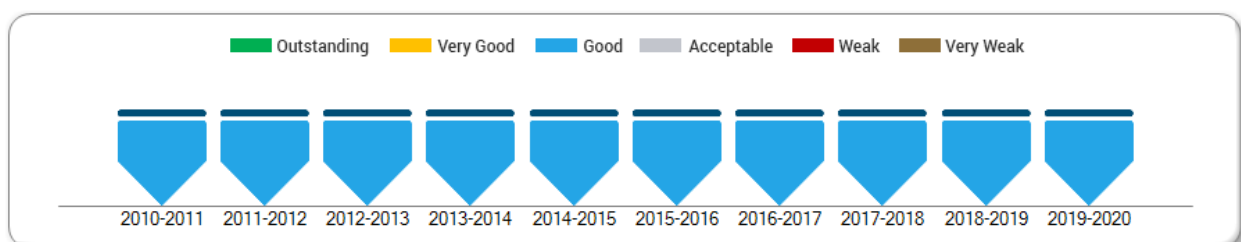
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School Information

General Information	 Location	Umm Al Sheif
	 Opening year of School	1991
	 Website	www.eischools.ae
	 Telephone	971043489804
	 Principal	Mrs. Pratibha Rao
	 Principal - Date appointed	9/1/2018
	 Language of Instruction	English
	 Inspection Dates	20 to 23 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3 to 19
	 Grades or year groups	EY1 to Year 13
	 Number of students on roll	2124
	 Number of Emirati students	394
	 Number of students of determination	144
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	174
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	3
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	3
	 Teacher turnover	19
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	IB
	 External Tests and Examinations	IBCP, IBMYP, IBDP
	 Accreditation	IB
	 National Agenda Benchmark Tests	GL, CAT4, IBT

School Journey for EMIRATES INTERNATIONAL PRIVATE SCHOOL L.L.C



Summary of Inspection Findings 2019-2020

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

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Students Outcomes</p>	<ul style="list-style-type: none"> Students' achievements are at least good in most subjects and phases. In the Foundation Stage (FS) children make excellent progress in English. Diploma Programme (DP) students' achievement in English is high. Progress in Arabic as a first language is good, although attainment remains acceptable. There is a similar picture in Islamic education in the Middle Years Programme (MYP) and DP. Achievement is acceptable in Arabic as an additional language, and in UAE social studies. Learning skills are strong across the school. Students' considerate behaviour makes a significant contribution to the school's welcoming and purposeful learning atmosphere. Students display highly positive and very responsible attitudes to learning. They appreciate and respect Islamic values and have a deep understanding of the culture and traditions of the UAE. They are keen to take on leadership roles and demonstrate the capacity to be innovative and enterprising.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Provision for learners</p>	<ul style="list-style-type: none"> Very good and outstanding teaching in the FS and DP successfully engages students' attention and interest. Teachers' skilful use of questioning promotes higher order thinking as learners are challenged to explain their reasoning. Teaching is less consistent in the Primary Years Programme (PYP) and the MYP, particularly in Arabic. In the most effective lessons, assessment information is used to ensure that work is matched to students' learning needs. The curriculum is very well planned to ensure progression in students' learning, particularly in the DP. The curriculum in the FS promotes the basic skills that underpin students' achievement in the later years. The curriculum is adapted well to meet the needs of students of determination, but not always sufficiently well to meet the continuing needs of English as additional language learners. The development of enterprise and innovation skills are inconsistent. DP students are exceptionally well-prepared for the next stage of their education. Students' welfare and emotional well-being are given the highest priority. All staff are provided with safeguarding and child protection training. Students are carefully supervised and kept safe both within school and when on school transport. Healthy living and active lifestyles are promoted throughout school life. Although students of determination are supported well, personalised learning for them in lessons is more variable.
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Leadership and management</p>	<ul style="list-style-type: none"> Senior leaders ensure that students' well-being and academic achievement lie at the heart of the school. Middle leaders vary in their effectiveness. Self-evaluation procedures provide an accurate picture of the school's performance. Parents are very supportive and effectively engaged in their children's learning. Not all members of the School Advisory Council have clearly defined roles and responsibilities. Resources are plentiful. Routine management of the school is effective.

The Best Features of The School:

- The stimulating environment for learning in the Foundation Stage that promotes very good achievement in English, mathematics and science, and excellent personal development.
- The strong partnerships with parents and the very good arrangements for keeping children safe and promoting their emotional well-being.
- Students' understanding of Islamic values and their relevance to life in Dubai, and their sense of social responsibility.
- The inclusive ethos of the school, which ensures good provision for students of determination and very good care and support for all students.
- The very effective diploma and careers related programmes, that prepare students exceptionally well for higher education and their future careers.








Key Recommendations:

- Raise achievement in Arabic as an additional language by ensuring that teaching and learning are of a consistently high quality and that assessments of students' progress are linked to their years of studying the subject.
- Increase the proportion of very good and outstanding teaching by ensuring that, in all lessons, teachers make full use of students' capacity for independent learning, and that they are provided with more opportunities to develop their critical thinking skills.
- Ensure that in all subjects and phases there is a consistent, systematic approach to the development of students' language and comprehension skills.

Overall School Performance

Good

1. Students' Achievement

		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	Good	Good	Good
 Arabic as an Additional Language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Acceptable ↓	Acceptable	Not applicable
 English	Attainment	Very good	Very good	Very good	Outstanding
	Progress	Outstanding ↑	Very good	Very good	Outstanding
 Mathematics	Attainment	Very good	Good	Good	Good
	Progress	Very good	Good	Very good ↑	Very good
 Science	Attainment	Very good	Good	Good	Very good ↑
	Progress	Very good	Good	Good	Very good ↑
 UAE Social Studies	Attainment	Acceptable			

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

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

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

3. Teaching and assessment

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

4. Curriculum

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

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

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

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets.

The school meets the registration requirements for the National Agenda Parameter.

School's Progression in International Assessments

is above expectations.

- The school has made outstanding progress in benchmark tests. Both Year 5 and Year 9 scores were at the highest level in the Trends in International Mathematics and Science Study (TIMSS). Programme in International Student Assessment (PISA) scores also improved on previous testing rounds. General Learning (GL) progress tests indicate slightly less impressive improvement over the last two years. However, progress in relation to measures of students' cognitive potential (CAT4) is very good in mathematics and science, and good in English. With only one round of Progress in International Reading Literacy Study (PIRLS) testing completed, it is not possible to evaluate progress in reading using this measure.

Impact of Leadership

is above expectations.

- The National Agenda action plan is comprehensive, considers all issues previously raised, and clearly identifies actions that need to be taken to address concerns. Benchmarking information is thoroughly analysed at all levels. Subject leaders take action whenever curriculum weaknesses are identified. Most teachers use assessment information appropriately, to meet the needs of students.

Impact of Learning

meets expectations.

- Almost all students handle problem-solving confidently and demonstrate some flexibility when encountering critical thinking tasks. Students show strong independent learning skills, with the ability to construct their own understanding from various sources of information. Research is generally handled well with these skills are developing further as students' progress through the school.

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

For development:

- Ensure that teachers use all of the assessment information available to them to adjust their teaching to meet the needs of students as individuals.

Moral Education

- Teachers plan interesting lessons and use questions well to advance students' critical thinking skills. They promote independent learning well. Students plan and present project work, which supports their development as morally mature citizens.
- Teachers capably evaluate students' levels of attainment against the curriculum standards and International Baccalaureate (IB) requirements. Students are involved in analysing their own levels of knowledge, understanding and skills, and in planning for improvement.
- Learning is supported by comprehensive curriculum maps, which are well planned and closely aligned to the IB units of study. They address fully the key concepts of the moral education programme and provide a balance of knowledge and skills.

The school's implementation of moral education is meeting expectations.

For development:

Enhance students' learning opportunities and personal development by involving the community more fully in the moral education programme.

Reading Across the Curriculum

- Additional resources, initiatives for developing skills, classroom libraries, a reading club and book-focused lessons all help to promote an enjoyment of reading. Detailed information of students' reading age scores is used effectively to improve standards.
- A structured phonics programme and guided reading sessions are helping to improve the comprehension skills of FS and PYP students. A school-wide focus on reading is increasing students' vocabulary and aiding understanding, although this is not consistently applied in all subjects.
- Few children enter the school from an English-speaking background, and this is reflected in their literacy skills. Not all teachers make the adjustments needed to reading materials to enable all students to access the curriculum.
- School leaders are committed to raising standards of reading across the school. There is a comprehensive reading action plan. Training is provided for teachers who require additional help in improving students' reading in lessons.

The school's provision, leading to raised outcomes in reading across the curriculum is developing.

For development:

- Ensure that strategies for improving reading are implemented consistently in all subjects, and the impact evaluated.
- Ensure that all teachers have the skills needed to support the development of students' reading skills.

Innovation

- The majority of students are able to use enquiry and research skills when given the opportunity. These opportunities are not consistent across all subjects and phases.
- Older students take leadership roles in initiatives that benefit the school and the wider community. Students participate willingly in a variety of projects and welcome opportunities to take on responsibilities.
- The majority of teachers develop students' skills in the use of modern technologies to support their learning. The development of critical and independent learning skills is variable.
- The curriculum, particularly in the DP, is enriched by a variety of opportunities for students to develop and apply their skills of creativity and entrepreneurship.
- Although school leaders are committed to the development of a culture of innovation, innovative approaches towards the improvement of teaching and learning remain at an early stage.

The school's promotion of a culture of innovation is developing.

For development:

- Extend students' independent learning and critical thinking skills across all subjects and phases.

Main Inspection Report

1. Students' Achievement

Islamic Education

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

- Internal assessment information indicates that, in all three phases, attainment levels are above curriculum standards. Lesson observations and scrutiny of students' work confirm this attainment level in PYP, but not in MYP and DP, where attainment levels are in line with curriculum standards.
- Students in the PYP demonstrate an understanding of Islamic values and some aspects of Seerah. Those in MYP and DP have improved their understanding of the application of Islamic rules. However, students in both phases lack the ability to discuss, analyse and present thorough conclusions and strong arguments in relation to the Holy Qur'an and Hadith.
- Enhancements to the curriculum include extra recitation assignments. They are effectively developing students' skills in recitation of the Holy Qur'an, using proper Tajweed rules.

For development:

- Provide students with more opportunities to deepen their knowledge and skills in all aspects of Islam.

Arabic as a First Language

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

- Students in the PYP, particularly girls, demonstrate relatively stronger reading and writing skills than those in the other phases. Students in the MYP and DP plan and draft writing for different audiences and purposes. They also debate current issues. Generally, listening and reading are stronger than speaking and writing.
- Students in the PYP read and analyse the short stories and summarise literary texts. In the MYP and DP students listen well and understand literary texts. Across all phases, students encounter difficulties in using grammar and formal vocabulary when speaking and producing cohesive ideas in written work.
- The reading clubs and use of the library are contributing to an increase in students' engagement with Arabic. However, there are not enough checks on the impact of these initiatives on students' reading and writing skills.

For development:

- Make more effective use of assessment information to evaluate the impact of initiatives to improve students' reading and writing skills, particularly those of underachievers.

Arabic as an Additional Language

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

- Students in PYP understand the main points of short, spoken passages on familiar topics. Students in the MYP understand short, simple texts and provide their own opinions about topics such as the television channels in Dubai. In both phases, students' ability to speak confidently using classical Arabic, and to use accurate grammar when writing, is limited.
- In the PYP, students are able to write sentences using limited vocabulary and to insert missing words in simple sentences. In the MYP, students understand the main facts in audio-visual presentations. A minority are able to converse in everyday contexts. However, most lack confidence in speaking and writing.
- The use of Arabic in everyday situations is helping students to become more interested and engaged in learning the language. However, the progress that students are making does not match their years of learning Arabic.

For development:

- Increase students' ability to use a wider range of vocabulary in speaking, reading and writing, in line with the standards relevant to their years of studying Arabic as additional language.

English

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

- Most children in FS start by learning English as an additional language. They make rapid progress, especially in speaking and listening. Students' achievement is above expectations in IBDP external tests and MYP e-assessments. GL test data from the PYP and MYP are not as positive. Internal assessment information and work in lessons and books show that the large majority of students make better than expected progress.
- Most students read accurately. Writing across a wide range of styles is well developed across the school. Not all students, especially in the PYP, have consistently accurate writing skills. Students, especially in the upper years, are very articulate and mature speakers when presenting their ideas from their analyses of text and other sources
- The focus on developing students' comprehension skills, especially in PYP, is beginning to have a positive impact on students' understanding of what they read.

For development:

- Develop students' writing skills in the PYP to ensure that handwriting, spelling, grammar and punctuation are consistently accurate.

Mathematics

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

- In the FS and PYP, students develop mathematical thinking through enquiry more so than in MYP. The level of challenge in the MYP and DP is high. This stretches the students and leads to more rapid progress. Students in the PYP make good use of independent learning skills.
- Numeracy is strong in both the FS and PYP. Development of geometric understanding is done well in the MYP, as is algebraic analysis in the DP. In the upper PYP and MYP, there is not enough emphasis on communicating mathematical reasoning on paper as a basis for developing students' problem-solving skills.
- Enhanced tracking of progress in the PYP enables work to be set at an appropriate level in all topics. The advice given in on-going assessments in the MYP helps students to gauge their levels of attainment. New DP courses in Year 12 enhance students' achievement.

For development:

- Make full use of all on-going assessment information to monitor the effectiveness of learning and adjust teaching to meet students' individual needs.

Science

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

- Children in the FS establish a firm foundation for the development of skills in practical investigation. They make predictions that they check by recording their observations. External assessment results of DP students are the strongest, illustrating the progress made through the phases towards becoming inquirers and critical thinkers.
- Students in the PYP are able to create models to simulate biological systems. They also simulate processes such as that of a tsunami using sand, water and building blocks to observe physical and human impacts.
- Lower MYP students are closely directed through experiments, without opportunities to independently devise a method or reflect on its limitations. Older MYP students have more opportunities to be independent, although they still follow direction rather than applying analytical thinking to designing experiments.

For development:

- Ensure that all students are able to design experiments or investigations, reflect on their limitations and analyse how to improve them, particularly in MYP.

UAE Social Studies

All phases

Attainment


Acceptable

- Students' attainment in UAE social studies is acceptable overall. School assessment information and students' work in lessons show that the attainment of students in PYP is above that of students in MYP.
- Students demonstrate a secure understanding of the history and culture of the UAE. Older students are able to explain the influences of key figures in the economic development of the UAE. Not all students have the English language proficiency needed to develop full conceptual understanding.
- Overall, students' attainment is broadly similar to that observed in the previous inspection. Assessment procedures are better developed in PYP than in MYP, where systems are in the process of being embedded.

For development:

- Ensure that all teachers fully understand the most effective teaching approaches for learners of English as an additional language.

Learning Skills

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

- Children's' learning skills have improved in the FS. Children are enthusiastic, become increasingly self-reliant and persevere in their tasks, even without supervision. In the DP, especially in English and science, students develop strong critical and independent thinking skills. They communicate very confidently and maturely when presenting their ideas to the class. These skills are not as well developed across all subjects in the PYP and MYP.
- Students enjoy school and are diligent learners. They start tasks promptly and maintain their concentration throughout lessons. They interact and collaborate very effectively when provided with the opportunity. The thematic curriculum enables students to relate their learning to real-life and meaningful situations.
- Although opportunities for the development of students' research and enquiry skills are increasing, they are inconsistent across subjects and phases.

For development:

- Increase the opportunities for students to develop and use higher-order thinking skills across all subjects and phases.

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

	Foundation Stage	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students are highly motivated to learn. They demonstrate positive attitudes towards school and are willing to embrace the wide range of experiences available to them both inside and outside lessons. They are well behaved and respectful of the needs of others.
- Students display a well-developed understanding of what constitutes a safe and healthy lifestyle. They are actively involved in physical activities, both during and outside school hours, and are fully aware of the need to make healthy food choices.
- Students have a strong sense of belonging, as a result of positive relationships with teachers and other school staff. Bullying is rare. Students encourage and support one another to achieve their best in a safe environment and have a good record of punctuality and attendance.

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

- Students have full awareness and respect for the Emirati culture and heritage. In assemblies, they relate the IB learner profile to Islamic values of love and compassion. They respect and understand the importance of tolerance within Islam and link it successfully to the context of the UAE. They organise and participate actively in the UAE national events and Islamic celebrations.
- Students are very proud of their own heritage. They draw on their understanding of their own cultures in lessons and when contributing to cultural events. The International Day celebration enables students to experience the music, food, dress and history of different countries.
- Many students, particularly in the MYP and DP, participate in events, such as the Model United Nations. These activities develop an understanding of global citizenship and stimulate thinking of creative solutions for international problems such as climate change.

	Foundation Stage	PYP	MYP	DP
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Students willingly volunteer to participate in projects and welcome opportunities to take on responsibilities. They are keen to take leadership roles as, for example, members of the students' council, house captains and peer mentors.
- Across all phases, students demonstrate a positive work ethic and are eager to finish tasks on their own. Students in the MYP and DP often take initiatives that benefit the school and the wider community. These include, for example, organising the Pink Day for cancer research, and the International Day.
- Most students possess a strong environmental awareness and show care for their surroundings. Some are members of the market farmers project, while others take on roles as eco-monitors. MYP and DP students show a deep understanding of concepts such as sustainability and recycling.

For development:

- Increase opportunities for FS and PYP students to be innovative and to create projects related to environmental sustainability.

3. Teaching and assessment

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

- Teaching has improved in the FS, where teachers plan interesting lessons and make use of a variety of attractive resources, which motivate children. Teaching is more effective in the DP than in the PYP and MYP, because teachers challenge students to use higher-order skills more consistently. Teaching is most effective in English and science.
- Teachers know their subjects well so that explanations and responses to students' questions are accurate. In the most effective lessons, teachers use questioning well to probe and extend students' thinking. Because teachers' planning covers units of work, learning objectives for individual lessons are not always clear enough.
- In many lessons, teachers plan tasks that are matched to the varied learning needs of students. However, this is not consistent across subjects. In Arabic, lesson plans are not always translated into practice.

	Foundation Stage	PYP	MYP	DP
Assessment	Very good	Good	Good	Very good

- Improved assessment procedures in the PYP facilitate the effective tracking of students' progress. In the FS, the Early Learning Goals have been rewritten in smaller steps and linked to the IB assessment procedures. The level of challenge in both formal and informal assessments in the upper MYP and DP is high.
- Assessment procedures are robust and especially effective in identifying any curriculum shortcomings. The ongoing monitoring of progress through formative assessments is inconsistent, although generally better in the DP and in science. The moderation of internal assessments is effective.
- Extensive GL benchmark testing, alongside CAT4 assessments and the use of IBT in Arabic, gives the school a large amount of information on the students. The introduction of on-line tests from Year 9, and the extension of Bring Your Own Device (BYOD) to Year 3, help to develop students' on-line assessment skills.

For development:

- Provide more opportunities for students to develop and use critical thinking and independent learning skills across all subjects and phases.
- Monitor the effectiveness and consistency of the use of assessment information to adjust teaching to meet the needs of individual students.

4. Curriculum

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

- The curriculum is clearly aligned to the IB Learner profile and to UAE priorities in each phase. In the FS it encourages independent inquiry and enables children to think and to communicate their ideas in a range of environments.
- In the PYP, MYP and DP, the curriculum promotes the development of students as open-minded risk takers, with opportunities to make choices through a range of equally valued education pathways.
- Reflections from students and parents contribute to curriculum reviews. These reviews are also informed by gaps identified through GL tests and IB assessments. Moral education, Islamic education, UAE social studies and a range of cross-curricular links support students' academic and personal development.

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

- The FS curriculum has been successfully modified to provide more opportunities for children to investigate and explore, be actively involved and develop their own ideas. The curriculum, particularly in the DP, is enriched by a wide variety of opportunities for enterprise, creativity and social contributions.
- There are very strong links to UAE culture and heritage in Islamic education, Arabic and UAE social studies. However, these links are not fully integrated into all aspects of the curriculum.
- In some subjects, such as English and science, the curriculum is effectively adapted to meet the needs of most students, but this is less successful in Islamic education and Arabic. The curriculum is not systematically modified across all subjects and phases to develop students' language comprehension skills.
- Arabic as a first language is taught in the FS1 for 90 minutes per week, and in the FS2 for 120 minutes per week.

For development:

- Ensure that, in all subjects and phases, the curriculum is suitably adapted to meet the needs of learners of English as an additional language.

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

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

- The improvements suggested by the last report have been tackled. Students with mobility issues now have much improved access to almost all areas of the school. All staff have been trained in child protection, not only to safeguard children but also to promote their emotional well-being.
- In PYP, peer mediators play an important role in helping to resolve minor disputes and when necessary drawing them to the attention of staff. Year 13 psychology students provide workshops for MYP students on conflict resolution.
- The school environment is both safe and healthy. The programme of coffee morning workshops provided by the counsellors and senior staff helps parents to respond to adolescent anxieties and challenges.

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

- Care and support are particularly strong in the DP because of the excellent guidance given to students as they consider different educational and career pathways. The school counsellors provide valuable support throughout the school for students and their families.
- The school's rounded approach is effective in supporting most students of determination in their academic and personal development. However, the quality of personalised learning in lessons is variable. Students with particular gifts and talents are identified and offered a range of opportunities to develop their skills and interests.
- Policies to promote positive behaviour management are very effective. Robust systems are in place to track attendance and unexplained absences. Strategies to promote high attendance are less effective in the PYP than in other phases.

For development:

- Raise attendance in the PYP to match, at least, that in the other phases.

Inclusion of students of determination

Provision and outcomes for students of determination

Good

- School leaders and governors have successfully developed an inclusive ethos within which students with a diverse range of needs are welcomed. Although members of the small inclusion support team are well-qualified and experienced, long-term planning is at an early stage.
- Effective procedures ensure the accurate identification of students' needs. These typically lead to well-matched classroom interventions. Staff are aware of the need to develop a range of alternative pathways to meet the changing needs of students as they progress through the school.
- Regular reports, which inform parents of their children's attainment, are being extended to provide more information on their children's progress. Parents appreciate that they can contact the school at any time.
- Inclusion teachers provide effective support, both in lessons and withdrawal sessions. Not all class teachers are skilled in adapting learning for students of determination. Personal development plans enable students to make significant gains in confidence and in their ability to regulate their own behaviour.
- Staff use assessment information well to track students' progress against their targets. Students of determination make good academic progress and they often develop resilience and self-reliance. Older students achieve valid exit qualifications.

For development:

- Develop a strategic plan for inclusion that takes full account of the changing needs of students of determination as they progress through the school and the resources needed to support them.
- Enable parents of students of determination to formally meet class teachers at the start of the school year to discuss their children's needs.

6. Leadership and management

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

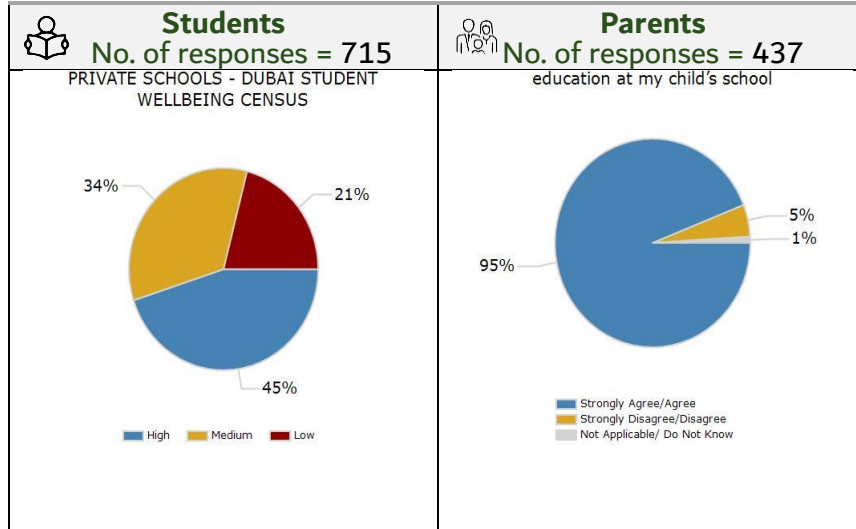
- Senior leaders share a clear vision for the future direction of the school. Together they ensure that students' well-being and academic achievement are at the heart of this inclusive school. Middle leaders, many of whom are new to their roles, vary in their effectiveness. Not all have the skills needed to make meaningful contributions to school improvement.
- Very effective self-evaluation procedures provide school leaders with an accurate picture of the school's performance. All stakeholders contribute to the process of self-evaluation. The information gathered, together with analyses of internal and external tests and assessments, ensure that improvement planning is focused on appropriate development priorities. The recommendations from the previous inspection report have been tackled with determination.
- Parents are very supportive and effectively engaged in their children's learning. They are well informed about school issues. Most parents are very positive about their involvement with the school. They feel that the school promotes a strong regard for family life and creates a sense of community amongst a school population which has diverse cultural backgrounds. Links with a variety of charities raise students' awareness of the needs of others.
- The School Advisory Council includes representation of all stakeholders. Through regular reports, council members are informed of the school's performance. They demonstrate a strong commitment to the academic and personal development of all students. The best use is not being made of council members' expertise in support of school improvement, because they do not all have clearly defined roles in relation to the school's performance indicators.
- The school runs smoothly on a day-to-day basis. Teachers are suitably qualified. Those new to the IB receive training in the programme's philosophy and teaching approaches. Middle leaders are now provided with sufficient time to fulfil their duties. Premises are spacious and specialist facilities are of a very good quality. Resources for learning are plentiful.



For development:

- Ensure that all middle leaders have the skills needed to lead improvement in their areas of responsibility.
- With reference to the KHDA publication 'The Gift of Good Governance', define clear roles and responsibilities for all members of the School Advisory Council.

Views of parents and students

Before the inspection, the views of the parents, senior secondary students were surveyed. Key messages from each group were considered during the inspection, and these helped to form inspection judgements.



 <p>Students</p>	<ul style="list-style-type: none"> Students have a strong sense of belonging and are positive about the relationships that they have with their teachers and other students in the school. They feel safe in school and say that they receive help whenever they need it. They are motivated and willing to persevere with their work. These characteristics are apparent in the daily life of the school.
 <p>Parents</p>	<ul style="list-style-type: none"> Most parents appreciate the approachability of the school and the quality of education that the school provides. They are confident that their children are well cared for and kept safe and are pleased with the information that they receive about their children's learning. The inspection agrees that these views. Inspectors could find no evidence to support the concerns of a few parents about the school's provision for students of determination.

What happens next?

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

- recommendations from DSIB
- areas identified by the school as requiring improvement
- other external reports or sources of information that comment on the work of the school
- priorities arising from the school's unique characteristics.

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

Dubai Schools Inspection Bureau
Knowledge and Human Development Authority

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