

THE RACE FOR EXCELLENCE HAS NO FINISH LINE.  
— SHEIKH MOHAMMED BIN RASHID AL MAKTOUM

GOOD

المعرفة  
Knowledge

## INSPECTION REPORT

2017-2018

Emirates  
International School  
(Meadows)

Celebrating  
10 years of  
inspections

EMIRATES INTERNATIONAL  
SCHOOL (MEADOWS)

IB CURRICULUM

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## School information

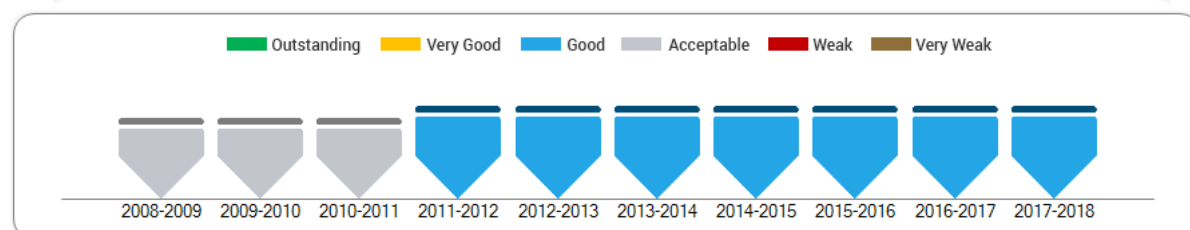
General information	
Location	Emirates Hills
Type of school	Private
Opening year of school	1991
Website	www.eischools.ae
Telephone	971-0-4-3629009
Address	Meadows 4 P.O.Box 120118 Dubai. U.A.E
Principal	Kathryn Dyche - Nichols
Principal - Date appointed	9/1/2016
Language of instruction	English
Inspection dates	22 to 25 January 2018

Teachers / Support staff	
Number of teachers	141
Largest nationality group of teachers	British
Number of teaching assistants	26
Teacher-student ratio	1:12
Number of guidance counsellors	1
Teacher turnover	24%

Students	
Gender of students	Boys and girls
Age range	3-18
Grades or year groups	EY1-Year 13
Number of students on roll	1674
Number of children in pre-kindergarten	0
Number of Emirati students	20
Number of students with SEND	91
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	IB
Main curriculum	IB
External tests and examinations	PYP, MYP, DP
Accreditation	IB
National Agenda benchmark tests	GL, IBT

### School Journey for Emirates International School (Meadows)



## The DSIB inspection process

In order to judge the overall quality of education provided by schools, inspectors consider the six standards of performance that form the basis of the UAE School Inspection Framework (the framework). They look at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judge how effective teaching and the assessment of learning are across the school. Inspectors consider how well the school's curriculum, including activities inside and outside classrooms, meet the educational needs of all students. They judge how well schools protect and support children. In addition, inspectors judge the effectiveness of leadership, which incorporates governance, management, staffing and facilities.

Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

### Judgements are made on a six-point scale

DSIB inspection teams make judgements about different aspects, phases and subjects that form the work of the school, using the scale below, which is consistent with the framework.

<b>Outstanding</b>	Quality of performance substantially exceeds the expectation of the UAE
<b>Very good</b>	Quality of performance exceeds the expectation of the UAE
<b>Good</b>	Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
<b>Acceptable</b>	Quality of performance meets the minimum level of quality required in the UAE (This is the minimum level for every school in the UAE)
<b>Weak</b>	Quality of performance is below the expectation of the UAE
<b>Very weak</b>	Quality of performance is significantly below the expectation of the UAE

## Summary of inspection findings 2017-2018

Emirates International School (Meadows) was inspected by DSIB from 22 to 25 January 2018. The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

### Leadership and management

The executive team has strategic vision and is developing the middle leaders, creating a platform for improvement. Comprehensive monitoring and evaluation of lessons and data have led to curriculum change. A focus on teaching and learning is beginning to improve students' outcomes. The school engages parents well and they challenge governance. The committed owners are improving resources and teachers' professional development.

### Students' achievement

Arabic and Islamic education outcomes are better for non-Arab students than for first language speakers. The majority achieve above expectations. In English, the majority develop an argument well by the end of the Middle Years Program (MYP). Problem-solving is strong in mathematics. In science, MYP students develop good enquiry skills. The greatest progress is in the Diploma Programme (DP), with outcomes in biology strongest.

### Students' personal and social development, and their innovation skills

Students are self-disciplined, courteous and supportive. They acknowledge need for healthy living. They are keen to improve their school. Attendance and punctuality have improved recently. Students' understanding of Islamic values is increasing. Awareness of Emirati and other world cultures is very strong. Students initiate environmental and service projects and have a strong sense of social responsibility. Their creativity and innovation are developing.

### Teaching and assessment

Teaching regularly engages students, encouraging traits of the learner profile, but rarely provides sufficient support or challenge. DP and MYP teaching facilitates independent learning in most subjects. Assessment is reliable in the early years, less well focused in the Primary Years Program (PYP) and MYP, and is a strength of the DP. CAT4 tests identify learning styles and strengths. International benchmark data is not used well to inform teaching.

### Curriculum

The rigorously reviewed curriculum is effective and compliant. It engages students and ensures continuity and progression. It encourages choice in the early years and addresses students' interests and ambitions in the MYP and DP. Increasingly it develops learning skills and cross-curricular links. It is extended by a range of experiential and service-oriented activities. Understanding of UAE's values, history, culture and society are promoted very effectively.

### The protection, care, guidance and support of students

Policies, including those for online behaviour and safety, are secure. Record keeping is meticulous. Premises are well maintained and accessible for all. The school promotes healthy living. The nurturing ethos in the early years leads to mutual respect elsewhere. Student mentors provide peer support. Academic guidance is strong in older phases. Student surveys monitor wellbeing and additional needs are often met. Support for the gifted and talented students is developing.

### What the school does best

- The effective application of assessment data and processes in the DP phase to ensure staff and students are able to identify what is already known and what students need to discover
- The attitudes and behaviour of the principled, caring and reflective students
- The initial translation of the strategic vision into systems of monitoring, evaluation and review that create a platform from which the school can improve
- The engagement of parents, staff and students in influencing governance
- Implementation of the UAE moral education and social studies, developing students into ethical, open-minded and balanced individuals.







### Key recommendations

- Reduce the disparity in the quality of teaching, especially in the early years and PYP, ensuring it meets the needs of different groups of students, allowing them to achieve their potential.
- Ensure:
  - there are sufficient suitably qualified and experienced staff in the early years to support the learning of all children
  - resources are developed to increase access to outdoor learning and improve outcomes.
- Raise attainment and increase progress in Arabic by:
  - better use of assessment information by all teachers to modify lessons and activities to meet the needs of all students, particularly the more able and less able
  - providing students with more focused opportunities to develop writing skills, using rubrics to illustrate progress.

## Overall School Performance

Good

### 1. Students' Achievement

		EY	PYP	MYP	DP
Islamic education 	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable ↓	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English 	Attainment	Good	Good	Very good	Outstanding
	Progress	Good	Good	Very good	Outstanding
Mathematics 	Attainment	Good	Good	Very good	Good
	Progress	Good	Very good ↑	Very good	Good
Science 	Attainment	Good	Good	Good	Outstanding
	Progress	Good	Good	Good	Outstanding
		EY	PYP	MYP	DP
Learning skills		Good	Good	Very good	Outstanding

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

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

## 3. Teaching and assessment

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

## 4. Curriculum

	EY	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Very good↑	Outstanding
Curriculum adaptation	Good	Good	Very good	Outstanding

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

	EY	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	Outstanding	Outstanding	Outstanding

## 6. Leadership and management

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

## National Priorities

### National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in

the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

In response to this, each participating school was issued a report on their students' performance in these international assessments and, in addition, they were provided with clear targets for improving their performance. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving their individual National Agenda targets through the use of external benchmarking assessments.

**The following section focuses on the impact of the National Agenda Parameter in meeting the school's targets:**

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Attainment, as indicated by the N.A.P meets expectations in English and is below expectations in mathematics and science.
- Senior leaders clearly understand the National Agenda. All leaders consider benchmarking data as central to driving the school forward. The action plan is comprehensive.
- Benchmarking, particularly cognitive ability test (CAT4) data, is rigorously analysed and effectively used both by senior and middle leaders. Data is not as consistently used by class teachers.
- PISA test results are instrumental in driving changes to the provision for reading. Data has also informed curriculum changes across other core subjects.
- Some adjustments are made to teaching strategies to develop critical thinking. However, such adjustments are not consistently evident in all classes or across all subjects.
- The development of research skills begins in the PYP and is built upon steadily thereafter. Students are comfortable using a range of resources, including digital devices.

**Overall, the school's provision for achieving National Agenda targets meets expectations.**

## Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

**Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation**

- Governors' and senior leaders' commitment to inclusion encompasses Emirati achievement alongside that of all other students. The school's monitoring, evaluation, and review processes provide regular and frequent updates on the effectiveness of provision for all groups, including Emirati students. New governance initiatives to reach out to stakeholders provide important opportunities for Emirati parents to express their views.
- Almost all of the small number of Emirati students enrolled demonstrate very positive learning skills and resilience comparable to that of their peers. The school's effective data analysis illustrates a narrowing gap between student potential and current achievement. Curricular adaptations linked to CAT4 and other assessments include effective focus on mathematical word problems, critical thinking and higher order reading skills, including inferential reading.
- Promotion of reading actively encourages the reading of age-appropriate library texts in English, and of class reader texts in Arabic. Teaching and learning adaptations develop the international Baccalaureate (IB) curricular focus on active inquiry-based learning and commitment to action. These meet the needs equally of Emirati students and their peers.

**The school's provision for raising the achievement of Emirati students is meeting expectations.**

### Moral Education

- The school successfully implements the UAE moral education (MEP) as a discrete subject integrated within the IB curriculum. Skills, knowledge and understanding are addressed; ensuring continuity and progression.
- Teachers' thorough subject knowledge and lesson plans engage students' interest. They offer tasks that deepen students' understanding and promote reflection on their own actions.
- PYP students participate enthusiastically in discussions about happiness. MYP students present confidently during assemblies on topics such as character and morality, stimulating discussion amongst others.
- The school is implementing assessment strategies that target key concepts and skills, including self-assessment.

**The school's implementation of the UAE moral education programme is well developed.**

### Social Studies

- The UAE social studies curriculum is taught as a discrete subject and integrated within the IB curriculum. The well-planned and coherent programme ensures continuity and progression.
- Teachers have thorough subject knowledge and plan learning that deepens understanding and develops skills. They facilitate lively discussions that engage students' interest and provoke critical thinking.
- Students are highly motivated and contribute enthusiastically to discussions on topics such as respect and values. Students in the MYP undertake research, interact and collaborate well.
- Teachers assess students' understanding and skill development through observations, evaluating students' responses in written tasks and through project work. In the MYP self-assessment is promoted effectively.

**The school's implementation of the UAE social studies programme is well developed.**


## Innovation in Education

- Many students are reflective, independent learners, but creativity is not sufficiently enhanced. The use of learning technologies is widespread, but too superficial to support innovation. Critical thinking is a developing feature.
- Students play an important social role in the community through their Creativity, Activity Service (CAS) projects.
- The IB learner profile, interwoven through the curriculum, provides an ideal platform from which to develop innovation skills. However, it is not consistently implemented during every lesson.
- The PYP Exhibition, DP CAS and a range of extra-curricular activities, foster independence and innovation skills. A discrete lesson on enterprise in MYP nurtures entrepreneurial thinking.
- Senior leaders' and the director's commitment is evident in their plans to develop resources, and in their programme of professional development for teachers, to encourage students' research skills.

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

## Main inspection report


### 1. Students' achievements

		EY	PYP	MYP	DP
 Islamic education	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good

- Students in all phases demonstrate good attainment and progress. Students in the upper PYP and lower MYP make the strongest progress. Outcomes are better amongst students for whom Arabic is not their first language.
- Students in the upper PYP, make secure progress in values, morals and Seerah (life of Prophet Mohammad PBUH). Most students have well-developed skills in Holy Qur'an recitation.
- Upper PYP students are developing analytical and critical thinking skills. Most students are increasingly confident in applying their learning to real life.

#### For development

- Improve outcomes for all students.


		EY	PYP	MYP	DP
 Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Acceptable ↓	Acceptable

- Students' attainment and progress in the four skills are in-line with curriculum expectations in all phases. Progress in writing is slower than other skills.
- Students in all phases steadily develop their reading skills. Their ability to interact and engage with a text using higher order thinking is weaker. This is a result of their inconsistent grasp of, and confidence in using, standard Arabic to express themselves.

- Students do not use writing rubrics to track their own progress. Their responses in comprehension activities are basic. Many have a tendency to use colloquial, rather than standard Arabic in conversation.

#### For development


- Ensure all students routinely use developmental writing rubrics to monitor and track their progress, and that comprehension activities develop their higher order thinking skills and critical analysis.

		EY	PYP	MYP	DP
Arabic as an additional language 	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable

- In both phases, the majority of students attain levels above curriculum expectations when related to their years of study. Most have good listening, speaking and reading skills, but reading is noticeably more variable in the MYP.
- Students' vocabulary retention is good, and the more able students are keen to explore the language in greater depth. In the better lessons, students respond well, both orally and in writing, to high expectations. As a result, they make good progress.
- Students' writing is developing well across the school. Inconsistent planning to meet the needs of the less able students in a few MYP lessons is resulting in these students making slower than expected progress.

#### For development


- Ensure lesson activities are appropriately modified to challenge students, especially the more and less able.

		EY	PYP	MYP	DP
English 	Attainment	Good	Good	Very good	Outstanding
	Progress	Good	Good	Very good	Outstanding

- In response to challenging expectations, students achieve high standards in their written responses, oral presentations and projects. External and internal assessments show that attainment and progress are steadily increasing through all year groups, culminating in outstanding outcomes in the DP.
- Verbal reasoning and a focus on the attributes of the Learner Profile, hone students' literary and language skills. Writing is a particular strength. By the end of the MYP, most students have developed their skills of evaluating, constructing, inferring, and supporting arguments. As a result, they are well prepared to apply those skills in their DP Extended Essay.
- The use of CAT4 data in all years, to set appropriate targets for groups and for individuals, is improving the performance of nearly all students. This is because teachers' planning includes tasks and challenges that are matched well to students' abilities in order to maximise their potential.

#### For development

- Increase students' use of technology during lessons to strengthen research skills, especially in the PYP.


		EY	PYP	MYP	DP
Mathematics 	Attainment	Good	Good	Very good	Good
	Progress	Good	Very good ↑	Very good	Good

- In the early years, children's outcomes are limited because they move on to number operations before consolidating number understanding. PYP students make better progress. MYP and DP students' outcomes are also restricted, especially during algebra-based topics.
- The majority of students in all phases attain high standards when solving problems. While most are set demanding challenges, they do not progress in line with expectations as too often tasks are not sufficiently informed by available prior attainment and cognitive ability data.

- Increased use of self- and peer-assessment has begun to deepen students' understanding. However, many need more directed feedback to understand how to raise their attainment. In particular, the specific indicators in the MYP summative tasks are not detailed enough.

#### For development

- Raise attainment by directing students to work on more personalised tasks that set appropriate targeted challenges.

		EY	PYP	MYP	DP
 Science	Attainment	Good	Good	Good	Outstanding
	Progress	Good	Good	Good	Outstanding

- The strongest progress is in the DP, where students attain levels above curriculum and international expectations and in many cases above their own set targets. There are differences in outcomes between subjects, with biology being the strongest.
- MYP students attain well in summative assessments, having developed strong enquiry-based scientific skills and knowledge across the phase. Their progress is sometimes less evident during lessons and in their written work.
- PYP students' progress in lessons is improving as a result of curriculum changes and an increased focus on developing independence and confidence in conducting investigations. However, the impact of these changes is not evident in external examination results.

#### For development

- Increase open-ended investigations and STEM type activities, particularly in PYP, and through extra-curricular activities.

	EY	PYP	MYP	DP
Learning Skills	Good	Good	Very good	Outstanding

- Students in all phases demonstrate a strong work ethic. They are highly engaged and independent learners. DP students' learning skills remain very strong, while in the early years and the PYP, they are developing. MYP and DP students are self-motivated and reflective learners and are very confident when using technology.
- In most subjects, students take responsibility for their own learning and collaborate effectively with their peers, whenever tasks encourage this. Students' use of learning technologies is evident in many lessons in all phases. However, this is not consistent across all subjects. These skills are not well used in mathematics or in Arabic as a first language.

- Learning skills in the upper PYP in Islamic education have improved as a result of increased opportunities to develop skills in collaboration, critical thinking and use of learning technologies.

#### For development

- Ensure students have many opportunities for collaboration, independent learning and use of learning technologies across all subjects.
- Develop children's innovation, research and critical thinking skills in early years.

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

	EY	PYP	MYP	DP
Personal development	Very good	Very good	Outstanding	Outstanding

- Most students' behaviour and attitudes are exemplary. They are self-disciplined and courteous towards their peers and adults. In the MYP and DP, students have grown into principled, caring and reflective young people. These attributes are developing in the early years and the PYP.
- Students are very respectful, considerate and supportive of others, including those with additional needs. They operate a very successful peer mentoring project. Students in the upper phases participate regularly in activities and demonstrate the need to live healthy lifestyles. This is less apparent in the PYP.
- Generally, students feel their voices are heard and they are enthusiastic about improving their school. Students have been instrumental in several initiatives, such as Breathing Time. Students in the PYP, MYP and DP have improved their attendance and punctuality since the previous inspection.

	EY	PYP	MYP	DP
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good

- Students' understanding of Emirati culture is very strong in all phases. Students make links to UAE culture and heritage across most subjects. They contribute to many cultural activities. Students' understanding and awareness of world cultures is noticeably stronger in the DP.
- Children in the early years make systematic links to UAE culture and heritage. Awareness of Islamic values is improving especially in the PYP. However, this is less evident in the DP.
- Students' awareness of world cultures has improved as a result of the culturally rich curriculum and international nature of the student body. Some students in the DP are aware of other cultures, but their festivals are not celebrated.

	EY	PYP	MYP	DP
<b>Social responsibility and innovation skills</b>	Very good	Very good	Outstanding	Outstanding

- Students' awareness of environmental issues is very strong. Children in the early years undertake classroom responsibilities, whilst older students may become Eco Warriors, encouraging others to recycle. Students initiate a variety of environmental activities, including beach cleaning, no paper day and green day.
- Almost all students have a strong sense of social responsibility. Their contributions, through student-initiated Service in Action, CAS projects and service and ethical action, have a positive impact on the local community and further afield. As an example, they are involved in the building of houses in Cambodia.
- Most students show a strong work ethic and perseverance. This is particularly noticeable amongst older students. Creativity, innovation and entrepreneurial skills are developing, particularly through enterprise lessons and a stocks and shares competition.

#### For development

- Provide opportunities during more lessons in all subjects for students in the early years and PYP to be innovative and entrepreneurial.

### 3. Teaching and assessment

	EY	PYP	MYP	DP
<b>Teaching for effective learning</b>	Good	Good	Very good	Very good

- Teaching is strongest in the DP and MYP where teachers have excellent subject knowledge. They use skilful questioning that facilitates independent learning. In these phases, there are more opportunities for critical thinking, problem solving and research in most subjects.
- Interactions between teachers and students are positive in each phase and in most subjects. Many lessons offer a range of interesting, age-appropriate activities that engage students and encourage traits from the learner profile. These teachers encourage students to try their best, maintaining pace and challenge during the best lessons.
- In other lessons, teacher expectations are more variable and fail to provide the necessary challenge. Teaching in these lessons does not meet the needs of different groups of students, because students are not provided with the appropriate levels of support.

	EY	PYP	MYP	DP
Assessment	Good ↑	Good	Good	Outstanding

- Early years teachers now assess children's outcomes more reliably. Key performance indicators have led to better PYP assessment, but it is not precise enough to illustrate minor differences. Rubrics and task-specific indicators in the MYP are increasingly used, but the DP assessment is most accurate and is used well.
- The school gathers extensive benchmarking data, beyond expectations. CAT4 is especially well analysed to identify learning styles and strengths. International benchmarking data is less well used during lessons to inform teaching. However, assessment data is instrumental in identifying curriculum shortcomings.
- Introducing Early Learning Goals and adopting the Development Matters Framework have enabled authentic assessment in the early years. MAP testing has been brought into lower PYP and early years 2 to provide benchmarking data in these years. The full impact is not currently apparent.

#### For development

- Reduce the disparity in the quality of teaching in the early years and the PYP, to meet the needs of different groups of students more effectively.
- Make better use of data to inform teaching in all phases.

## 4. Curriculum

	EY	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Very good ↑	Outstanding

- The curriculum is broad, balanced and provides a skills-based structure. It is compliant with the IB standards and practices, and the requirements of the MoE. It is motivating and promotes engagement. It ensures continuity and progression, enabling smooth transitions between phases.
- The early year's curriculum offers opportunities for children's choice of activities. Curricular choice in the MYP and DP addresses students' interests, enhancing learning. The introduction of the IB courses in the DP increases the opportunity for all to succeed. A strong focus on skills and conceptual understanding underpins the curriculum.
- Curriculum review is rigorous and on-going. Informed by data analysis, it has created a curricular offer to meet the needs of all students. Cross-curricular links are made during most lessons. However, the implementation of the curriculum by individual teachers is inconsistent.

	EY	PYP	MYP	DP
Curriculum adaptation	Good	Good	Very good	Outstanding

- Some teachers modify the curriculum to support learners, ensuring sufficient rigour and challenge during many lessons. Students with SEND are successfully engaged. Students participate in a range of activities and projects that extend their learning. Enrichment activities provide opportunities to participate in sports, explore the arts and develop a range of interests and talents.
- The student-led exhibition showcases students' ability to synthesise learning and reflect on their PYP journey through enquiry. The requisite Creativity, Activity and Service element in the Diploma Programme is student designed, linked to targeted outcomes and enables them to learn through experience and service for others.
- Through cross-curricular links and in the bespoke UAE social studies programme, students develop an appreciation, knowledge and understanding of the UAE's values, history, culture and society.
- Arabic is taught four times per week in the early years classes.

#### For development

- Ensure all lessons provide sufficient opportunity and challenge to accelerate student progress and attainment.

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

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

- The school has clearly understood policies for child protection, school evacuations, and the use of learning technologies, including anti-cyberbullying and internet safety. These are updated regularly. Records, including clinical notes, are maintained meticulously and securely.
- Premises and facilities are clean, attractive and well maintained. The learning environment is safe and accessible for all, irrespective of any additional needs. Senior leaders continually improve aspects of safety. During the recent inspection, the installation of finger guards on doors was being piloted in the early years learning areas.
- The school encourages and promotes healthy living, providing appropriate food choices in the canteen, and a range of activities to develop healthy habits. Clinic staff take an active role in raising students' awareness of relevant health issues through lessons and activities.

	EY	PYP	MYP	DP
Care and support	Very good	Outstanding	Outstanding	Outstanding

- Mutual respect characterises staff-student relationships across the school. The warm and caring ethos in the early years nurtures children's personal development. Academic guidance on next steps is consistently strong in the PYP, MYP and DP, but less personalised in the early years.
- Students with SEND, and the gifted and talented are accurately identified in all phases. Students with SEND are generally supported well. Specialist staff provide useful advice, particularly to senior students, but not all gifted or talented students are supported adequately. Staff use student surveys well to monitor students' well-being.
- Promotion of attendance has resulted in improvement across the PYP, MYP and DP. Provision for gifted and talented students is developing. Student mentors provide important peer support, but this does not fully include all groups of students.

#### For development

- Through further professional development for all teachers, develop the ways in which the school supports the personal development of students with SEND and those who are gifted and talented.

#### Inclusion of students with SEND (Students of determination)

##### Provision and outcomes for students with SEND

Good

- The SEND co-ordinator (SENCo) provides clear strategic direction, ensuring all staff know what is expected of them to support students with SEND. Knowledgeable senior leaders, including the SENCo, monitor progress. This ensures teachers' professional development needs are addressed promptly.
- Accurate identification of needs draws on appropriate professional advice when required. Consistently measurable targets are evident in individual education plans (IEPs). In spite of these provisions, effective intervention and modification remain variable as teachers are now developing the skills necessary to provide consistent support.
- Staff share the content of individual education plans with parents, whose initial role in their compilation is variable. These plans clearly state the expected contribution from parents and students, but progress reporting and opportunities for dialogue do not always keep parents informed in a timely manner.

- Individual education plans inform teachers' interventions and modifications. As a result, the majority make better than expected progress from their starting levels. Some in-class learning support assistants (LSAs) impede class teachers' direct contact with their students.
- Good tracking and monitoring, using suitable assessments, indicate that the majority of students progress well in their learning and personal development. Some students need further support to make and keep friendships. Revisions of individual targets between reviews are not consistently recorded.

#### For development

- Develop closer partnership with parents to improve mutual sharing of important information about student progress and well-being.
- Develop the role of LSAs to provide consistently appropriate support.
- Ensure all teachers extend their professional skills to support the range of students' needs.

## 6. Leadership and management

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

- The recently strengthened executive leadership team share a strategic vision and are committed to the national priorities. They are actively developing the middle leaders to monitor the curriculum, teaching, learning and assessment. This ensures that the vision of innovation and increased inclusion is shared more widely. They have created a platform from which the school has every opportunity to improve.
- Self-evaluation has improved with the introduction of the comprehensive Monitoring, Evaluation and Review (MER) process. The evaluation of lessons and external data, including CAT4 predictions, is accurate. The staff's increasing grasp of data analysis has already led to curriculum change. The targeting of improvements to teaching and learning is beginning to remove barriers to attainment and progress identified in the previous report.
- The school engages most parents well. Communication is very good, although many parents feel that teacher consultation events are not effective in identifying areas for improvement for individuals. The parents' representative group plays an important role in supporting and challenging the school. Recently they have developed a number of strategic committees to champion aspects such as communication, curriculum, care and support.

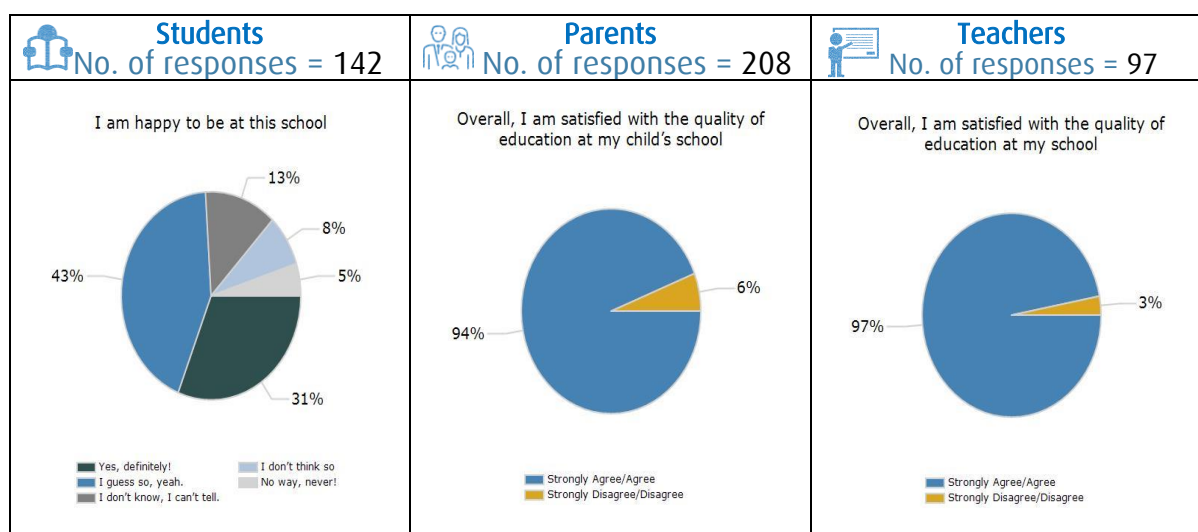
- The committed owners have adopted a suitably broad model of governance. Consultative groups of staff and students complement the parents' group. A recently appointed Inclusion Governor provides initial external influence and challenge through professional dialogue. However, the external challenge is not broad enough and not all groups of parents are aware of the role of individual strategic committees. Nevertheless, these initiatives are having a positive impact on school improvement.
- The day-to-day management is strong. Good quality resources support a wide range of activities and sports, but there is over-reliance on students' own learning devices during lessons. The leaders are establishing a highly focused professional development programme that responds to identified needs. The impact of this on outcomes in individual classrooms is variable. There is insufficient access to outdoor learning and a limited number of appropriately trained teaching assistants in the early years.




#### **For development**

- Ensure there are sufficient suitably qualified and experienced staff in the early years to support the learning of all children.
- Ensure resources are developed to increase access to, and improve outcomes of, outdoor learning.

## The views of parents, teachers and senior students

Before the inspection, the views of the 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.



 <b>Students</b>	<p>Almost all students who responded to the survey, are positive about their school. Very few added comments, but statistically significant responses focused on limited opportunities to contribute to decision making. Only 70% feel the school is well led. However, inspection evidence indicates there are increasing opportunities for students to contribute to school improvement with representative access to leaders and governance.</p>
 <b>Parents</b>	<p>Almost all parents responded very positively about the quality of education provided by the school. However, there is an unusually high number of negative comments added. During the inspection, each of these was investigated. Parents interviewed felt that there may be some foundation to individual concerns, but these are not widely held, and complaints are always dealt with swiftly by the school.</p>
 <b>Teachers</b>	<p>All teachers who responded to the survey, are supportive of judgements about the quality of education. The only statistically significant concern related to the range of resources, including technology, to support students' learning. Inspection evidence indicates an over-reliance on students' own devices. It also identified a need in the early years to improve access to the outdoors and to provide additional training for learning support staff.</p>

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