

National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Emirates International School (Meadows)

Curriculum: IB

Overall rating: Good

Read more about the school



www.khda.gov.ae

“Don't look
behind to
see who is
following you,
but look forward
to be ahead”



Sheikh Mohammed Bin Rashid Al Maktoum

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School information

General information



Location	Emirates Hills
Type of school	Private
Opening year of school	2005
Website	www.eischools.ae
Telephone	04-3629009
Address	Meadows 4 PO Box 120118 Dubai U.A.E
Principal	Philip Burgess
Language of instruction	English
Inspection dates	21 to 24 March 2016

Students



Gender of students	Boys and girls
Age range	4-18
Grades or year groups	Kindergarten 1 to Grade 13
Number of students on roll	1,662
Number of children in pre-kindergarten	0
Number of Emirati students	21
Number of students with SEND	133
Largest nationality group of students	Indian

Teachers / Support staff



Number of teachers	154
Largest nationality group of teachers	UK
Number of teaching assistants	25
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	30%

Curriculum



Educational permit / Licence	IB
Main curriculum	IB / IGCSE
External tests and examinations	ISA, IBT
Accreditation	International Baccalaureate
National Agenda benchmark tests	IBT

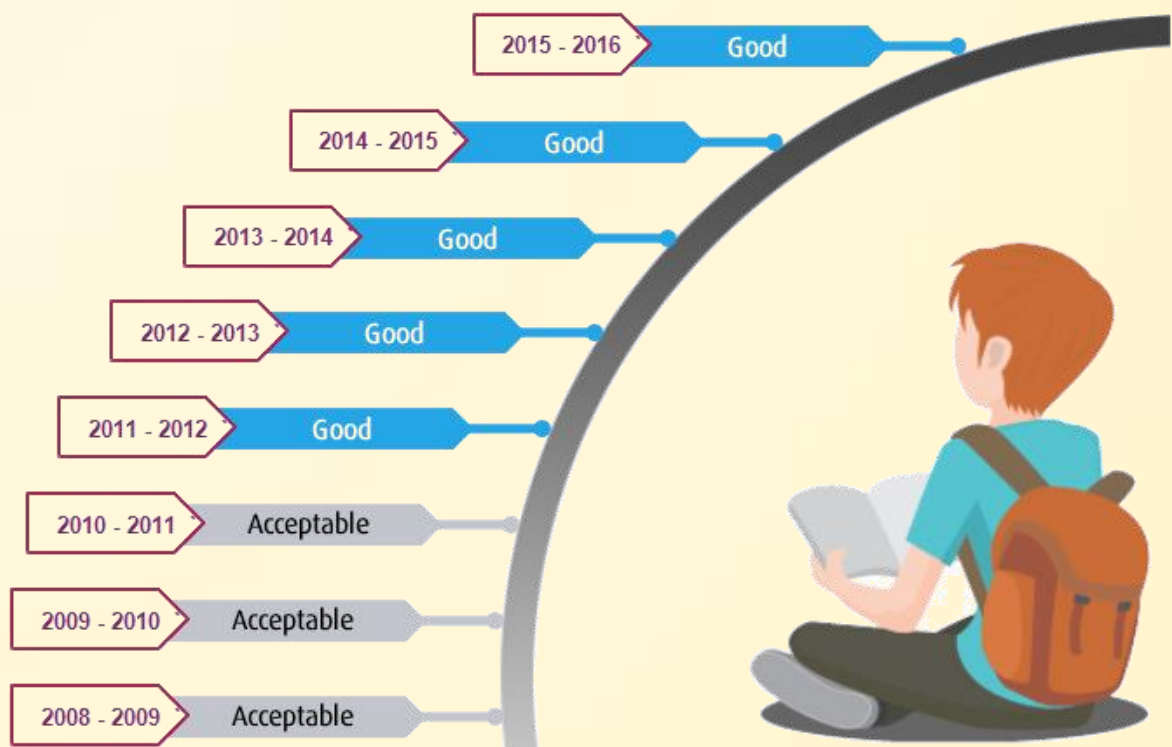


Summary for parents and the community

Emirates International School (Meadows) was inspected by DSIB from 21 to 24 March 2016. 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 standards of performance. Inspectors looked at children's attainment and progress in key subjects, their learning skills and their personal and social development. They judged how effective teaching and the assessment of learning were across the school. Inspectors considered how well the school's curriculum, including activities inside and outside classrooms, 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 evidence gathered by the inspection team, including observing children learning in lessons, looking at their work, talking with children, meetings with the staff, parents and governors, and reviewing the parents', teachers' and senior students' surveys.





How well did the school perform overall?

Overall, the **Emirates International School** provided a **good** quality of education for its students.

- In Kindergarten (KG) attainment and progress were good in most areas of the curriculum. In the Primary Years Programme (PYP), attainment was good in all core subjects except mathematics where it was acceptable. In the Middle Years Programme (MYP), attainment was more variable and attainment in Arabic and Islamic education was acceptable. Attainment was very good in English and mathematics, and acceptable or good in the other subjects. Attainment was outstanding in the Diploma Programme (DP) in English and science. Learning skills were strong throughout the school and outstanding in DP.
- Students' personal and social skills were very well developed throughout the school. Senior students showed initiative and demonstrated good leadership skills.
- Teaching was good or better throughout the school. The quality of teaching was inconsistent in the lower phases and it was better in MYP and DP.
- The curriculum was being improved in PYP and it was better in the MYP and DP, where it was more established, richer and of much higher quality.
- The school's arrangements for health and safety were good overall. Students were very well supported by the special educational needs and disabilities (SEND) staff, the counsellor and the clinical staff.
- Leadership was good overall. The school was improving its own self-evaluation and school improvement processes. The links with parents and the community were very good. Governance and the resourcing of the school were acceptable.



What did the school do well?

- The outstanding quality of attainment and progress in English in the DP.
- The strong personal and social development of students.
- The support provided to students. For example the clinic, counsellor, SEND support
- The quality of work produced in the creative arts.



What does the school need to do next?

- Improve teaching and learning by:
 - ensuring teachers' plans include information on how to help students achieve their next steps in learning
 - improve assessment by aligning internal assessment to curriculum standards in the lower phases of the school
 - Increasing the rigour with which leaders monitor teaching, especially in the PYP.
- Improve governance by forming a board that meets regularly and has representation from parents and other key stakeholders.
- Improve the ICT infrastructure and resources to support the curriculum and extend learning.
- Ensure the access to the school premises is better regulated to safeguard the school community at all times.



How well did the school provide for students with special educational needs and disabilities?

- Teachers knew their students well. They planned activities to involve them in lessons, so students felt included and had high self-esteem. The regular support in lessons and personal and social education helped all students to make good progress from their starting points.
- Parents received information regularly about their children's progress in school. Specialists provided useful information which helped teachers to plan suitable activities for students with SEND. The school reported grades for older students against the International Baccalaureate (IB) standards. Some parents wanted more advice about homework so they understood the next steps and could provide ways of helping their children at home.
- Parents made a good contribution to their children's education in school. They helped teachers to understand their children better by open communication with the learning support leaders. Teachers welcomed this and were able to use information to plan to meet students' needs.
- School leaders and teachers encouraged an increasing partnership with parents and specialist agencies. They recognised the value of sharing information and how this benefitted everyone who was involved in the education of students with SEND.
- The school organised individual meetings with school leaders and parents. Occasionally, experts in speech therapy, child psychology and occupational therapy visited the school to discuss students' needs with parents. Some parents appreciated the visit from an Arabic speaking professional who could explain clearly about their children's progress. The school was open to suggestions from parents on how support could be provided.

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 intent 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. This academic year, KHDA introduced 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.

Main points:

- The school did not fully meet the registration requirements of the National Agenda Parameter.
- The attainment data was not sufficient to make a full judgement on the progress towards meeting National Agenda targets.
- Governors, owners and the principal did not consistently promote awareness and understanding of the National Agenda among all stakeholders.
- The school had taken some steps to review and align the curriculum to meet the requirements of TIMSS and PISA tests. Continuity and progression of National Agenda relevant subject skills and knowledge were not a feature of curriculum planning, especially in mathematics and science.
- Development of critical thinking, investigation and open-ended problems, inquiry and application to real life situations were a requirement of the IB programme. However, it was not an organic part of teaching strategies, especially in the PYP.
- DP students were much more capable and confident users of resources and had, by their final year, developed very good research skills. This was less developed in the other programmes.

Innovation in education

The *UAE Vision 2021* sets out the National Agenda for the UAE to be among the most innovative nations in the world. The National Innovation Strategy sets the context for ‘innovation’ and ‘innovative leadership’. It provides a basis for evaluating public and private schools in order to deliver a world-class education for all children in the UAE.

Innovation is driven by a commitment to excellence and continuous improvement. It is based on curiosity, the willingness to take risks, to experiment and to test assumptions as well as questioning and challenging the status quo. Being innovative is about looking beyond what we currently do well, identifying the great ideas of tomorrow and putting them into practice.




Promoting a culture of innovation:

- School leaders showed understanding and commitment to the national innovation agenda, and innovative practices were emerging as a result of their drive to promote a whole-school innovative mentality in key areas. They had begun to find out with the school community and beyond, what innovation is in practice and how it can be further implemented into the curriculum. The staff made use of the IB curriculum framework as a platform that inspired innovative classroom practices driven by inquiry, and allowed students to think outside the box. The leadership enriched the curriculum with an “Innovative Thinkers Club”, among other initiatives, whereby students conducted further inquiries of interest to them, allowing more opportunities for students to take action and create solutions to issues of relevance to their context.

Overall school performance

Good

1. Students' achievement

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

	KG	PYP	MYP	DP
Learning skills	Good	Good	Very good ↑	Outstanding

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

	KG	PYP	MYP	DP
Personal development	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

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Very good ↑	Very good ↓
Assessment	Acceptable	Acceptable ↓	Good	Outstanding

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Acceptable ↓	Good	Outstanding
Curriculum adaptation	Good	Good	Very good ↑	Outstanding

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

	KG	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

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



Main inspection report

The Dubai Schools Inspection Bureau (DSIB) is responsible for inspecting and reporting on the standards reached by students and the quality of education provided in Dubai's private schools.

Judgements are made on a six-point scale



Using this scale, the *Main inspection report* contains the judgements about the different aspects, phases and subjects that form the work of the school.

It provides the reasons for the answers to the questions in the *Summary for parents and the community*:

- How well did the school perform overall?
- What did the school do well?
- What does the school need to do next?

1. Students' achievement

KG






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	Acceptable

- The integration of early years learning with the PYP program was improving the level of literary progress. By the end of KG2 children's literacy skills were in line with IB scope and sequence expectations. A majority of children could write increasingly complex sentences using proper punctuation, spelling and capitalization. They interacted using creative and imaginative words and related their ideas clearly and with increasing detail. They enjoyed and responded well to guided reading and group stories which included rhymes, songs, instructions, questions and explanations. Almost all could recognize and write their own name and distinguish between different sounds and sound blends. Most were familiar with high frequency words. Their enthusiastic participation in multiple learning stations reinforced their literary skills.
- By the end of KG2, the majority of students were able to recognize and count to 20. A few were able to count higher. Students understood 2D shapes and were beginning to use language related to addition and subtraction. In one game, students threw a bean bag onto an addition chart that required them to add or subtract two single digits together. They jumped forward or backwards on a number line to find the answer to their addition or subtraction question. A majority were successful in recognizing the numbers, determining the correct answer and embedding numeracy skills through a 'fun' activity. In lessons, teachers provided a number of learning centers for the children to practice numeracy skills. However, too many activities and not enough support from adults, impeded the progress of some children.
- The development of science skills occurred through the afternoon 'Free Flow program'. Students circulated through learning stations and were free to move amongst any of the five classrooms in each of KG1 or KG2. This initiative offered a number of science oriented activities such as mixing liquids to understand origins of primary colours, exploring the sound of different concrete objects and stimulating the senses through texture such as soil and ice. These activities were investigative and exploratory in nature and supplemented the units of inquiry. However, the sessions lacked regulation and orderliness so that opportunities for in-depth learning were missed. For example, children enjoyed shaking boxes and tubes of different substances to listen to sounds but there was no assistance to help them discover the origin of the sounds or describe the differences in pitch or rhythm. Tighter planning and control would expand the science learning opportunities.

PYP		
Subjects	Attainment	Progress
Islamic education	Good	Good
Arabic as a first language	Acceptable	Acceptable
Arabic as an additional language	Good ↑	Good
English	Good	Good
Mathematics	Acceptable ↓	Acceptable ↓
Science	Good	Good



- In Islamic education, the majority of students had a good understanding of Islamic concepts and manners and could link them to their real lives. They showed good knowledge and understanding of Prophet Mohammad's (PBUH) Seerah (biography) as well as other prophets such as the stories of Prophet Younis and his miracles. Students could relate those concepts to the relevant Holy Qur'an verses and Hadeeth. Their recitation skills were increasingly improving with good application of Tajweed rules. In lessons and over time, a majority made good gains in knowledge and skills as they were able to memorize Sourahs from the Holy Qur'an and interpret meanings of verses.
- In Arabic as a first language, most students attained levels that were in line with the curriculum standards expectations. Students' listening skills were secure and their speaking skills were acceptable. Students asked direct questions appropriately and used a reasonable range of vocabulary. Reading skills and comprehension levels of familiar texts were as expected. Most Students' writing was sufficiently developed. However, students needed more exposure to different writing styles. Assessment information indicated that most students made the expected progress aligned with the curriculum standards.
- In Arabic as an additional language, the majority of students attained levels that were above the relevant curriculum standards. Students' oral communication skills were often grammatically correct and their reading skills were strong. Most students knew a wide range of vocabulary. Students in lower PYP grades wrote correct sentences using appropriate words to express their ideas. A majority of students in upper PYP wrote, using different writing styles, collaboratively and individually, above expectations. Assessment information, students' portfolios and work-books showed that the majority of students made significant gains in relations to earlier work. Students made good progress in lessons in relation to learning objectives.
- In English, attainment and progress were good, but inconsistent, within the PYP phase. There had been an upward trend over the past three years. The majority of students' work was above age-related expectations. Students used a broad range of genre in their writing. They used their knowledge of spoken and written English across all subject areas. Almost all, were confident speakers, but did not have enough opportunities to use new vocabulary in lessons. They structured their writing well to support project work. They had a good knowledge of grammar and punctuation. Older students read fluently, but did not use a wide enough range of vocabulary in their writing. Handwriting and presentation were inconsistent across the primary phase. The progress over time of the majority of students was good.
- In mathematics, students worked at expected levels of attainment as measured against curriculum and international standards. Levels of knowledge and understanding varied between and across the year groups. Overall students, including those with SEND made expected levels of progress and their skills in number were generally secure by the time they reached Grade 6. Their ability to solve word problems was acceptable, however, there were not enough opportunities to practice their higher order thinking skills and develop extended answers to express and evaluate their ideas. Attainment levels and the rate of progress had declined over time.

- In science, the majority of students' attainment and progress levels were above expectation. Students were beginning to develop appropriate inquiry and investigation skills and were actively engaged in their learning when involved in these activities. They were able to clearly express their ideas and understanding, often using the correct scientific, instead of age-related, language. The progress of students with SEND was acceptable or better. Attainment over the past three years had been consistent.

MYP		
Subjects	Attainment	Progress
Islamic education	Acceptable	Good
Arabic as a first language	Acceptable	Good
Arabic as an additional language	Acceptable	Good 
English	Very good 	Very good 
Mathematics	Very good 	Very good 
Science	Good	Good

- In Islamic education, students had adequate memorization and recitation skills. They met expectations in terms of understanding the main Islamic concepts and laws of worship and their impact on their lives. They had appropriate understanding of Hadeeth and short verses of the Holy Qur'an, however, they recited the Holy Qur'an with minimal application of Tajweed rules. In lessons and over time, students showed good progress in their ability to illustrate and elaborate on their acceptable understanding of Islamic concepts such as 'shirk' and 'bir'. They made good progress in interpreting Hadeeth and verses from the Holy Qur'an.
- In Arabic as a first language, most students attained levels of language skills that were in line with the MoE standards. Most students had secure listening skills and the speaking and reading of the majority of them were developing at a good rate. However, their writing skills were inconsistent. Internal assessment showed that students were progressing well. In lessons, the majority of students made good progress in relation to learning objectives.
- In Arabic as an additional language, most students were developing their listening skills. However, they faced some difficulty in understanding unfamiliar language. Most students could engage in conversations using simple familiar language. A few could engage in a dialogue about topics they were studying. Students were developing reading skills. They could decode and read at an appropriate speed and flow, with adequate comprehension skills of age appropriate texts. Their writing skills were progressing well over time as a good number of students were able to write extendedly but still making some mistakes in grammar and spelling. In lessons, most students made good progress in all four language skills.
- In English attainment was above average and progress was very good for the large majority of students. Students' work was consistently above age related expectations and above national standards. The trend had been upward over the past three years. Students were very articulate. They highlighted relevant issues and debated them convincingly, explaining their ideas to peers at length. They used their knowledge of English to support projects in science and geography. In their extended essays they were inspired by the work of past and present authors and poets to develop mood and imagery and to describe characters and events accurately. Their work showed good style and technique with varied vocabulary and an accurate use of grammar and punctuation.

- In mathematics, students made very good progress with a large majority of older students working at levels above curriculum and international standards. Students with SEND made good progress against their starting points. Most students were skilled at recalling and applying previous knowledge. For example, Grade 7 students' skills in mental mathematics helped them solve algebraic equations and Grade 10 students tackled complex geometry questions with confidence because they knew the rules and formulae. Investigation in projects was well executed. However students' inquiry and critical thinking skills in lessons were not well developed.
- In science, the attainment of the majority of students as measured against the curriculum standards was above the expected level. The students enjoyed science and were making good progress developing more effective inquiry and investigation skills. They were able to clearly express their ideas and understanding using the correct scientific terms. They were able to relate the learning to real-life situations and to make some connections between subject areas. Attainment over the past three years had been stable and was above curriculum and comparative international standards.

DP		
Subjects	Attainment	Progress
Islamic education	Good 	Good
Arabic as a first language	Not applicable	Not applicable
Arabic as an additional language	Not applicable	Not applicable
English	Outstanding	Outstanding
Mathematics	Good	Good
Science	Very good 	Outstanding

- In Islamic education, the majority of students had a strong knowledge and understanding of the Holy Qur'an verses and Hadeeth, and well-developed skills in linking learning of Islamic concepts to their real lives. They had strong skills in interpreting Holy Qur'an verses and supporting their views about Islamic concepts such as Halal and Haram. However, their progress in developing their recitation and Tajweed skills was developing. In lessons and over time, they made good progress in their understanding of Islamic laws and supporting their views with evidence.
- In English, attainment and progress were outstanding. Most students' work was consistently above age related expectations. Results were above international standards and had been successfully maintained. Students held intellectual and often philosophical conversations with each other, concerning issues raised in their texts. Most were avid readers and analysed the style of authors in detail. Inspired by writers and poets, they wrote extensive passages on political and social issues from different countries around the world. Their arguments were coherent and logical. They had a solid knowledge of grammar and punctuation. Their vocabulary was extensive and their sentence structure was accurate and used effectively to match the subject discussed.
- In mathematics, the majority of students achieved levels of attainment above curriculum and international standards. However, attainment varied and the students at standard and higher level were performing better than the mathematical studies group which catered for a greater range of ability. Students made good progress in lessons and over time so that students in Grade 13, were skilled in solving complex problems, for example in algebra and trigonometry. They gave carefully thought-out reasons for their methods and could apply their previous knowledge well. However students' skills in thinking critically and

applying their understanding to real life applications were not developed systematically. The school had maintained consistent levels of attainment over time.

- In science, the large majority of students had knowledge, skills and understanding that were above the curriculum standards, although, this was inconsistent across the different science disciplines. Students had developed effective investigation skills in achieving outcomes of the required practical components in their science classes. They were able to express their ideas and understandings very clearly and when challenged were able to justify these understandings with sound reasoning. The progress of students with SEND was very good. Attainment levels of students were above or in line with comparative DP world averages.

	KG	PYP	MYP	DP
Learning skills	Good	Good	Very good ↑	Outstanding

- Most students had good or better engagement in lessons. They diligently and enthusiastically took responsibility for their own learning. At KG level, children used a boat learning station to investigate 'sink and float', how many sails on a ship and writing words and sentences about their pirate ship. Students' independence increased as they moved towards higher grades.
- Students worked productively and cooperatively in pairs, teams and small groups. Student-teacher dialogue was positive and instructive and students were comfortable sharing their learning and opinions with their classmates. Question and answer sessions were often a feature of senior lessons in which students presented and discussed their own opinions. In the best lessons, teacher- student interaction was fast-paced, enthusiastic and insightful, especially in the upper phases.
- There were good examples of students making connections between their studies and the world around them. For example, Grade 7 students designed a tapestry, in which each student contributed a square that represented the Unit of Inquiry – 'Who Am I?'. However, Arabic classes did not provide as many opportunities as other subjects such as Islamic education which provided excellent connections in Grade 3 through to Grade 12.
- Technology was not evident in many classes. There was good use of tablets and smart phones in Grade 7, for students to compete against each other in competition to solve algebraic equations. Students had well developed critical thinking skills in the upper phases and in particular the DP. In the lower phases of school, opportunities to develop them were limited.

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

	KG	PYP	MYP	DP
Personal development	Good	Very good ↑	Outstanding	Outstanding

- Children in KG were positive and eager learners. In other phases students had an excellent work ethic. They thrived on their peers' opinions of their work. Older students were well focused on impending exams and were clearly determined to take good account of critical feedback; using this to constructively improve their work. Students were courteous, polite and proud of their achievements.
- Behaviour was exemplary in lessons and a complete sense of order was evident in corridors and at break times. Students showed high levels of care for others; opening doors for adults and helping their classmates when needed. They willingly engaged adults and peers in focused and enjoyable conversation.

- Students viewed the school as a pleasant community environment where strong friendship groups were established. No one was left out and students, who sometimes had difficulties, were well looked after by their peers or by older students, both in class and at break times. Students showed high levels of respect for each other and they listened carefully to the view point of others.
- Students had a clear understanding about healthy living. They ate sensibly, making sure their food was varied with the necessary vitamins. They knew about the importance of fruit, vegetables, protein and carbohydrate in their diet. They exercised by riding bicycles to school or by vigorous activity through regular sport. Older students organised whole-school sporting events.
- Attendance was good. Students were punctual for lessons throughout the day. They clearly understood that they needed to be at school to learn.

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



- Students were very aware of Islamic values. Their projects as part of their social studies work contributed positively to their understanding. For example, they learned about the importance of charity. Through the Dubai Cares project, Grade 7 students collected stationery resources for a primary school in Kenya. They recognised the Islamic influence on art and architecture in the city.
- Students knew about the development of Dubai from integrated studies. They knew how people used to fish or dive for pearls and how Dubai port had developed. They enjoyed visits to the Heritage Centre. They recognised the extensive changes to Dubai including the recent emphasis on tourism. They willingly took part and supported a number of cultural activities planned in school throughout the year.
- KG children, through units of inquiry, learned about 'Who We Are'. Older students enjoyed having friends from all around the world. International Day celebrations was a tremendously fun experience for all students because they could experience an extensive range of food, clothing, language and cultural activities. Older students were able to talk with enthusiasm about the uniqueness and similarities of many nations.

	KG	PYP	MYP	DP
Social responsibility and innovation skills	Very good ↑	Outstanding	Outstanding	Outstanding

- KG children learned how to organise themselves and to care for their environment. Older students allocated a specific amount of time to many voluntary fund-raising events for charity such as the pink walk. Proceeds were sent to various charities. Some students were involved in the Duke of Edinburgh Award scheme.
- Students were enthusiastic and well-focused learners. In lessons they collaborated in small groups with each person having a designated role. Their projects were well planned and displayed in corridors. For example, well designed posters focused on 'Sharing the Planet'. The school council had a strong voice. Students visited different schools for sporting activities, global issues and citizenship.

- Through units of inquiry, students undertook projects focused on environmental sustainability. They learned about renewable energy and produced very interesting models and posters. The vigilant Eco Warriors ensured waste was recycled and electricity preserved. The school had achieved the Green School Award. Through community contacts students displayed posters in local businesses on conserving energy.

3. Teaching and assessment

	KG	PYP	MYP	DP
Teaching for effective learning	Good	Good	Very good 	Very good 

- Nearly all teachers had a good understanding of their subject. However, a few teachers did not understand how students learn. For example, a teacher in PYP, talked excessively which led to some student disinterest and in MYP a teacher had very low expectations of the students.
- Lessons planning was often very effective especially in the upper phases of the school. In the KG and PYP, planning was not always detailed enough to ensure that teachers were clear about how to help students achieve their next steps in learning. Teaching in the creative arts was a strength of the school. Inspiring and stimulating environments encouraged students to become successful learners.
- Teachers interacted well with students and engaged them in learning. For example in drama, a teacher encouraged discussion and reflection as students planned monologues about endangered animals. In the best lessons, questioning elicited considered responses. However, teachers did not always use a suitable range and type of questioning to promote sufficient critical thinking.
- Most teachers in the upper phases of the school planned work for students of different abilities. There was some good practice, where teachers set high challenges for more able students and used their answers as models for others. However activities were not always sufficiently adapted to meet the individual needs of students. Challenge was often not high enough to stretch students' knowledge, understanding and skills.
- There was some good practice throughout the school in developing students' skills in problem solving and research, particularly in DP. Although, there were too few opportunities in lessons for students to learn independently, formulate their own questions and develop their skills in innovation especially in the lower part of the school.
- In Arabic as a first language, teachers had secure knowledge of the subject. Teaching was more effective in the MYP because there were more opportunities for students to engage. Teachers' questioning did not develop students' critical thinking, problem-solving, innovation and independent learning skills. Lessons were not differentiated to meet the needs of groups and individuals.
- Teaching in Arabic as an additional language was good overall. Teachers planned interactive lessons. Teachers in all phases used wide varieties of strategies to meet the needs of groups and individuals.

	KG	PYP	MYP	DP
Assessment	Acceptable	Acceptable ↓	Good	Outstanding

- Internal assessment systems in the MYP and DP were rigorously linked to the school's curriculum standards and particularly in DP, provided valid and reliable assessment information on attainment. However, in KG and the PYP the school used a variety of assessment tools to measure achievement, some of which were not aligned to the school's curriculum. The school lacked meaningful and valid assessment information on mathematics and English in the PYP.
- The school was developing its expertise in using international tests to benchmark students' achievement. It made appropriate comparisons using the ISA test and results of IGCSE and DP.
- In MYP and DP, there were effective systems to record information about students' achievement, and the school made good use of this information to identify trends, patterns of attainment and underachievement. In the PYP, assessment information was analysed in some depth but because the information was not aligned to the curriculum standards it could not be used effectively when checking for gaps in learning.
- The use of assessment information by teachers to help them plan, was inconsistent throughout the school. The best practice was in the MYP and DP. Some modifications were made to the curriculum to address underachievement and gaps in students' knowledge and understanding. A few teachers made good use of assessment during lessons to modify their plans.
- Teachers knew their students' strengths and weaknesses and often gave helpful oral feedback in lessons. Students regularly reflected on their work and formulated areas for development and set themselves targets. Marking was inconsistent and was not used effectively to create dialogue between teachers and students.

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Acceptable ↓	Good	Outstanding

- The school had developed a comprehensive curriculum based on the IB programme frameworks, although there was still significant work needed to align the school's PYP curriculum with the IB PYP framework. The curriculum was wide-ranging and balanced across all subjects. It provided many opportunities for students to both develop and demonstrate their subject skills, knowledge and understanding.
- The curriculum was structured to allow for a smooth progression and transition between programmes. DP students were very well prepared for the entry and transition into higher education.

The curriculum provided a wide range of options for students. There were opportunities for choice within both the final years of the MYP and the DP that met the learning needs and interests of the students. In the developed PYP units of inquiry there were opportunities for student lines of inquiry.

- Cross-curricular links were part of all three programmes and were evident in all phases of the school. There were opportunities for students to make links and transfer skills between subject areas both inside and out of the classroom. The school was meeting the requirements for the delivery of the MYP interdisciplinary units,
- The curriculum was reviewed regularly and modified where necessary in order to meet the academic and personal development needs of the students in relation to national and programme requirements. A comprehensive review of the PYP curriculum had started this year.
- The school taught UAE social studies integrated with various subjects and also as stand-alone lessons, in both English and Arabic. The planned units of study strongly promoted students' learning skills and personal development. Students discussed their own roles in UAE society. They completed research work and talked knowledgeably about the Emirates.

	KG	PYP	MYP	DP
Curriculum adaptation	Good	Good	Very good ↑	Outstanding

- The school had developed a curriculum with effective modifications. Programmes, particularly in the upper years, were planned to include sufficient challenge and critical thinking to meet the needs of most students, including those with SEND. This was less developed in the PYP units of inquiry.
- The curriculum was appropriate, challenging and offered a suitable range of options for students, especially in the MYP and the DP. There were opportunities for action and service in all phases and this was particularly evident in the CAS component of the DP. There was a wide range of extra-curricular activities such as sports programme, debating, extra academic support, designed to meet student interest and promote their personal development.
- The curriculum had appropriate learning experiences for students to enhance their understanding of UAE culture and society, this included student field trips and speakers on this aspect invited into the school. Students across the school valued these experiences.
- The school provided Arabic lessons for children in KG 1 and 2. There were five periods of 30 minutes each a week for all children.

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

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

- The school had a clearly defined child protection policy. Every teacher was expected to read and endorse the policy. Students knew what procedures to follow if they had a concern. Posters were prevalent throughout the school encouraging cooperation and respect and detailing school expectations related to personal health and safety.


- The school was clean and hygienic. A full-time doctor and two nurses attended to the health of the students through a system of first aid and on-going health checks including physical exams for new students and selected grades. Supervision within the school premises was secure and complete. However, school access at the beginning and end of each day was lax with easy access to the school grounds.
- Records dealing with students' personal issues were well-maintained and secured through the school counsellor. Buildings and equipment were clean and secure. Record keeping was meticulous.
- Provision for students with SEND included dedicated toilets, elevators and ramps. The school provided ample playing fields, gymnasiums and a swimming pool. However, outside fields were not protected from the sun. Younger students were protected while playing in the sun by a 'cap wearing' policy which, did not extend to the senior students.
- Students at all levels had lunches and snacks that were healthy. Lessons at all levels and in all subjects promoted healthy living in terms of food choices and recreation. The school canteen served only health conscious foods.

	KG	PYP	MYP	DP
Care and support	Very good ↑	Outstanding	Outstanding	Outstanding

- The comprehensive, well-planned school policy on behaviour management was understood by all and shared with students and parents. School counsellors gave appropriate guidance and encouragement to students who needed additional support. All members of the school community showed mutual respect towards each other, and teachers managed behaviour wisely. Students responded very well to their teachers' high expectations, so were learning in a positive, orderly environment.
- The school kept accurate records of attendance and efficiently followed up any absences. Parents were contacted immediately when students failed to arrive or if they were persistently late. The SEND coordinator carefully tracked the attendance of students on the learning support register to ensure they were in school regularly and keeping up with their school work.
- The school was inclusive and leaders made reasonable adjustments to ensure that students with SEND were not at a disadvantage. Students were assessed and their needs quickly identified. Some had special classes to improve their English speaking skills. The school recognised gifted and talented students and encouraged them to develop their talents. Recently a student earned a scholarship to a British university based on his exceptional skills in sport.
- The school provided highly personalised levels of support for students with SEND. Some had shadow teachers in mainstream classes or received more intensive support in withdrawal classes. The school provided a special "sunshine room" for PYP students. They worked here individually and improved their literacy skills. During all these sessions students made good progress. Teachers tracked their progress well to ensure support was provided at appropriate times.
- The school had a very effective counselling system and students could contact trusted staff for advice on educational and personal matters. Older students received personalised advice on careers and higher education choices. Staff provided information through careers fairs, visits from university staff, community members in various professions and summer schools. All students, including those with SEND, were successful in gaining places on courses of their choice.

Provision for students with special educational needs and disabilities (SEND)

The overall effectiveness of provision for students with special educational needs and disabilities

Good 

- The SEND coordinator was well-qualified and demonstrated many skills in connection with her role across the whole school. The school's owners focused effectively on inclusive practice. Ramps and lifts on most floors enabled students with physical difficulties to move about easily. There were suitable resources, and school leaders supported teachers to give students the extra help they needed in lessons.
- The school had successfully met the recommendations from the last report about the identification of students with SEND. Procedures on entry were applied consistently. School leaders used different assessment tools to find out about students' abilities and needs. They used the information to plan suitable support for learning.
- The school was building a strong partnership with parents and other professionals. They shared information and were able to support students' education and personal and social development. The SEND coordinator had informal discussions with parents to share their views and quickly acted on any concerns. Parents had begun to offer suggestions about Individual Education Plans (IEPs). The school welcomed their contributions to students' learning programmes.
- Students had learning support plans and IEPs. Teachers used these to plan suitable adjustments to their lessons. Across the school, many teachers were skilful at setting the work at the right level for students with SEND, so they achieved well against their individual targets. However, some IEPs needed to be more focused, so that teachers used them more effectively to modify work in lessons.
- In all phases most students made good progress. Some students achieved in line with their peers when support was matched well to their needs. The strong focus on inclusion resulted in students forming positive relationships with adults and other students. DP students, successfully achieved qualifications which helped them to go on to further study when they left school. Some began training for work.

6. Leadership and management

The effectiveness of leadership

Good

- The principal and the head of primary worked well together and had a clear vision to take the school forward. They had professional relationships with teachers and other staff and communicated this vision well to the whole school community. They were supported very well by PYP, MYP and DP coordinators.
- The principal and head of primary had a very good knowledge of best educational practice. The majority of middle leaders were effective in creating an inclusive ethos in which students developed a wide range of knowledge and skills. The arts and humanities were developed and promoted very well in the high school.
- The management structure was not well-balanced as a head of secondary post had not been created. The primary year coordinators worked well with their teams but were not involved in discussing planned improvements with senior leaders. The morale throughout the school was generally positive.

- The school had the capacity to improve and innovate as the principal and head of primary had clear, well-thought out plans to take the school forward.
- Steps were being taken by senior leaders to clarify job descriptions and remits and hold staff more to account.

School self-evaluation and improvement planning

Acceptable

- Senior leaders knew the school's strengths and areas for improvement well. The school's self-evaluation procedures included the use of external international benchmark assessments as well as internal data to evaluate student performance.
- The principal and other senior leaders systematically sampled the quality of learning and teaching by observing lessons. The procedures used in high school to observe, validate and report on the quality of teaching and learning were very effective. Those used in primary produced overly positive judgements. The progress of students could not be accurately monitored, especially in primary as the data was not consistently valid.
- Senior staff were effective at drawing on their evaluations of the school's performance, identifying areas for improvement and compiling appropriate improvement plans.
- The school had improved in certain aspects since the last inspection. Leaders and teachers had made progress in addressing most of the recommendations of the last inspection. Improvements were evident in the teaching of Arabic. The transfer of the teaching of Arabic as an additional language to the modern languages department was a successful initiative. The quality of teaching and learning in the KG had improved.

Partnerships with parents and the community

Very good ↓

- The school was effective at involving parents in the education of their children. Staff listened to the large majority of parents' views. The Parent Representative Group (PRG) was an effective means for parents to air their concerns and communicate effectively with the principal. Teachers and the PGR organised many successful events which helped to involve parents in their children's education.
- The school used a wide range of ways to communicate frequently with parents. They were kept well-informed about their children's education and school events. However, despite the school having a parent school communication policy, many individual parents expressed their frustration that their complaints were not always handled adequately by the school and Director.
- The school provided frequent reports to parents on their children's progress. They contained detailed information on academic performance. The reports did not provide information consistently on students' next steps in each subject or on their personal and social development.
- The school had links with other schools in Dubai which provided opportunities for staff to share good practice. Students had very good opportunities to play competitive sports with a number of schools. They also benefitted from links with a local mosque, contact with the services in the General Authority of Islamic Affairs and Endowments and a range of organisations in Dubai.

Governance

Acceptable ↓

- The governing body did not have any representation from parents or other stakeholders. Parents frequently communicated their suggestions and complaints to the Director via email. The Director and her staff had a good knowledge of the school and the UAE national priorities.
- The Director held the principal to account for the performance of the school on a regular basis. The principal reported to the Director on the academic performance and achievements of students.
- The governing body did not provide an adequate budget to enable all aspects of the school to be resourced and staffed to a standard in keeping with its vision to be an inclusive school which offered the IB at each stage.




Management, staffing, facilities and resources

Acceptable ↓

- The school operated effectively on a day to day basis, but the lack of an effective management information system meant that school leaders did not have up-to-date information; it was difficult to obtain information on students quickly.
- The school was staffed with an adequate number of qualified, skilful class teachers. There were shortages of SEND specialists to meet the school's policy of being inclusive. Weekly training sessions were organised for teachers mainly on aspects of the IB curriculum and methodology. Teacher turnover was high and there had been many changes of senior leaders in the past.
- The premises provided a suitable learning environment with specialist facilities for art, science, swimming and other sports. Staff used display spaces well to celebrate student's work and achievements. Students' art works of very high standard were evident throughout the school.
- KG and primary classrooms were adequately resourced. Throughout the school, there was a lack of suitable ICT infrastructure. There was an adequate supply of books in the libraries and a limited provision of learning materials to support and extend learning across the school.

The views of the parents, teachers and 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. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys		
Responses received	Number	
 Parents*	2015-2016	199
	2014-2015	142
 Teachers	64	
 Students	74	

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

- Parents, teachers and students who responded to the survey were positive about most aspects of the school.
- Almost all parents and teachers commented that students enjoyed school. Most parents and a large majority of students were satisfied with the quality of education provided by the school.
- Most parents and students thought that the school provided a good range of subjects and extracurricular activities and that appropriate resources were provided to support learning.
- Almost all parents thought that their children made good progress in English; most considered that their children made good progress in Islamic education, mathematics and science; and a large majority considered that their children made good progress in Arabic both as a first and as an additional language.
- Students generally agreed with their parents' views. Most parents indicated that assessment, including marking, helped their children to improve. They felt that their children developed a good range of learning skills.
- A large majority of parents and students said that the school prepared students well for their next stage of life and learning. Although almost all parents thought that their children were safe in school, almost one third were unaware of the school's cyber-safety programme. In addition, a minority of teachers were not aware of the benefits of the schools cyber-safety policy and a quarter of students did not think the policy kept them safe.
- A large majority of parents and teachers and only a large minority of students felt that the school listened to acted on their views. Significant numbers of stakeholders did not think that the school took account of their views. Most parents and a large majority of teachers and students considered that the school was well-led.

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