



National Agenda



Early years



Special educational
needs and disabilities



Innovation

Inspection Report 2015-2016

Emirates International private School

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	Umm Al Sheif
Type of school	Private
Opening year of school	1991
Website	www.eischools.ae
Telephone	04 348-9804
Address	PO Box 6446, Dubai
Principal	David Hicks
Language of instruction	English
Inspection dates	14 to 17 March 2016

Students



Gender of students	Boys and girls
Age range	3 - 19
Grades or year groups	FS - Year 13
Number of students on roll	2090
Number of children in pre-kindergarten	0
Number of Emirati students	371
Number of students with SEND	84
Largest nationality group of students	Arab

Teachers / Support staff



Number of teachers	186
Largest nationality group of teachers	UK
Number of teaching assistants	34
Teacher-student ratio	1:11
Number of guidance counsellors	2
Teacher turnover	21%

Curriculum



Educational permit / Licence	International Baccalaureate (IB)
Main curriculum	International Baccalaureate
External tests and examinations	IB Diploma, IBT, Cat4
Accreditation	N/A
National Agenda benchmark tests	International Benchmark Test (IBT)

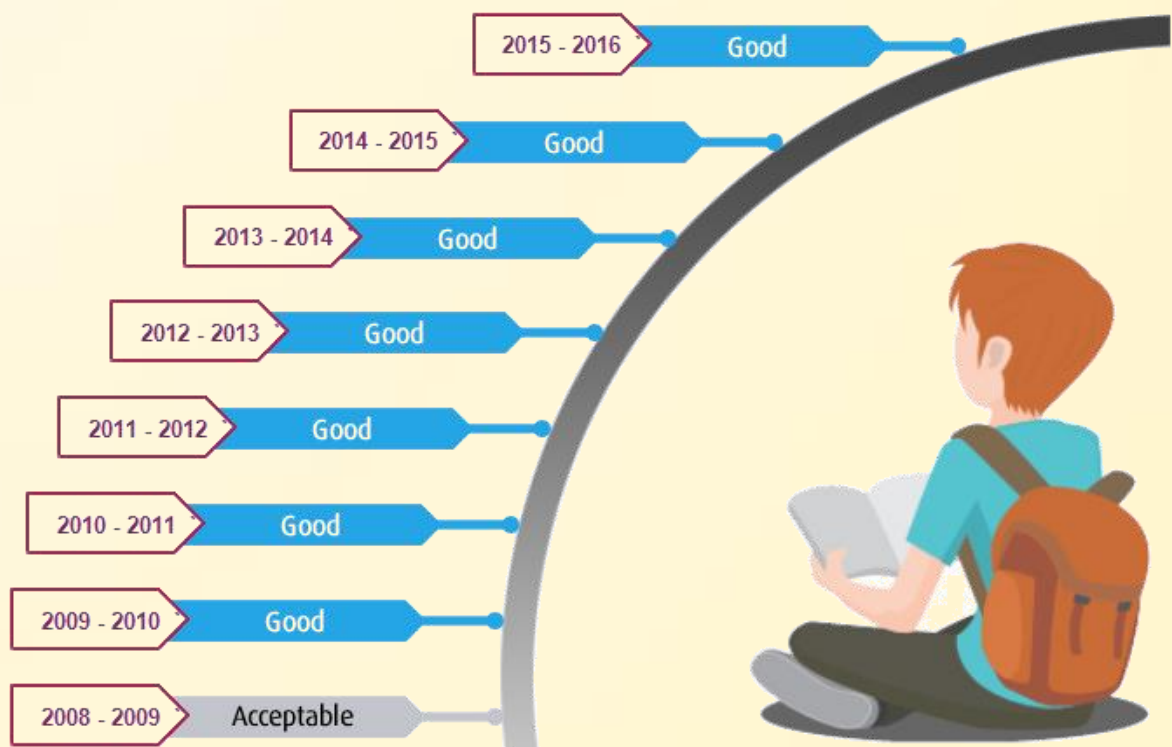


Summary for parents and the community

Emirates International private School L.L.C was inspected by DSIB from 14 to 17 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 the Foundation Stage, the children's attainment was good in English, mathematics and science and their progress was very good in English and mathematics, and good in science. In the primary phase, students' attainment and progress were good in most subjects with the exception of Arabic, where they were acceptable. In the secondary phase, the students' attainment and progress were good or acceptable in the core subjects. In Post-16, attainment and progress in mathematics and science were very good and were outstanding in English. In Arabic and Islamic education attainment and progress were acceptable. Students' learning skills were good in primary and secondary, very good in Foundation Stage and outstanding in post-16. They were motivated to learn and took responsibility for learning independently.
- Students' demonstrated very good and outstanding personal and social development across all phases of the school. Students had developed in-depth understanding of the UAE context and an appreciation of different cultures.
- The quality of teaching and assessment was at least good across all phases of the school. Teaching practices were well developed in the Foundation Stage and post-16 phase. Assessment systems were developing and the tracking of students' attainment and progress was better established in the Foundation Stage than in other phases of the school.
- The curriculum was well balanced and met statutory requirements. It was effectively planned to ensure progression in subjects and ensure smooth transitions between phases. There was an interesting range of planned activities and learning experiences for the students.
- The school provided a safe environment and inclusively welcomed and supported students, regardless of need. The school had consistent expectations of student behaviour, promoted attendance and encouraged students to adopt healthy lifestyles. Early identification and support for students with special educational needs and disabilities (SEND) resulted in these students making good progress.
- School leadership was good and was guided well by the governing body. The school's leaders had positive support from the parents. Leaders knew their school well and planned effectively for on-going improvement. They had established systems to manage the life of the school, including minimising disruptions during the building project.



What did the school do well?

- Post-16 students had outstanding learning skills. They made outstanding progress in English and attained outstanding standards. The personal development and social responsibilities of Post-16 students were outstanding. Secondary students also demonstrated outstanding social responsibility. The quality of teaching and assessment of learning was very good in the Foundation Stage and the post-16 phase. The curriculum was outstanding in the post-16 phase.
- The protection, care, guidance and support of students were consistently good across the school.
- The quality of leadership was good and the partnerships with parents and the community were outstanding.



What does the school need to do next?

- Improve the quality of teaching of Arabic as a first and second language across the primary and secondary years so that students make better progress.
- Improve the rigour of mathematics and science programmes in the Primary Years Programme (PYP) and Middle Years Programme (MYP) to ensure good progress and raise attainment to exceed international expectations.
- Improve the quality of data and its analysis to optimise students' achievements, especially the students of higher ability.
- Make more effective use of individual education plans (IEPs) in lessons to improve the support for students with SEND.



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

- The regular teaching support enabled all students with SEND to make consistent progress from their individual starting points. Teachers rewarded students with praise and encouragement so they developed a sense of achievement and wanted to do well in school.
- The school gave information to parents about how students were doing in different subjects. Some parents wanted more specific information about individual learning targets to help their children with homework.
- Parents received newsletters about the events in school. Teachers and specialist members of the staff also talked to parents about their children's work and behaviour. This helped everybody to plan effectively to meet the students' needs with a consistent approach.
- The school valued parents' contribution to the education of their children. Parents were taking an increasing part in their children's educational programmes.
- Teachers and the specialist staff listened to parents and tried to help them with any challenges they experienced. They gave helpful advice and had started to organise workshops, from which students and their families benefited. Parents had started a support group to share information and help each other, and had made contact with similar groups in other schools.

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 met the registration requirements of the National Agenda parameter. Progress towards meeting the National Agenda targets was as expected.
- The governors, owners and the principal promoted awareness and understanding of the National Agenda and its targets amongst most stakeholders.
- The curriculum was not fully aligned to the TIMSS and PISA test requirements for skills and for content in mathematics and science. Significant work had been done to improve students' reading and writing skills in English across all year groups.
- Investigations, open-ended problems, inquiry and applications to real life situations were regular features of lessons. The development of critical thinking and questioning skills was less consistently covered in mathematics and science. In English these skills were developed by analysing and responding to a wide range of texts.
- Students used learning technology and other resources effectively to develop their research skills as aligned to the National Agenda targets.

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 were aware of the National Innovation Agenda. They had a clear vision of the potential that innovation held for the school and students and the opportunities provided by the IB frameworks. Teachers' understanding of innovation varied. In the best lessons, students inquired, thought critically and solved problems effectively. A new 'bring your own device' system was used effectively to facilitate teaching and learning. The IB programmes had inquiry, problem-solving and critical thinking embedded across different subjects and phases, providing opportunities for students to innovate.

Overall school performance

Good

1. Students' achievement

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good ↑	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	Good ↑	Not applicable
English 	Attainment	Good	Good	Good	Outstanding
	Progress	Very good ↑	Good	Good	Outstanding
Mathematics 	Attainment	Good	Good ↑	Good	Very good ↑
	Progress	Very good ↑	Good	Acceptable ↓	Very good ↑
Science 	Attainment	Good ↑	Good	Good	Very good ↑
	Progress	Good	Acceptable ↓	Acceptable ↓	Very good ↑

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ↑	Good	Good	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good ↑	Very good ↑	Very good ↑	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

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ↑	Good	Good	Very good ↑
Assessment	Very good ↑	Good	Good	Very good ↓

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Outstanding
Curriculum adaptation	Good	Good	Good	Outstanding

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good
Care and support	Good ↑	Good ↑	Good	Good

6. Leadership and management

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



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

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	Very good ↑
Mathematics	Good	Very good ↑
Science	Good ↑	Good

- In English the majority of children attained above curriculum expectations. They were able to write simple sentences with basic punctuation. They recognised single sounds and were developing their ability to blend sounds to read and write words. Children's fine motor skills were sufficiently well developed to write letters, words and sentences. They were able to read high frequency words and key vocabulary. The large majority of children had made better than expected progress from their individual starting points. Their very good progress was the result of a well-defined curriculum that was supported by effective teaching.
- In mathematics, the majority of children attained above curriculum expectations. They understood mathematical language such as more, less, plus, minus. Children were able to count up to 20 and add two groups of objects together using a range of objects. They recognised two and three-dimensional shapes and were able to use positional language. The children made very good progress. Their competencies were enhanced through independent and collaborative group work within the units of inquiry. For example children worked independently on a range of mathematical concepts at the various learning stations in the learning environment.
- Children demonstrated levels of scientific knowledge and the inquiry skills that were above expected standards. Children responded to first-hand experiences and demonstrated natural curiosity. For example they experimented and observed what happens to an egg that is immersed in cola. Children recorded what they had seen by completing charts and labelling drawings. Children used scientific terms such as 'predict' and could describe what they were observing. Children's workbooks indicated that children made better than expected progress in developing their scientific knowledge and skills.

Primary

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	Good 	Good
Science	Good	Acceptable 

- In Islamic education, students demonstrated knowledge of Islamic values and principles above that expected for their age. For example they understood the importance of ablution, the Five Pillars of Islam and what to wear and how to cover the body when conducting Salat. They made better than expected progress in relation to appropriate lesson objectives and against their individual starting points. Students were less confident when linking the concepts of Tahara and Najasah to the Holy Qur'an and Hadeeth. Their skills when reciting and memorising verses from the Holy Qur'an were developing.
- In Arabic as a first language, students' attainment, as measured against the MoE curriculum standards was in line with expectations. Students understood the gender differences in verb forms and knew how to construct simple sentences using the correct tense and gender. Most students understood topics such as the life of the famous poet Adul Razaq Abdul Wahed. Internal assessments indicated that, in relation to their starting points, most students made expected progress. Students' listening skills were better than their speaking and writing skills. Students made grammatical errors. Their ability to spell unfamiliar words and sentence structure was developing.
- In Arabic as an additional language students attained outcomes that were broadly in line with the MoE curriculum standards. Students in the lower grades were learning to use language in context and students in the upper primary years were able to hold short conversations. Their literacy skills were restricted by a limited vocabulary. There were equal opportunities for boys and girls to reflect on their learning. Groups of students made expected progress in lessons although some students, particularly those with SEND, did not make sufficient progress in learning Arabic.
- In English, students' attainment and progress were above curriculum expectations. In the upper years, students had attained above both national and international standards in recent benchmarking tests. Their speaking, listening, reading and writing skills were well-developed as a result of a combination of focused teaching and the integrated application of skills. For example, Year 2 students read for inference and completed graphic organisers to record their thinking; Year 4 students practised using mime to show emotions, and Year 6 students carried out online research to create reports on energy. However, the needs of the higher achieving students were not consistently met and so they did not make the progress of which they were capable.
- Students demonstrated mathematical skills that were above the curriculum expectations. By Year 6, students had secure understanding of basic geometry and data interpretation. Students were able to apply their mathematical knowledge when, for example, creating art with different shapes in Year 3 or when using transformations in Year 6. Their problem solving and research skills were developing. The majority of students made better than expected progress against lesson objectives and against their individual starting points.

- Internal assessments indicated that the majority of students' attained above curriculum expectations for science. However, external benchmarking test data indicated that half of the students were attaining outcomes in line with the international averages. In lessons, most students made expected progress in relation to the curriculum standards and there were improvements in students' scientific skills.

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

- In Islamic education, most students' work as measured against the MoE curriculum was broadly in line with age-related expectations. Students demonstrated knowledge of the features of believers and non-believers, understood the evidence on the Oneness of Allah and had developed the skills of reciting the Qur'an. Their ability to memorise the Qur'an was still developing. Students' recent work and progress in lessons indicated better than expected progress in developing their knowledge, skills and understanding of the Islamic concepts and principles. In particular, non-Arab students had made good progress.
- In Arabic as a first language, most students' attained expected curriculum standards and a few students attained above expectations. In lessons and in their recent work most students, across different ability groups, progressed in line with expectations. Although students were able to write for different purposes, their use of correct grammar and tenses were still developing. Students lacked confidence in their ability to speak, read aloud and comprehend standard Arabic.
- Most students' work in Arabic as an additional language was broadly in line with the curriculum standards. Younger secondary students were still developing their Arabic language and literacy skills. Their listening skills were underdeveloped. However older students in the upper secondary years were able to use Arabic to express themselves. They were able to ask simple questions, describe objects and events and analyse short stories. Overall, the majority of students made better than expected progress from their individual starting points. This was particularly noticeable in lessons when they worked collaboratively in groups and had time to reflect upon their understanding of the language. Students with SEND did not make good progress.
- In English, students attained above curriculum standards with a large majority attaining above international standards on benchmarking tests. Their speaking and listening skills were refined through a range of activities and contexts, including small group discussions and presentations to the whole class. Students' reading and writing skills were enhanced by analysing and responding to a range of literary genres, for example, by developing character maps. The majority made better than expected progress but the needs of higher achieving students were not always met and they did not make better than expected progress from their individual starting points.
- In mathematics, the majority of students understood mathematical concepts above curriculum expectations. They could apply their mathematical knowledge to real life, for example, when building up a profile of six different countries for further analysis. Students' reasoning skills and basic understanding of functions were emerging but these were inconsistent across the years. Students made good progress

when problem solving but their progress in developing algebraic skills, conceptual understanding of functions and interpretations of graphs and critical thinking was limited. The most able students did not always make expected progress due to the low level of challenge in some lessons.

- In science, the knowledge of the majority of students was above curriculum expectations. All groups of students made at least expected progress. In science lessons and in students' books it was clear that their practical skills were developing but progress in understanding of scientific concepts was less apparent.

Post-16

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	Very good ↑	Very good ↑
Science	Very good ↑	Very good ↑

- In Islamic education, most students attained levels that were in line with the curriculum standards. Students demonstrated their knowledge and understanding and applied, the required Islamic concepts and principles at age-appropriate levels. For example, they explained the reasons for revelation and the differences between the followers (Aaleba'a) and imitators (Altaqleed). Their skills of reciting the Qur'an were improving but a few students were insecure in understanding what they read. In lessons, most students made the expected progress in relation to appropriate objectives, such as identifying the importance of repentance from sin.
- In Arabic as a first language, most students' work, as measured by internal exams, was in line with the curriculum expectations. Most students demonstrated stronger listening and reading skills in classical Arabic than in speaking and writing. Students were able to read and analyse poems and other forms of writing critically. They used appropriate language to participate in discussions on critical issues such as comparing addiction to drugs to addiction to using the internet. However, students' use of grammar and their writing skills were less well developed than expected.
- In English, students' attainment and progress were outstanding, with most students attaining levels above international standards. Their speaking and listening skills were highly developed. Students were able to express their ideas very clearly in small and larger groups, and in planned and spontaneous situations. Students engaged with a wide range of literary genres, analysing and responding with perceptive, personalised commentary. For example, they conducted deep discussions on relationships and the themes in Shakespeare's *Macbeth*. Their extended writing was well-structured and showed clear lines of reasoning and projection of students' individual voices as authors. Different groups of students made excellent progress against curriculum expectations.
- In mathematics, a large majority of students had secure knowledge of statistics, functions and basic calculus. They could confidently apply their skills when answering examination questions. The performances of standard level students were above the curriculum expectations, while higher level students attained outcomes that were in line with expectations. Students made very good progress in acquiring analytical skills and in their ability to apply multiple concepts to unknown situations.

- Students' attainment in science was very good, with the large majority achieving Level 5 or better. A large proportion of students studied biology and their results were outstanding. However, despite students having a good grasp of concepts covered, test results for chemistry and physics were less well developed. For example, students could design an investigation to test the validity of a formula in physics and calculate the molar mass of an acid using volumetric analysis in chemistry. Overall, a large majority of students made better than expected progress in both lessons and examinations.

	Foundation Stage	Primary	Secondary	Post-16
Learning skills	Very good ↑	Good	Good	Outstanding

- Students were interested learners and they took increasing responsibility for learning independently as they progressed from the PYP to the Diploma Programme (DP). Students' behaviour across the school was positive and productive, and contributed to learning.
- Children in the Foundation Stage interacted well and teachers provided a wide range of learning stations which encouraged collaboration and communication skills. These learning behaviours were less evident in the PYP and MYP phases although they were better developed in students the DP phase.
- Students demonstrated strong communication skills in all year groups and they confidently interacted with each other. Across the school, students prepared reports and presentations on a wide range of national and international topics. They presented them to their classmates.
- Students' use of learning technologies was evident throughout the school. Students' problem solving and critical thinking skills were not firmly embedded in all subjects and year groups. Although, critical thinking opportunities were commonly observed they were often 'managed' by teachers; their questions were restrictive and did not allow students to be creative.

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

	Foundation Stage	Primary	Secondary	Post-16
Personal development	Very good ↑	Very good ↑	Very good ↑	Outstanding

- Across the school, students had positive attitudes and responded well to critical feedback. Children in the Foundation Stage welcomed praise when they were successful in their learning and personal development. Students in the Post-16 years helped others around the school. For example, in the 'toe-by-toe' programme for underachieving students in the PYP and those needing help with mathematics or science in the lower year groups.
- Students behaved very well and followed routines and classroom rules by raising their hands to speak, listening to each other and collaborating in group work. These behaviours created a very positive learning environment in which students could express opinions and were willing to do their best. In the Foundation Stage, children were rewarded for kind behaviour.

- Relationships in the school community were very respectful. Across the school there was a strong sense of concern for the feelings of others. Teachers and students exhibited good manners towards each other. Often the older students helped the younger ones. Students appreciated the support offered by the staff in the after-school activities.
- All students had a secure awareness of the importance of a healthy lifestyle and most brought healthy food for break times. Older students showed responsibility at lunchtime by explaining the reasons for and encouraging others to make healthy eating choices. Students benefited from a range of sport activities and eagerly participated in them.
- Students were aware of the need for good attendance and this was reflected in the data for the good overall attendance rates. Students were punctual when arriving to school and for lessons throughout the day, despite the distances that some travelled between lessons. This punctuality had a positive effect on students' learning.

	Foundation Stage	Primary	Secondary	Post-16
Understanding of Islamic values and awareness of Emirati and world cultures	Very good ↑	Very good ↑	Very good ↑	Very good ↑

- Students had a clear understanding of the values of Islam such as respect, as well as Islamic practices that impacted their daily lives in the UAE. Post-16 students demonstrated excellent understanding and appreciation of the role of Islamic scholars and scientists in developing knowledge around the world.
- Students expressed the feeling of being welcomed in the UAE and understood that Dubai was a city that respected all races, cultures and religious beliefs. They had a secure understanding of the Emirati lifestyle, its beginnings in the Bedouin culture, and how life in the UAE had progressed over time.
- From their discussions and work, students showed a very secure understanding of the culture of others and their different lifestyles. The range of activities around International Day, National Day and Islamic Week contributed to students' knowledge and understanding of different cultures and was evidence that they enjoyed diversity.

	Foundation Stage	Primary	Secondary	Post-16
Social responsibility and innovation skills	Very good ↑	Very good ↑	Outstanding	Outstanding



- Students were well aware of their rights and responsibilities toward their peers and adults in school. The student council members were actively involved in supporting their peers at break times and when representing the rest of the student body. Students in post-16 years initiated and organised events such as a fashion show and extra sessions in mathematics and science for students in the lower years.
- Students had positive attitudes toward work and were seen to be highly positive and actively supportive of other communities. They took action to preserve the environment and save energy around the school. They had good communication with the school's leaders and were confident that their suggestions were being heard.
- Students in the primary years kept their school clean by recycling. Year 3 students knew about the many ways of saving water and were clear about the sources of pollution in Dubai. Older students spoke about efforts to make the desert greener and explained the concept of green communities.

3. Teaching and assessment

	Foundation Stage	Primary	Secondary	Post-16
Teaching for effective learning	Very good ↑	Good	Good	Very good ↑

- Teachers had good knowledge of their subjects and the ways by which students learn them. In most subjects and in all phases, including the Foundation Stage, teachers used their subject knowledge well to develop opportunities for learning. This was especially so in science in the Diploma Programme, where teachers' strong subject knowledge helped students develop practical skills such as experimental design, posters and power points.
- Teachers planned interesting and engaging activities that made effective use of time and resources, especially the use of learning technologies in some post-16 and MYP lessons. Teachers made sure that students were clear about what they should learn. Most teachers created learning environments that were stimulating and appropriately supported students' learning, for example, in the Foundation Stage classrooms and corridors.
- Throughout the school, students benefited from positive interactions with their teachers that engaged them in learning. There were examples of effective questioning techniques in Islamic education and English, but in mathematics, teachers' questioning skills were less strong. In some science lessons teachers' questioning was particularly effective in developing thoughtful responses from students.
- Teachers took account of differing learning styles but their adaptation of lessons was not consistent. In many sections of the school, teachers did not use a range of activities to support students of all abilities, including those with SEND and the higher attaining. When adapted successfully, as in the Foundation Stage, English lessons were fun and activities were well matched to the needs of individual children.

- Teachers provided opportunities for students to develop independent learning, problem-solving and critical thinking skills but they were not consistently observed. They were more effectively used in Arabic as an additional language, mathematics and science lessons. In English and Arabic lessons, opportunities to develop critical thinking skills were missed. Technology was confidently used in some lessons to promote independent learning, particularly in the MYP and Post-16.
- In Arabic, most teachers had good subject knowledge. They were able to apply their knowledge and plan lessons with clear purpose and using a range of activities to meet learners' needs. Resources, including video clips and technology based activities, were used well to motivate learners. There were positive relationships that engaged students. However, the pace, challenge and questioning by teachers were not always effective at developing the full range of language skills.

	Foundation Stage	Primary	Secondary	Post-16
Assessment	Very good 	Good	Good	Very good 

- A range of assessment techniques linked to the curriculum were used across the school to verify students' attainment. However, the interpretation of rubrics, the assessment of progress and the levels of challenge in assessments were not consistent across all phases and subjects.
- Students' outcomes were benchmarked against the IB standards. In Arabic, the school had not applied the recently-introduced MoE benchmarks. Therefore, the available data were not reliable. The International Benchmark Test (IBT) was introduced for all students in Years 4 to 10.
- The results of all assessments were recorded and analysed. Some new initiatives were introduced to improve the process of recording and validating the data, especially for students with SEND. The systems to track and evaluate students' progress were evolving. The validation of internal assessment data by external benchmarks was in the early stages of development. The use of data to improve teaching and impact on students' learning lacked consistency across the different subjects and phases.
- Assessment data was consolidated by each department and was shared with teachers. The analysis of all assessment data to influence teaching and to make modifications to the curriculum was developing. The systems to track and evaluate students' progress were evolving. This process was strongest in the Foundation Stage.
- Teachers, in general, had good knowledge of their students' attainment but it was not always used effectively, especially in the MYP. In most subjects, written feedback was given to students on their written tasks. However, target setting and guidance on how students could improve their performance were in early stages of development. The quality of self and peer assessment was inconsistent across the different subjects and phases.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Good	Good	Good	Outstanding

- The IB frameworks provided a relevant and comprehensive foundation for developing students' knowledge, skills and understanding. In Islamic education and Arabic the school followed the MoE curricula, enhanced through alignment with the IB requirements. The DP provided for rigorous academic learning, together with opportunities for personal and social development. The complementary Careers Programme (CP) provided a choice of pathways for post-16 students.
- The curriculum provided appropriate progression within and between phases. Particular attention was given to a smooth transition between the PYP and MYP. In the MYP and DP, subject overviews and unit plans provided structure and progression. While the IB criteria and performance levels were being used in the MYP, this was not always done consistently and rubrics often lacked task-specific descriptors.
- In the PYP, including the Foundation Stage, key subjects were complemented by physical education, arts and languages. In the MYP, a range of key and additional subjects was provided, including Arts Award, World Contexts, French and Spanish. The DP provided a range of choices to meet students' talents, interests and aspirations, including a range of languages and online options. The CP provided a valuable alternative pathway for post-16 students.
- In the PYP, including the Foundation Stage, cross-curricular links were embedded through the transdisciplinary themes and units of inquiry. Students applied their language and mathematical skills through a range of investigations. In the MYP, interdisciplinary units had been developed between subject areas, for each year level. For post-16 students, the Theory of Knowledge course and extended essays provided cross-curricular opportunities, and the CP combined academic and vocational learning.
- Curriculum review was ongoing in all subjects and across the phases. There were several examples of review resulting in development, including the introduction of specific short grammar lessons in the PYP to improve writing, and the enhancement of Arabic through varied activities and competitions.



	Foundation Stage	Primary	Secondary	Post-16
Curriculum adaptation	Good	Good	Good	Outstanding

- Curriculum modification varied across different subjects and phases, ranging from skilful adjustment to meet the needs of both higher achievers and students with SEND, to a lack of rigour and challenge.
- The IB frameworks provided a range of subjects to motivate and engage students, enhanced by opportunities for personal and social development through service learning, after-school activities and local and global community links.
- Students' understanding of the UAE's culture and society was developed across the phases by embedding the concepts and knowledge of the MoE social studies curriculum.
- In the Foundation Stage, children experienced five 30 minute sessions of Arabic per week.

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

	Foundation Stage	Primary	Secondary	Post-16
Health and safety, including arrangements for child protection / safeguarding	Good	Good	Good	Good

- Effective systems existed to protect children and students. The school had a child protection policy and all staff members were aware of it. Students and parents also knew about the school's arrangements for child protection. Students were able to explain the procedures which were to be followed should an issue be raised.
- Regular safety checks were held, including fire drills. Classrooms were safe, clean and secure. Buses were supervised and CCTV cameras were fitted. Seat belts were used and registers of passengers were taken by the conductors. The school site was less secure at the end of the day and uncontrolled access could occur.
- Very thorough maintenance records were kept, together with follow-up actions taken. All necessary checks were in place. The premises provided a hygienic, safe and clean environment in which students could learn. A doctor and three nurses maintained students' records and monitored their health.
- Wheelchair ramps were present. Access to floors above the ground remained limited for persons with disabilities.
- Healthy food choices were available and many students brought healthy food to school. Plants grown in the school grounds were used, both to make food and raise money for projects. Advice regarding healthy lifestyles was included in the curriculum and parents were informed about this.


	Foundation Stage	Primary	Secondary	Post-16
Care and support	Good 	Good 	Good	Good

- Teachers knew their students well and managed their behaviour appropriately in an atmosphere of mutual respect. They were supported well by the senior management team. Students learned to be confident and self-assured through their positive relationships with all adults in the school community.
- The school had procedures for monitoring attendance and following up on absentees. The counselling staff helped students throughout the school and encouraged them to attend regularly and keep up with their studies. However, students' rates of attendance were not as high as they could be and not all parents supported the school in this respect.
- The school welcomed students with special educational needs and disabilities (SEND). There was a thorough and comprehensive system for identifying them and the leadership team worked with parents to plan suitable educational programmes. The special needs coordinators were skilful at modifying behaviour and encouraging positive attitudes toward learning. The school had recognised some students who were gifted and talented and had begun work on meeting their needs.

- Teachers responded sensitively to individual students and helped them to feel included and supported. Some students worked alongside 'shadow' teachers who helped them to concentrate and complete their work. A few received targeted support in small groups. Across the school, the regular support enabled all students to make consistent progress from their individual starting points.
- Counsellors and teachers regularly monitored students' personal development. Guidance was provided through well planned courses and individual meetings. Students knew whom to contact if they had any concerns. MYP and DP students received high quality guidance about their career choices and higher education options. Many were successful in obtaining university places. Students with SEND received appropriate guidance towards careers and employment before graduating from school.

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 school's special needs coordinators were very well qualified and committed to the inclusion of students. The school's owners promoted an inclusive ethos across the school. School leaders provided training and good quality resources, which supported the education of these students.
- Specialist teachers created a thorough and comprehensive system, using a selection of assessment tools, to identify accurately students with special needs. The school used this information to develop suitable provision for them.
- The communication with parents helped teachers to plan appropriate educational programmes in school which could be followed through at home.
- Students had individual education plans which teachers used well. Although students often completed the work they were given as well as they could, teachers did not consistently modify their plans to match students' personal levels of need.
- Post-16 students made good progress from their starting points and studied for qualifications which would help their employment when they left school. In the PYP and MYP, students made consistent progress in academic subjects. Across all phases, students made good gains in their personal development. They were independent and socially responsible young citizens and interacted well with all members of the school community.

6. Leadership and management

The effectiveness of leadership

Good

- The principal and other senior leaders' vision was to create a school with a broad international curriculum which would meet the needs of a wide range of students. They were committed to the UAE's national and Dubai's priorities. This ambition was recognised by most stakeholders.
- Senior leaders had taken action to improve the learning culture in both the primary and secondary schools. Senior and middle leaders were taking steps to provide high quality learning experiences for students to maximise their attainment. School leaders had good knowledge of the best educational practices. Leaders at all levels were developing an inclusive ethos in which students developed a wide range of knowledge and skills.
- Senior and middle leaders had positive relationships with the teachers and other staff members. They communicated very well with all stakeholders. Leadership was distributed across the school and was very effective in the Foundation Stage. There was scope for leaders in other areas of the school to play greater roles in their areas of responsibility. The morale throughout the school was positive.
- The leaders had the capacity to improve and innovate. The new management structure was effective and helped to unify the work of the primary and secondary departments but there was still room for more coherent working. School leaders recognised the need to continue to improve the quality of teaching across the school and to maintain academic rigour, especially in the MYP.
- Senior and middle leaders had successfully introduced the PYP and MYP to augment the well-established DP of the International Baccalaureate across the school.

School self-evaluation and improvement planning

Good

- Senior staff members were effective at drawing on their evaluations of the school's performance, identifying areas for improvement, compiling a well-focussed improvement plan and taking action to bring about improvements.
- The school had rigorous, systematic procedures to evaluate its quality. This included checking teachers' plans, observing lessons, scrutinising students' work, analysing students' progress and attainment data and surveying the views of students and other stakeholders. As a result of these measures, senior leaders knew the school's strengths and its priorities for improvement.
- The senior and middle leaders, with the teaching and learning coordinators, had accurately identified the schools' strengths and areas for development. Teachers and managers monitored the attainment of students and used external assessments, and examinations in the DP, to benchmark learning across the school. The determination of students' rates of progress was less secure in the PYP and MYP.
- The school had improved since the last inspection and leaders had addressed the recommendations of the last inspection report. The teaching and learning coordinators had helped to bring about improvements to the quality of teaching in Islamic education and Arabic. Staff members had improved the identification of Foundation Stage and primary students' special educational needs. Observations of lessons had identified the skills of teachers and an extensive programme of workshops in Arabic and English had been organised to build skills and share good practices.




Partnerships with parents and the community	Outstanding
<ul style="list-style-type: none"> The school was very effective at involving parents in the education of their children. The staff listened to and took account of parents' views. Staff organised many successful events and workshops to explain how the school teaches their children. Parents supported the school very well to further their children's learning. For example, some parents assisted students with reading and the Parent Community Group hosted frequent information sessions. The school was very effective at using a wide range of ways to communicate frequently with parents. Parents were kept very well informed about their children's education and school events. The school provided frequent reports to parents on their children's progress. Reports contained detailed information on students' academic knowledge and skills. Only the Foundation Stage reports contained information on children's next learning targets and their personal and social development. The school had links with other schools in Dubai and the staff had taken part in events to share and promote good practice with other schools. Students had very good opportunities to play competitive sports with a number of other schools. They also benefited from links with a range of businesses and other organisations in Dubai. 	

Governance	Good
<ul style="list-style-type: none"> The board took account of parents' views through surveys, meetings and by responding to complaints and suggestions. The governing board did not include parent representatives. Board members had detailed knowledge of the school and the UAE's national priorities. The board held the principal to account for the performance of the school on a regular basis. The principal reported in detail to the board on the academic performances and achievements of students. The board exerted a strong influence on the school. It provided strategic guidance for the school's development and improvement. The board provided a budget to enable the school to be well staffed and resourced to a high standard. 	

Management, staffing, facilities and resources	Good
<ul style="list-style-type: none"> • The school was well organised and operated very effectively on a daily basis. The leaders managed the operation of the school very well while building works were being completed. • The school was staffed with well-qualified classroom and specialist teachers. The school benefited from effective recruitment and induction procedures. Very effective continuous professional learning sessions were organised by the teaching and learning coordinators. • The campus was spacious and the premises provided an appropriate learning environment with specialist facilities for art, technology, science, swimming and other sports. It included a mosque. The temporary accommodation for Foundation Stage children did not provide sufficient space to develop the curriculum to its full extent. Teachers used display spaces well to celebrate students' work and achievements. There was limited access for students with reduced mobility as there was no lift. • All classrooms were well resourced. There was a good supply of books in the libraries and a plentiful supply of learning materials to support and extend learning across the school. The school's technology infrastructure supported individual students' use of wireless devices. 	

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	298
	2014-2015	171
Teachers 	59	
Students 	110	

*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.
- Most parents and a large majority of students were satisfied with the quality of education provided by the school.
- Almost all parents and teachers believed that students enjoyed school and were safe.
- They thought that the school provided a good range of extracurricular activities.
- Almost all parents thought that their children made good progress in English; most thought that their children made good progress in Islamic education, mathematics, science and Arabic as an additional language.
- A large majority of parents considered that their children made good progress in Arabic as a first language.
- Senior students did not think that they made as good progress in Arabic as did their parents.

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