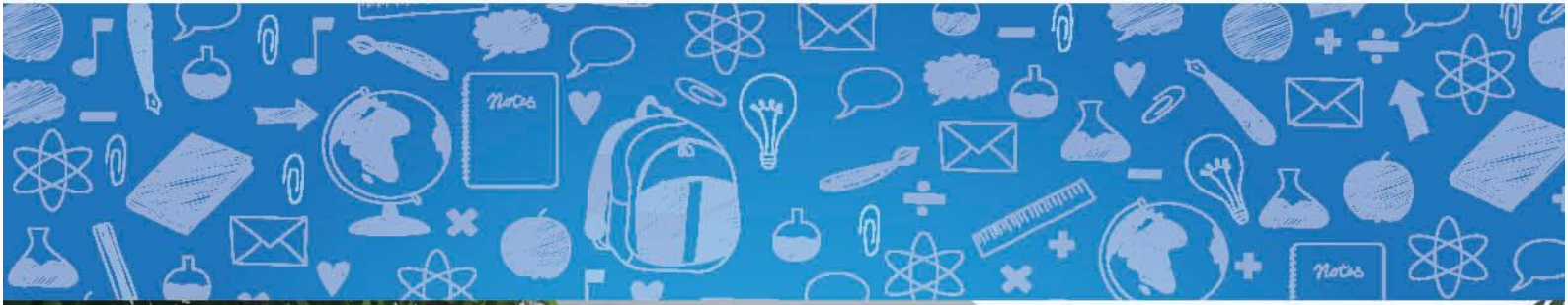


# Inspection Report



Emirates International Private School L.L.C

2014-2015



إكسبو 2020  
دبي، الإمارات العربية المتحدة  
DUBAI, UNITED ARAB EMIRATES

[www.khda.gov.ae](http://www.khda.gov.ae)



## CONTENTS

School Information .....	2
Parents' Report.....	3
School Inspection Report.....	10
Overall school judgement .....	11
Key strengths .....	11
Changes since the last inspection.....	11
Recommendations.....	11
How good are the students' attainment, progress and learning?.....	12
How good is the students' personal and social development? .....	17
How good are teaching and assessment?.....	18
How well does the curriculum meet the educational needs of all students?.....	20
How well does the school protect and support students? .....	22
How well does the school provide for students with special educational needs? .....	23
How good are the leadership and management of the school? .....	24
What are the views of the Principal, parents, teachers and students? .....	27
What happens next? .....	28
How to contact us .....	28

## School information



### General information

Location	Umm Al Sheif
Type of school	Private
Opening year of school	1991
Website	www.eischools.ae
Telephone	04 3489804
Address	P O Box 6446, Dubai, UAE
Principal	David Hicks
Language of instruction	English
Inspection dates	19 <sup>th</sup> - 22 <sup>nd</sup> January 2015



### Students

Gender of students	Boys and Girls
Age range	3 - 19
Grades or year groups	FS 1 - Year 13
Number of students on roll	2002
Number of children in FS1	126
Number of Emirati students	373
Number of students with SEN	87
Largest nationality group of students	Indian



### Teachers / Support staff

Number of teachers	196
Largest nationality group of teachers	British
Number of teacher assistants	34
Teacher-student ratio	1:19 Foundation Stage 1:10 Other Phases
Number of guidance counsellors	2
Teacher turnover	22%



### Curriculum

Educational Permit	IB
Main Curriculum / Other	IB/ PYP, MYP, DP, CP
Standardised tests / board exams	IB
Accreditation	IBO/ BSME



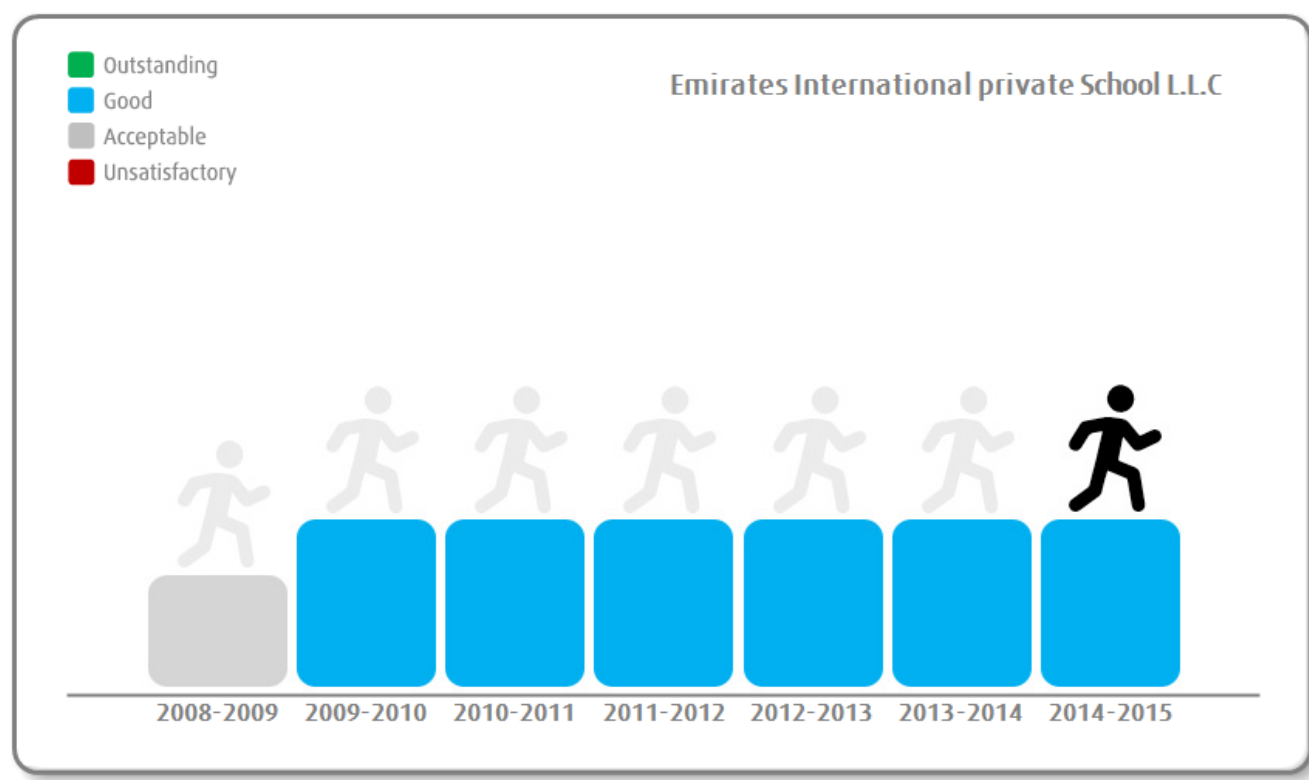




Dear Parents,

Emirates International Private School L.L.C was inspected by DSIB from 19<sup>th</sup> to 22<sup>nd</sup> January 2015, and the overall quality of education provided by the school was found to be **Good**

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



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

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

### Strengths

- In English, mathematics and science, students' attainment and progress were at least good in almost all phases. The attainment and progress in English in the Diploma Programme (DP) was outstanding.
- Students' learning skills were good across all phases except in the DP phase where they were outstanding.
- Students' personal and social development was good in all phases except the DP phase where they were outstanding. Community and environmental responsibility was outstanding in Middle Years Programme (MYP) and DP phase.
- The quality of the school's assessment in the DP phase was outstanding.
- The school provided well for its students and there was a particular strength in the delivery of the International Baccalaureate (IB) curriculum especially in the DP phase.
- The school's relationships with its parents and the community were outstanding.

### Areas for improvement

- Ensure leaders of Islamic Education and Arabic provide effective support to improve the quality of teaching within their departments and ensure students make at least good progress.
- Improve the systems and processes used to identify, screen, monitor and review, the needs of students who require additional support, especially in the Foundation Stage (FS) and the Primary Years Programme (PYP).
- Ensure that the school secures consistently good teaching across the school by utilising the expertise of the school's best teachers as effective role models.

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

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

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

Yours sincerely,

Dubai Schools Inspection Bureau  
Knowledge and Human Development Authority

## A closer look at Emirates International private School L.L.C



### How well does the school perform overall?

Overall, Emirates International School- Jumeirah provided a 'Good' quality of education for its students.

- Students' attainment and progress were mostly good or better across the school. The exceptions were lower performance in Islamic Education and Arabic as a first and as an additional language. Most students demonstrated good learning skills and worked independently to apply their skills to real life situations. In the DP phase students learning skills were outstanding.
- Most students enjoyed school and behaved responsibly. Older students set good examples to younger ones. Almost all students made wise choices about a healthy lifestyle and took part in sporting activities. Most students understood Islamic values, appreciated UAE culture, and had a good understanding of peoples' differences. Students had a strong work ethic and volunteered for many initiatives. They were actively involved in environmental conservation.
- Teachers prepared lessons that helped students think logically and become responsible learners. In most classes, students had opportunities to work either independently or in groups. There were some weaknesses in teaching, most notably in Islamic Education and Arabic. Assessment procedures helped teachers support the majority of students to make good progress.
- The curriculum developed students' skills and understanding as they moved up the school. Older students were inspired to become confident, independent learners. The well-planned curriculum involved a wide range of extra-curricular activities and community links which broadened students' horizons. The range of choice in the DP phase was outstanding.
- Student safety was assured by diligent staff following detailed guidance. The buildings were clean and well maintained. Student health was carefully monitored and healthy lifestyle choices encouraged. Students benefited from good staff-student relationships and advice. The accurate identification and support for older students with special educational needs brought about improved overall progress. Despite recent improvements in the PYP phase, procedures for identifying and meeting the needs of these particular students were not as well established.
- Good school leadership provided a clear, practical vision for improvement over time. The school had good self-evaluation systems to help it improve further. There was an extensive range of links with parents and the local community. Governors were well-informed about the school and set its strategic direction based on robust information. The school had an improved range of facilities and resources to help all children and most students to learn well.

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
















- Older students with special educational needs, and those in the FS, made steady progress in their learning and development. Their personal development was good. The overall progress made by students with special educational needs, in the PYP phase, was acceptable.
- The way in which the curriculum was modified was good in the MYP and DP phase lessons, and in those lessons where students were supported by learning support staff. This allowed students to make progress at a pace suited to their needs. In the PYP phase, the curriculum was modified well to match students' needs in a few lessons. However, this was not consistent across the school because of variations in the quality of teaching and support provided to students.
- Support for older students was good, especially in helping them to develop independence. It was less successful in Arabic language lessons as support teachers lacked special educational needs expertise. In lessons taught by class teachers in the PYP phase, there was some good practice. However, overall in the PYP phase, the quality of support was variable.


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

		Foundation Stage	PYP	MYP	DP
 Islamic Education	Attainment	Not Applicable	Good	Acceptable	Acceptable
	Progress	Not Applicable	Good	Acceptable	Acceptable
 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	Acceptable	Acceptable	Not Applicable
	Progress	Not Applicable	Acceptable	Acceptable	Not Applicable
 English	Attainment	Good 	Good	Good	Outstanding
	Progress	Good	Good	Good	Outstanding 
 Mathematics	Attainment	Good 	Acceptable	Good	Good
	Progress	Good	Good	Good	Good
 Science	Attainment	Acceptable	Good	Good	Good 
	Progress	Good 	Good	Good	Good
		Foundation Stage	PYP	MYP	DP
Learning skills		Good	Good	Good	Outstanding 

 Improved from last inspection

 Declined from last inspection





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

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


## 3. How good are teaching and assessment?

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

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

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

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

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

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

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

[illegible]

## Overall school judgement

Good

## Key strengths

- Students' attainment and progress were at least good in English, mathematics and science in almost all phases of the school. Attainment and progress in DP phase English were outstanding.
- Students' learning skills were good in most phases. They were outstanding in the DP section of the school.
- All aspects of students' personal development were at least good, with strengths in the DP phase.
- Students' community and environmental responsibility in the MYP and DP phases were outstanding.
- Nearly all aspects of what the school provided for its students were at least good with a particular strength in curriculum continuity offered by all of the school's International Baccalaureate (IB) programmes.
- The school's relationships with parents and the community were outstanding.

## Changes since the last inspection

- In the Foundation Stage, children's attainment in English and mathematics had improved to good as had their progress in science. In the DP phase, students' attainment in science had changed from outstanding to good, while their progress in English had improved to outstanding. Students' learning skills in the DP phase had improved to outstanding.
- Students' understanding of Islamic values and their awareness of local, global and cultural issues had improved to good in the MYP and the DP phases.
- The design of the curriculum had improved to good in the first three phases. It was now outstanding in the DP section of the school. The quality of support had improved to good in the MYP phase.
- Other changes included the appointment of a significant number of new teachers and new leadership for PYP. There had been important improvements in the school's Information and Communication Technology (ICT) capacity across the school.

## Recommendations

- Implement a graduated training programme in Islamic Education and Arabic, to introduce incremental improvements and improve students' progress to good.
- Further improve the identification and the continuity of what the school provides for students with special educational needs, particularly in the FS and PYP phases.
- Embed across the school systems such as the analysis of teaching quality to increase the proportion of good and better quality teaching.






Improved from last inspection



Declined from last inspection



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

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

- Children, including those at the early stages of learning English language, rapidly developed their spoken language and reading skills. They expressed their ideas and responded to questions with confidence. Their skills in writing were not as well developed.
- Children quickly developed an understanding of mathematical concepts such as, 'bigger than ' and 'smaller than' and expressed their ideas well using mathematical language. Most were beginning to develop skills in problem solving. They explored the capacity of containers using water and sand. Their knowledge of number was good.
- In science, children's skills of prediction, and their understanding of scientific concepts, developed well. Most children developed some basic ideas about the changes of state, including freezing and melting. Some children were able to explain why these changes occurred. A few children were able to apply their knowledge to solve problems and to enquire. Most children developed their understanding of age appropriate scientific vocabulary. They used words such as liquids, solids and freezing confidently, to support their understanding.

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



- In Islamic Education, students understood the importance of the role of the Prophet Mohammad (PBUH) and his impact on their lives. They had a good understanding of the five Pillars of Islam as well as a good knowledge of Islamic etiquettes. They made good progress in the development of Islamic concepts, principles and their recitation skills.
- Students, in Arabic as a first language, listened to instructions from their teacher and responded appropriately for their age. However, most lacked confidence when speaking classical Arabic. They read familiar words and basic phrases and understood their general meaning. Writing was their weakest skill. There was little independent or creative writing to support a secure development. Students' progress in the development of their factual knowledge, understanding and application of skills was acceptable.

- The attainment and progress of students in Arabic as an additional language were strongest in the skills of listening and reading. However, most were not confident when speaking Arabic and their writing was at a basic level.
- In English, most students accessed information from written texts competently. Their speaking was better developed than their writing. However, students' progress using different writing genres and text types was good. All students could interpret visuals such as mind maps, flow charts and multi-media in a variety of situations. These helped them to convey their ideas.
- In mathematics, students' attainment was in line with expectations in number skills. The development of mental arithmetic was not consistent across classes. Students' problem solving and inquiry skills were at an early stage of development. Students progressed confidently in arithmetic. They could identify and define fractions and work accurately with percentages.
- Students developed their scientific enquiry skills well. Most could construct a hypotheses and plan a controlled experiment. However, the lack of opportunity for students to be involved with practical experimentation and investigations sometimes slowed their progress.


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

- Most students had an acceptable knowledge of Islamic concepts and principles such as equality and justice. However, only a minority could link verses from the Holy Qur'an and Hadeeth to support their understanding. Students made acceptable progress in their understanding of Islamic principles, but their progress in improving their recitation skills was slower.
- In Arabic as a first language, listening was the strongest skill with speaking skills better developed in the higher grades. However, across the phase there was too much use of colloquial Arabic. In reading, the students' development of their higher order and critical thinking skills was not sufficiently developed. Their writing skills were relatively weak. However, from their starting points most students made expected progress in all language skills.
- In Arabic as an additional language, students had acceptable reading and listening skills. They made acceptable progress in speaking, in writing simple sentences, and in recognising characters in a story.
- Most students in English understood and analysed language and its significance in spoken, written and visual texts. Most students wrote across a range of text types. They organised language structures and conventions coherently. Most students made good progress in using varied vocabulary, correct grammar, spelling and sentence structure.
- Most students' attainment in mathematics was above expected levels in algebraic skills, data analysis and problem-solving. Understanding and application of functions and reasoning skills in geometry were not as securely developed. Students made consistent progress in applying their skills when analysing investments or in optimising financial outcomes. They made slower progress in developing critical thinking and research skills.

- Students made good progress in developing their understanding of key scientific concepts and could explain their understanding confidently. Students had good enquiry and practical laboratory skills. However, their skills of independent research, particularly amongst older students, were less well developed.

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

- Most students had an acceptable knowledge of Islamic laws. However, only a minority of students could link verses from the Holy Qur'an and Hadeeth to support their wider understanding. Most students' recitation and memorisation skills were of an acceptable quality.
- Most students in Arabic, as a first language, spoke a mixture of local dialects and some English. They had an acceptable understanding of the difference between poems and stories. Their writing skills were developing slowly. Most students made the expected progress in all of the language skills when measured against their starting points.
- In English, students drew upon their diverse, sophisticated vocabulary and used a range of text types to communicate complex subject content, both orally and in writing. Their speaking skills were outstanding and they conversed spontaneously and fluently.
- In mathematics, students had a secure knowledge of statistics and functions. However, their algebraic skills and understanding of the concepts of calculus were still developing. Students made confident progress in developing their communication and reasoning skills.
- In science, most students had a good understanding of a range of scientific concepts. Research skills using reference texts and technology were strong. Students' understanding of the procedures required to conduct accurate practical investigations, including hypothesizing, observing, gathering and processing data and the development of their own conclusions, were developing more slowly.

	Foundation Stage	PYP	MYP	DP
Learning skills	Good	Good	Good	Outstanding 



- Students across all phases were well motivated and had positive attitudes towards their learning. Almost all worked harmoniously and productively. They took responsibility for their own learning, for example, when finding information independently using the library or the Internet.
- In most lessons, students worked collaboratively, either with a partner or as a group. They supported one another well and took turns to lead groups to reach a common goal.
- In all phases, particular in the Foundation Stage, students related with confidence what they were learning to life outside of the school. They were aware of links between different subjects. However, these skills were less developed in the PYP phase.
- Students' ability to think critically were strong, particularly in the DP phase. In this phase students' analysed the quality of information to form a judgment in their 'Theory of Knowledge' lessons. However, in the early phases, critical thinking and inquiry was inconsistent across all subjects.
- The majority of students used technology effectively to support their learning, and this was particularly evident when students were researching and presenting their work. Use of 'Aurasma' software in Arabic as additional language was beginning to effectively enhance learning.





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

	Foundation Stage	PYP	MYP	DP
<b>Personal responsibility</b>	Good	Good	Good	Outstanding
<ul style="list-style-type: none"> <li>Almost all students had positive attitudes towards school. They were willing to take risks. Older students were proactive and initiated programmes within and beyond the school.</li> <li>Positive behaviour was a feature of the school. Students were respectful of each other and all adults with whom they interacted within the school setting.</li> <li>Positive relationships between students and teachers resulted in a supportive learning environment. The student voice was valued. Solid peer relationships and support were a feature of school life.</li> <li>Almost all students made wise choices about a healthy lifestyle. This was because healthy food choices were a part of the canteen menu and active engagement in sport and physical activities were an important part of the schools curricular and extra-curricular programmes.</li> <li>Attendance and punctuality were good. Students understood the link between regular attendance and success at school.</li> </ul>				

	Foundation Stage	PYP	MYP	DP
<b>Understanding of Islamic values and awareness of Emirati and world cultures</b>	Good	Good	Good 	Good 
<ul style="list-style-type: none"> <li>Students had a clear understanding of Islamic values. They developed a good understanding of the relevance and impact of these values on life in Dubai.</li> <li>Their understanding of the heritage and cultural aspects of life in Dubai was well developed. However, students struggled to identify some aspects of life in the other Emirates.</li> <li>Students had a good appreciation of their own cultures. Their knowledge of other worldwide cultures that co-existed was well developed.</li> </ul>				

	Foundation Stage	PYP	MYP	DP
<b>Community and environmental responsibility</b>	Good	Good	Outstanding	Outstanding
<ul style="list-style-type: none"> <li>Students had a clear understanding of their responsibilities as members of the community. This was exemplified by their dedication to preserving the environment and conserving its resources.</li> <li>Students were proactive and thoughtful about issues related to their learning and school life. Most had a positive work ethic. Senior students often took the initiative and made reasoned decisions.</li> <li>The environmental awareness particularly of senior students was outstanding. They could clearly pinpoint the issues relating to pollution and to the importance of energy conservation. Younger students found it difficult to elaborate on environmental changes or how to solve these problems.</li> </ul>				

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

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

- Teachers used their secure subject knowledge and their understanding of how students learn, to plan lessons that engaged students and enabled them to think for themselves.
- The best lessons had clear learning outcomes and success criteria that students understood. Reflection time was systematically built into lessons and teachers provided prompts and exemplars to promote better quality of work. There was a good balance between individual and collaborative work. Teachers adjusted the pace of lessons to meet the needs of individual students. In lessons where progress was slower, teachers did not challenge students to consider answers from a range of perspectives.
- Interactions between teachers and students were respectful. Student enthusiasm for learning was a feature of most lessons. Students openly asked questions and sought clarification and support. The opportunity for self and peer reflection was a feature of many lessons.
- Tasks that challenged and supported individual learning were incorporated into many lessons. The use of questions and tasks that required multiple levels of thinking were features in the MYP, the DP and in the best PYP lessons. In some subjects, such as in Arabic and Islamic Education, the practice of teaching to one ability level was still evident. Too many closed questions in these lessons limited the development of student critical thinking.
- Older students were challenged to think critically and creatively and to construct new understandings from prior knowledge. In some PYP phase classes, learning was controlled by the teacher and focused on the acquisition of knowledge rather than exploration and inquiry to reach new understandings.
- In Arabic, as a first Language, teaching for effective learning was acceptable. Teachers were enthusiastic and worked hard. However, the majority did not challenge the learners sufficiently. In the better lessons skillful questioning enabled students to collaborate well and support one another. Lessons were planned and objectives were shared with students. Planning did not meet the needs of all learners because differentiation was not developed to extend understanding or to challenge the more able. Activities were the same for all students in most lessons.

	Foundation Stage	PYP	MYP	DP
Assessment	Good	Good	Good	Outstanding





- There was a good range of assessment techniques used across the school. Reliable data linked to the school's curriculum was available to teachers. The administration of the International Baccalaureate (IB) assessment process and interpretation of IB assessment criteria were particular strengths.
- The school used a range of external benchmarks to compare their attainment with international standards. Results were scrutinised and analysed to make teaching precise. All parents were well-informed in relation to their children's progress using internal and external measures.
- In most lessons, students were involved in self and peer assessment with clearly stated success criteria. Consequently, most students knew what was expected of them. Assessments of the progress made by students with special educational needs were better developed in the MYP and DP phases.
- The interpretation of the assessment data and how it was used to improve students' progress was inconsistent in the PYP phase. The application of assessment criteria in Islamic Education and Arabic as a first language, was not fully understood by some teachers.

- Teachers had a good knowledge of students' progress and attainment. In general, students received good verbal or written feedback to allow them to further improve their work. However, the quality of teachers marking was inconsistent and did not always lead to improvements. The use of diagnostic assessment had been introduced into the MYP phase to inform teaching and match the work to students' abilities across the subjects.



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


	Foundation Stage	PYP	MYP	DP
Curriculum quality	Good	Good	Good	Outstanding
<ul style="list-style-type: none"> <li>In all phases there was a strong focus on the development of skills, knowledge and understanding. Most curriculum areas planned well for progression within each phase and for a smooth transition between phases. However, there were some inconsistencies. In Arabic as an additional language and the alignment to the IB modern foreign languages curriculum standards was not effective. DP phase students were very well prepared for entry to university or the world of work.</li> <li>The written curriculum was broad, student centred and in some areas innovative. For example, the development of the IB Career Related Certificate (CP) provided a vocational dimension. In most areas, students were inspired and challenged to improve their own learning.</li> <li>Cross curricular links, particularly in the PYP phase, were effectively planned and in most areas enhanced learning. In the MYP and DP phases, the MYP personal project and the diploma programme extended essay, effectively promoted research. Students used critical thinking well in most lessons and were proficient independent learners.</li> <li>The curriculum had been effectively reviewed especially in the Foundation Stage and PYP phase to ensure that it met requirements. Revisions had ensured good provision of almost all subjects so that they met the needs of students. The quality of the DP and CP programmes was outstanding.</li> <li>The programme of study for the delivery of the Ministry of Education curriculum for Arabic as a first language, was regularly reviewed. However, revisions and adaptations were not always implemented. The needs of most students were adequately met in terms of academic outcomes.</li> </ul>				

	Foundation Stage	PYP	MYP	DP
Curriculum design to meet the individual needs of students	Good 	Good 	Good 	Outstanding 
<ul style="list-style-type: none"> <li>The curriculum had been well designed to provide a continuum of learning throughout the phases of learning. It provided good opportunities for most students to take responsibility for their learning choices in learning; it also met the individual learning needs of most students in the PYP, MYP and DP phases. However, the needs of a minority of students, for example those with special educational needs and for Arabic speakers were less well met. In the senior school, student needs were well met in Islamic Education. In other subjects they were met to an outstanding level. The addition of the Careers Programme (CP), provided students with a vocational interest, for instance, in the tourist sector, with appropriate learning opportunities.</li> <li>The last two years of the MYP phase provided a balanced curriculum through a compulsory core coupled with a wide range of choice. This enabled students to personalise their curriculum to meet their aspirations and talents. In the DP phase, the range of choices available across the two IB programmes offered outstanding opportunities for students to select subjects to meet their interests and career aspirations.</li> <li>The school had a wide range of extra-curricular activities including academic, art and sporting options. In addition, there was an impressive array of community links, involving local businesses and major Dubai employers, designed to enrich the curriculum. These significantly enhanced students' social, academic and personal development.</li> </ul>				

- There were 180 Arab students in the Foundation Stage programme. They were offered 90 minutes teaching in Arabic as a first language each week.

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

	Foundation Stage	PYP	MYP	DP
Health and safety	Good	Good	Good	Good
<ul style="list-style-type: none"> <li>The school ensured that all staff, including support staff, understood and were trained in child protection procedures. Students were aware of these procedures and programmes, particularly regarding cyber bullying. They were integrated into the school curriculum.</li> <li>Student safety was a priority. Visitors registered before entering the school. Students were checked on and off the buses each day. They were well supervised in and around the school. Security staff were vigilant. Emergency evacuation procedures had recently been reviewed.</li> <li>Emergency exits and assembly points were clearly identified and the school maintained up-to-date records of incidents that impacted on school safety. Three nurses and a doctor monitored student health and maintained detailed records.</li> <li>The school premises provided an adequate environment for learning. Buildings and equipment were kept in a good state of repair and were clean and hygienic. The buildings did not provide access for students with physical disabilities, beyond the ground floor. This was clearly communicated to potential parents. Learning alternatives on the ground floor were in place for students with temporary disabilities. Three nurses and a doctor monitored student health and maintained detailed records.</li> <li>A culture of healthy living and environmental sustainability had emerged in the school. Food provided in the school canteen included healthy options and the school provided good advice to students and parents on food choices. The environmental club grew and sold fresh herbs and vegetables. The school was in the process of gaining accreditation as an 'ECO' green school.</li> </ul>				

	Foundation Stage	PYP	MYP	DP
Quality of support	Acceptable	Acceptable	Good 	Good
<ul style="list-style-type: none"> <li>Teachers formed warm and positive relationships with students. This motivated students to learn and helped to support the development of their self-esteem.</li> <li>The staff had introduced new systems to manage attendance and punctuality. This led to the closer monitoring of some individual students. As a result, the early identification of issues of attendance and punctuality by staff resulted in effective outcomes.</li> <li>The system for identifying and supporting students in the MYP and DP phases who had special educational needs was accurate. It enable them to make sound academic progress and to develop into mature and thoughtful young people. Guidance into courses that offered the opportunity to gain meaningful qualifications increased their life chances.</li> <li>Despite recent improvements, provision was not as strong for students with special educational needs in the PYP phase, and their progress and personal development was generally acceptable.</li> <li>School staff, including counsellors provided good advice and guidance to students throughout the school. Senior school students were provided with very good careers and tertiary educational advice and guidance.</li> </ul>				

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

	Overall
The overall effectiveness of provision for students with special educational needs	Acceptable
<ul style="list-style-type: none"> <li>School leaders at all levels worked hard to ensure that the provision for special educational needs resulted in coherent and valuable learning experiences for students throughout the school. Their commitment was demonstrated through the high priority given to these students as well as the significant investment of resources and professional development provided to all staff.</li> <li>The identification of older students who needed extra support made use of a wide range of indicators. However, the involvement of parents in this process was limited. There had been recent improvements in the identification process in the PYP phase, but these were still at the early stages of development.</li> <li>The modification of the curriculum to meet students' needs and the quality of support provided for older students was good. This helped students to learn in ways and at a pace that suited them. Support was weaker in Arabic because staff lacked the skills for effective teaching of students with these needs. In the PYP phase, there were examples of teachers who provided good support to students with special educational needs but this was inconsistent overall.</li> <li>Parents valued the support provided for older students, including advice on how to promote learning at home. This was increasingly the case amongst parents of students in the PYP phase.</li> <li>Older students made steady academic progress and made good gains in their personal development. In the DP phase, students studied for qualifications that increased their life chances. In the PYP and the MYP phases, students with special educational needs made slower progress in both their academic progress and personal development.</li> </ul>	



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

	Overall
The effectiveness of leadership	Good
<ul style="list-style-type: none"> <li>The Principal, assisted by his senior leaders, had set out the vision for the school and its improvement through the schools CONNECT agenda, which linked local and school priorities. Integral to this improvement drive was the restructuring of school management to bring together the junior and senior schools.</li> <li>Leadership was appropriately distributed. Staff worked within the current devolved structure. Teams were effective.</li> <li>There were good relationships in the school. The Principal involved all teaching staff in the school's self-evaluation process and in developing whole school policies.</li> <li>Established school leaders and managers generally led their areas of responsibility well. A few were very new to their positions and similar to the leadership of Arabic, were not yet making a significant impact on student attainment and progress.</li> <li>Through its actions following the previous report and its broader improvement plan, the school had shown its good capacity to improve. Leadership had maintained strengths, brought about some improvements and had managed change well.</li> </ul>	

	Overall
Self-evaluation and improvement planning	Good
<ul style="list-style-type: none"> <li>Self-evaluation processes had improved in quality with the involvement of all staff. This gave staff a better understanding of the whole school issues and it also developed a greater consistency across the school.</li> <li>Student and staff performance was monitored through the tracking of academic and personal development and through the staff appraisal system. This alerted staff to student underperformance. It also gave senior staff a clear picture of staff training needs. Insufficient use was made of the school's information on teaching quality to help improve teaching quality.</li> <li>School improvement planning drew on inspection report recommendations, the UAE National Agenda items and the school's self-evaluation. From this basis, improvement needs were identified, appropriate school priorities decided upon and improvements planned.</li> <li>The school had addressed the previous inspection report's recommendations well. There had been a steady improvement overtime in what it provided to help students learn. It had managed some significant staff and management changes well. Good attainment and progress of all groups of students had been maintained in most subjects. Improvements had been made in some parts of the school. However, attainment and progress in Arabic required further improvement.</li> </ul>	

	Overall
Parents and the community	Outstanding
<ul style="list-style-type: none"> <li>There was a high degree of parental involvement within the school. The Parent Community Group members were strong and active supporters of the school. They ran social events, canvassed parents' views and represented these views to the Principal. Parents also helped directly in the school; they regularly heard younger children read.</li> <li>Channels of communication were many, varied and effective. The school welcomed parents' views and in turn provided them with a wide range of information; some electronically transmitted. This kept them up-to-date with all the school's activities.</li> <li>Parents were very well informed about their children's progress through many diverse means. Written reports were of good quality. Parents were advised on how to help their children at home by these and other means, such as regular newsletters. The school was exploring the use of an on-line system to give parents even more detailed information on their child learning progress.</li> <li>Community links were very well developed. The buildings were used by local groups after hours and the school had strong sporting and other links with local schools.</li> </ul>	




	Overall
Governance	Good
<ul style="list-style-type: none"> <li>The Governing Board had representation from the school and from the business which owned it. Through the school, Governors canvassed the views of parents and took them into account when planning for school improvement. Parents were not represented on the Board but the Director (the Chair of the Board) was open to meetings between herself and parent representatives.</li> <li>There were regular weekly meetings between the Director and Principal which kept the Board up to date. Full Board meetings received reports from the school concerning students' and school performance to ensure timely decisions. Governors responded appropriately to inspection reports and KHDA priorities. The Director took a particular interest in the findings that related to student progress in Islamic Education and Arabic.</li> <li>The Director had oversight of the school's self-evaluation and its outcomes. Governors were abreast of current school issues and kept an appropriate distance from the school's day to day running. They gave a clear steer to the school's medium to longer term development and were closely involved in the improvement planning process.</li> </ul>	

	Overall
Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> <li>Day to day management of the school was good. There were well-tries, flexible systems in place to ensure that the school ran smoothly.</li> <li>The school had sufficient, mostly well-qualified staff to teach and develop the curriculum. The staff new to the PYP phase had had good initial training and were supported well. There were strengths in how staff in the Foundation Stage were trained and deployed but staffing in Arabic needed further training to improve their teaching quality.</li> <li>The school had good premises for specialist and general teaching including outdoor sports grounds and the school theatre.</li> </ul>	

- The quality and range of resources had improved since the previous inspection. In particular, the site had been Wi-Fi enabled and technology resources had been increased significantly. Staff and students were using these effectively.

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

Before the inspection, the views of the Principal, parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
 Parents*	This year	154	9%
	Last year	100	8%
 Teachers	47		24%
 Students	15		5%

- A low proportion of parents, teachers and students completed their KHDA surveys.
- Of those who responded to their surveys, parents and teachers agreed that this was a good school. There were concerns about students' progress in Islamic Education and Arabic but most were satisfied with their children's progress in the other core subjects. Both groups felt that the school prepared students well for later life.
- The majority of parents agreed that there was good teaching and assessment that was leading to an improvement in students' progress.
- Most parents felt that students were safe in the school and that they enjoyed a good range of subject choices.
- Parents appreciated their children's involvement in community projects. They felt that school leadership was good and appreciated the strong home school links.
- A few parents expressed some concern over the identification of students with special educational needs.

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

## What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

## How to contact us

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

Knowledge and Human Development Authority

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