



Emirates International
School (Meadows)

Curriculum: IB

Overall Rating:

Good



"We are keen to prepare the new generation that is ready to be creative and innovative to help us achieve our ambitions for even greater prosperity"

Sheikh Mohammed Bin Rashid Al-Maktoum



Contents

School information.....	3
The DSIB inspection process.....	4
Summary of inspection findings 2016-2017	6
Main inspection report	12
1. Students' achievement.....	12
2. Students' personal and social development, and their innovation skills.....	16
3. Teaching and assessment	18
4. Curriculum	20
5. The protection, care, guidance and support of students.....	21
Inclusion	23
6. Leadership and management	23
The views of parents, teachers and senior students	27



School information



General information

Location	Emirates Hills
Type of school	Private
Opening year of school	2005
Website	www.eischools.ae
Telephone	971-0-4-3629009
Address	Meadows 4 P.O.Box 120118 Dubai U.A.E
Principal	Kathryn Dyche - Nichols
Language of instruction	English
Inspection dates	16 to 19 January 2017

Teachers / Support staff

Number of teachers	145
Largest nationality group of teachers	British
Number of teaching assistants	29
Teacher-student ratio	1:11
Number of guidance counsellors	1
Teacher turnover	15%

Students

Gender of students	Boys and girls
Age range	4-18
Grades or year groups	KG1-Year 13
Number of students on roll	1655
Number of children in pre-kindergarten	0
Number of Emirati students	20
Number of students with SEND	102
Largest nationality group of students	Arab

Curriculum

Educational permit / Licence	IB
Main curriculum	IB / IGCSE
External tests and examinations	IBT, CAT4
Accreditation	IB
National Agenda benchmark tests	IBT, CAT4



The DSIB inspection process



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

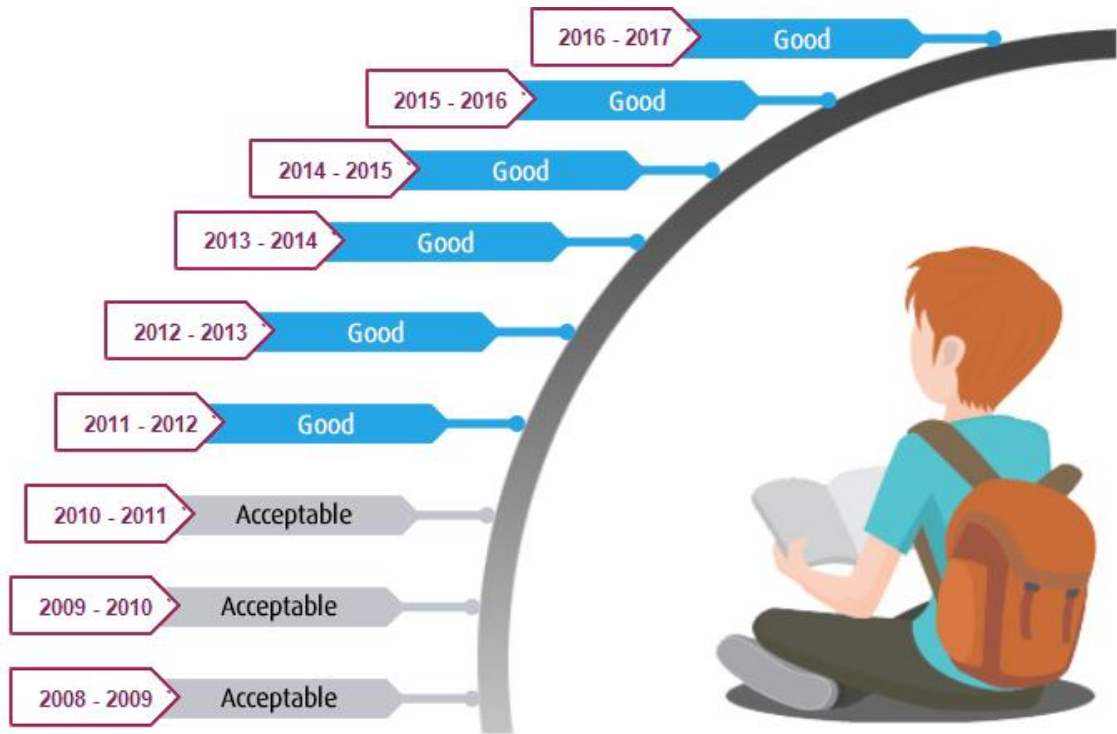
Inspection judgements are drawn from evidence gathered by the inspection team, including observation of students' learning in lessons, review of their work, discussions with students, meetings with the staff, parents and governors, and review of surveys completed by parents, teachers and students.

Judgements are made on a six-point scale

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

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

Inspection journey for Emirates International School (Meadows)



- The school has 1655 students aged from four to 18 years old from Kindergarten (KG) to Year 13, which is a similar number to the previous year. The principal joined the school in September 2016. Teacher turnover is 15 per cent this year, compared to 30 per cent in the previous year.
- Previous inspections have acknowledged strengths in terms of attainment and progress in English as well as the impact of the curriculum in developing students to achieve their academic ambitions.
- Recommendations over time have focused on improving attainment and progress in Arabic and Islamic education as well as on improvements in teaching, learning, assessment and self-evaluation. The previous report also mentioned improving governance by introducing some representation from parents.

Summary of inspection findings 2016-2017



Emirates International School (Meadows) was inspected by DSIB from 16 to 19 January 2017 . The overall quality of education provided by the school is **good**. The section below summarises the inspection findings for each of the six performance indicators described in the framework.

- Students' attainment and progress are mostly good in KG and the primary years programme (PYP) but better elsewhere especially in English and science in the diploma phase where attainment and progress are outstanding. Students' enquiry, research, problem solving and critical thinking skills are developed effectively across the curriculum but particularly well in English and science.
- Students' personal and social development are very good in KG and PYP, and outstanding in the middle years programme (MYP) and diploma programme (DP) where students have more opportunities to demonstrate positive attitudes. Students have a very good understanding of Islamic values and other cultures. Their community and environmental awareness are very good in KG and PYP, and outstanding in MYP and DP.
- The quality of teaching is good in KG and PYP, and very good in the MYP and DP. Teachers demonstrate strong subject knowledge and lessons are well planned. Relationships are supportive but strategies to meet the range of students' needs remain inconsistent. Assessment data are used well and most teachers have a clear understanding of their students' abilities.
- The school follows the International Baccalaureate (IB) curriculum with due regard given to the requirements of Arabic and Islamic education. The curriculum is enhanced through a range of enrichment and extra-curricular activities. Modifications to the curriculum for students with special education needs and disabilities (SEND) are good but higher attaining students are not always challenged in their lessons.
- Health and safety is very good and the school provides a safe, secure and supportive environment for students. The protection, care and support of students is very good in KG and outstanding elsewhere with strengths in teacher-student relationships and the promotion of students' well-being.
- The recently appointed principal has done a commendable job in reversing the decline identified in the previous inspection report. The leadership team has a secure understanding of the school's strengths and weaknesses although written self-evaluation is an area for improvement. Relationships with parents are very good. Management, facilities, staffing and resources are good with an increasing focus on the use of technology to support students' independent learning skills.

What the school does best

- The attainment and progress of students in English and science are outstanding in DP. Learning skills are very good in MYP and outstanding in DP. Students are keen to learn and take responsibility for their own learning. They interact purposefully and productively.
- Students' personal and social development are very good in KG and PYP, and outstanding in MYP and DP. Students demonstrate positive attitudes and tolerance to others. They have a very good understanding of Islamic values and other cultures. Their community and environmental awareness are very good in KG and PYP, and outstanding in MYP and DP.
- Assessment is outstanding in DP where assessment practices are established and consistently applied. Most teachers have a knowledgeable understanding of their students' achievement and assessment data are used well.
- Health and safety is very good. The protection, care and support of students are very good in KG and outstanding elsewhere with strengths in staff-student relationships and the promotion of students' well-being. The school provides a safe, secure and supportive environment for students.
- Partnerships with parents are very good and parents are well informed about their children's learning and school events through regular, high quality newsletters and various forms of social media. Parents are welcomed into the school and their concerns are addressed effectively.

Recommendations

- Continue to improve the quality of teaching, especially in Arabic as a first language, to raise attainment and progress by ensuring that:
 - there is greater consistency in the quality of teaching and that exemplary practice is identified and shared across the school
 - work is more closely matched to students' individual needs and students of all ability levels are appropriately challenged.
- Improve assessment in KG by ensuring that there is greater consistency in the use of assessment to improve children's learning.
- Improve self-evaluation by ensuring that data are rigorously analysed, documentation is more evaluative and lesson observations are better focussed on the impact of teaching on progress made by students.

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021, with education being a prime focus. The National Agenda includes two major objectives developed with the intention of placing the UAE among the most successful countries that provide world-class education. By 2021, it is expected that the UAE will feature in the top twenty countries in the 'Programme for International Student Assessment' (PISA) test and in the top fifteen countries in the 'Trends in Mathematics and Science Studies' (TIMSS) test.

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

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

- There was insufficient data to make a judgement on attainment in English, mathematics and science against the National Agenda Parameter.
- The school meets the registration requirements of the National Agenda Parameter.
- Data is effectively analysed to identify students' strengths and weaknesses and to ensure effective extra support is provided where needed. Data is well used to identify the required changes to teaching learning and curriculum to ensure that students are developing the necessary skills for success against the National Agenda Parameter.
- The school action plan makes achievement of National Agenda Parameter goals a key priority. Analysis has identified a number of curriculum areas where change is needed to deliver the skills and knowledge required for success in TIMSS and PISA and these are being implemented. Opportunities for problem solving, investigation and in depth critical thinking are increasingly embedded across the curriculum.
- Lessons provide ample opportunities for students to work independently or in groups to solve problems, to carry out investigations and to undertake extensive research. Students also routinely assess themselves and others against assessment rubrics and so are able to identify areas for improvement. Consequently, students are increasingly effective independent learners.
- Students know their Cognitive Abilities Test (CAT4) results and are fully involved in setting their own realistic and aspirational targets. The school has excellent resources in terms of books and an information communication technology (ICT) infrastructure that supports the 'bring your own device' policy coupled with the availability of school devices. As a result, students across the school demonstrate effective research skills.

Overall, the school's improvement towards achieving its National Agenda targets meets expectations.

Innovation in Education

The UAE Vision 2021 sets the aspiration 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' and provides a basis for evaluating schools in order to deliver a world-class education for all children in the UAE.



Promoting a culture of innovation:

- Students increasingly make use of research, problem solving and critical thinking especially in English and science as well as through the PYP. Students enthusiastically pursue opportunities to engage in group and community activities including enterprise and charitable activities. Teachers' development of critical thinking, problem-solving, innovation and independent learning skills is variable but most evident in the diploma phase. The IB curriculum is designed with enquiry and critical thinking embedded across all phases. Leaders actively promote, innovation and encourage the safe use of social media and modern technology.

Overall school performance

Good

1 Students' achievement

		KG	PYP	MYP	DP
Islamic education 	Attainment	Not applicable	Good	Good ↑	Good
	Progress	Not applicable	Good	Good	Good
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Acceptable	Good	Acceptable
Arabic as an additional language 	Attainment	Not applicable	Good	Good ↑	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
English 	Attainment	Good	Good	Very good	Outstanding
	Progress	Good	Good	Very good	Outstanding
Mathematics 	Attainment	Good	Good ↑	Very good	Good
	Progress	Good	Good ↑	Very good	Good
Science 	Attainment	Good ↑	Good	Good	Outstanding ↑
	Progress	Good ↑	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	Very good 	Very good	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Very good
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

	KG	PYP	MYP	DP
Curriculum design and implementation	Good	Good 	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

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

Main inspection report



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	Good 	Good 

- In English, the majority of children attain levels that are above curriculum standards. In relation to their individual starting points and curriculum standards, the majority of children make better than expected progress. In Kindergarten 1 (KG1), children can listen to and follow instructions. By Kindergarten 2 (KG2), children have developed a good range of oral vocabulary. The majority of children speak confidently and can express themselves clearly when communicating with adults and peers. Most have a good range of phonic sounds enabling them to write simple three letter words. A few can write basic sentences.
- The majority of children's attainment in mathematics exceeds curriculum expectations. Active involvement in practical learning helps reinforce children's mathematical knowledge and understanding. As a result, the majority of children are making better than expected progress. In KG2 most children can identify numbers beyond 10 and can accurately combine small groups of objects or digits. They can recognise and name a range of simple shapes. Children have some opportunities to apply their mathematical understanding to solve problems. A few children can sequence ordinal numbers from first to tenth.
- In science, the majority of children's attainment is above curriculum standards and they make better than expected progress. In KG1, children can name parts of their body and use their senses to touch, smell and listen. In KG2, children are beginning to make progress in developing their scientific skills by observing and identifying the distinctive features of various types of transport prior to designing their own futuristic vehicles. Children can categorise modes of transport according to their intended use on land, water or in the air.

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	Good ↑	Good ↑
Science	Good	Good

- In Islamic education, the majority of students attain levels that are above Ministry of Education (MoE) curriculum expectations. Internal assessment results are too generous. In lessons, students memorise prescribed verses from the Holy Qur'an with correct pronunciation. They demonstrate a well-developed knowledge of the Seerah and the life of the prophets. In recent work, the majority of students show gains in knowledge and understanding of Hadeeth and Fiqh above expectations. They successfully make connections to the life of the Prophet (PBUH) and link this to real life contexts. Students in upper PYP make better progress. They make steady progress in recitation of the Holy Qur'an.
- Most students in Arabic as a first language attain levels in line with curriculum expectations. Internal assessment results are too generous. Students have adequate listening and reading skills. Year 6 students can read a poem about protecting the environment against pollution appropriately. However, many students do not use classical Arabic. Most students are developing their reading comprehension and dictation well but their writing and speaking skills are underdeveloped. Students do not make better than acceptable progress overall because work does not often match their abilities and expectations are low.
- In Arabic as an additional language, the majority of students attain levels above curriculum expectations with respect to their years of study. Internal assessment results are too generous. Students have strong reading skills but do not always understand simple instructions especially in the lower PYP. Year 6 students produce good presentations about cities and villages. However, lower attaining students are not confident speakers of classical Arabic. Progress is good particularly in vocabulary acquisition, handwriting and spelling. Students are improving their writing skills well.
- In English, the majority of students produce work which is above curriculum standards. Attainment in language skills increases steadily as students move through PYP. Students, including those with SEND and those with English as additional language (EAL), attain well and make good progress from their starting points as a result of effective additional specialist support. In speaking and listening, students follow instructions, interact and collaborate well in discussions and other classwork. Internal data shows that the majority of students make good progress in key language skills.
- In mathematics, students, including those with SEND, attain well and make good progress against curriculum standards and from their starting points. This is confirmed by lesson observations and by scrutiny of work. Internal assessment results are too generous. Levels of attainment and progress vary between classes. Most students have a good knowledge and understanding of number and geometric shapes, and handle data well to solve problems linked to real life. However, attainment in solving word-based problems and in choosing and justifying the methods to use is inconsistent and frequently linked to the quality of teaching.

- In science, the school informally assesses students in line with PYP requirements and most students demonstrate skills which are above expectations. There are no external benchmarks or assessments in use to validate attainment. In lessons and written work, a majority of students perform at levels which are above standards. Across PYP, a majority of students make above expected progress in acquiring understanding of science and, in particular, of scientific methodology.

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

- In Islamic education, the majority of students' attainment is above curriculum standards. Internal assessment results are too generous. In lessons and recent work, students demonstrate knowledge and understanding in Seerah of the Prophet (PBUH), life of the prophets and Islamic beliefs that are above expectations. Students' recitation of the Holy Qur'an is well-developed but their memorisation is less secure. The majority of students make better than expected progress against their starting points especially in their understanding of the Hadeeth and the meaning of the Holy Qur'an. By the end of Year 9, students analyse verses from Surah Noor.
- Most students attain standards in line with curriculum expectations in Arabic as a first language. Internal assessment results are accurate and reflect students' actual standards. Students show appropriate reading and listening skills but they are not confident speakers of classical Arabic. Year 11 students can read a story identifying character features and metaphors but they are less confident comparing these across multiple stories. Overall, the majority of students make good progress particularly in reading comprehension and knowledge of grammar. Their writing is less well developed.
- In Arabic as an additional language, the majority of students attain standards above curriculum expectations with respect to their years of study. Internal assessment results are too generous. Students have strong speaking and reading comprehension skills but lower attaining students cannot engage in long conversations. Progress is good particularly in writing where students introduce themselves, their hobbies, their favourite subject and food. This is a direct result of effective teaching that uses a variety of strategies to engage students in their learning.
- In English, a large majority of students produce work which is above curriculum standards. Year 10 results in the International Benchmark Tests (IBT) are unexpectedly low. Building on assessment criteria for external examinations, students use critical thinking skills to analyse model historical essays. In discussions, they use new vocabulary and expressions to write essays of their own. High level thinking, writing and oral skills are progressively developed. A large majority of students make significant gains and reach higher levels of attainment than predicted and, with increased maturity, make rapid progress above curriculum standards.

- In mathematics, students' very good attainment and progress are confirmed by the results of external examinations. Internal assessment results are too generous. IBT results, in Year 10, highlight some gaps in skills such as probability. Students' knowledge, skills and understanding in geometry, algebra and their skills in mental calculation develop rapidly. Students carry out mathematical investigations confidently. Many understand that there are a variety of ways to solve mathematical problems and they explain their reasoning clearly.
- In science, a majority of students achieve levels which are above curriculum expectations, as they have done for the past three years. In lessons and written work, a majority of students develop knowledge, skills and understanding which are above curriculum standards. Attainment is less consistent in the earlier years of the phase although, in all years, most students are enthusiastic and enjoy the subject. Progress is good and students develop a good understanding of the scientific process and become increasingly adept at the planning and carrying out of investigations.

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

- In Islamic education, the majority of students demonstrate well-developed knowledge and understanding of Islamic jurisprudence and the Hadeeth of the Prophet (PBUH). Students recite chapters from the Holy Qur'an with correct pronunciation. The Holy Qur'an memorisation for non-Arabs is less confident. In lessons and in work, students show good progress in analysing and understanding the Holy Qur'an and Hadeeth. The majority of students apply their skills to their personal lives and make strong connections to real life. Students, including those with SEND, make better progress than expected.
- In Arabic as a first language, most students in the small cohort attain standards broadly in line with curriculum expectations. Students have adequate listening and reading skills. Year 12 students can find the features of the main character in a short story. However, they do not have the ability to show the development of characters in a novel. Most students are improving their reading comprehension well but their writing skills are slower to develop.
- Most students in English achieve consistently above internal and external standards. Over the past three years the attainment level has been consistent and well maintained. Most students reach high levels in critical thinking, listening and writing skills. All groups of students make similar strong progress. Projects in the curriculum inspire students to read high level works from around the world on topics of moral value, hold meaningful discussions about them with peers and produce high quality essays of their own.
- In lessons, work seen and in external curriculum assessments, students' attainment and progress in mathematics are varied but good overall. Occasionally, higher attaining students do not make as much progress as they should because work lacks challenge. By contrast, when students are

challenged to work independently, raising as well as responding to mathematical questions, they make more rapid progress, especially when engaged in mathematical investigation. Students' attainment in algebra and their understanding and use of trigonometric formulae is good. Graphical work is occasionally weaker because students sometimes lack care in the way they present their work.

- In science, most students achieve levels above curriculum standards across the higher level and in biology and chemistry at the standard level which is an improvement on previous years. Physics at the standard level is not so strong. Most students make above expected progress and develop very effective research and investigation skills. They are very competent at explaining their ideas and can justify them using a thorough understanding of the underpinning concepts. Students demonstrate considerable confidence in carrying out scientific investigations.

	KG	PYP	MYP	DP
Learning skills	Good	Good	Very good	Outstanding

- Students are eager to learn and, when given the freedom, work with increasing self-reliance, taking more responsibility for their own work. For example, in science in MYP and DP, students use rubrics very skilfully to assess the quality of their own, and that of their peers, which they then try to improve. Students' responsibility for their own learning is not yet as well developed in Arabic.
- Students, especially in MYP and DP, interact and collaborate very well, communicating key information and ideas clearly. They are keen to respond to questions in as much depth and detail as they can. Older students are confident in explaining which strategies they have chosen and justifying the reasons for their choice. Students are not afraid to risk offering a response for fear of being wrong.
- Students regularly apply their learning to the real world and to other subjects, especially in MYP and DP. For example, in Islamic education, students contacted the Ministry of Islamic Affairs to ask questions linked to a sensitive topic and relayed the response to the classroom. Occasionally, connections are raised by students themselves, rather than identified by teachers.
- Students use learning technologies routinely, including for research. They develop enquiry, problem-solving and critical thinking skills, for example in English and science. Their enterprise skills are more limited. In DP, students' questioning of their underpinning ideas and beliefs causes them to think in innovative ways, but innovative thinking is more limited across the other phases.

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

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

- Students of all ages have positive and enthusiastic approaches to their school experiences. They take responsibility for their work, trying hard to complete it well and amending their work in the light of discussions. They become increasingly self-reliant as they get older and are not averse to taking

academic risks. The positive approaches which students take support their progress and learning although this is not as pronounced in Arabic in Years 11 and 12.

- Students show high levels of self-discipline in all areas of the school. For example, older students organise entertainment in the entrance hall at lunchtime without supervision, generating an engaged and pleasant atmosphere. Teachers rarely need to reprimand students and on the rare occasions when younger children are boisterous, a gentle reminder is usually all that is required. Students resolve disagreements in a mature way.
- Students develop respectful and empathetic relationships with members of staff and with each other. They show consideration and are sensitive to the range of their peers' abilities. When someone is struggling with work, friends will pause their own work to help them. Bullying is extremely rare, especially amongst older students. Students are polite and helpful to strangers, anticipating their needs.
- Students know how to live a healthy lifestyle and demonstrate this in the habits they adopt. They understand why they should eat a balanced diet and take exercise. Most claim to take part in exercise regularly. They are aware of the need to wash their hands and keep their teeth clean. Older students speak of ways of managing stress, for example when taking tests and examinations.
- Attendance is good overall, although variable between year groups. Attendance improves as students get older and is currently highest in Years 8 and 12. Students generally arrive to school and lessons on time, but occasionally a few students are late without a valid reason, especially the younger ones after breaks.

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

- Students demonstrate a strong understanding and appreciation of the values of Islam. They are aware of how these values influence the multi-cultural society of Dubai. Students across the school show appreciation and respect of Muslim practices, such as Ramadan and the Eids. They contribute to Islamic celebrations within the school.
- Students are highly respectful and appreciative of the UAE culture and heritage. They talk enthusiastically about their projects in different subjects. They show that they are very knowledgeable about the different aspects of Emirati history and the role of the leaders in the unification of the UAE. Students are less engaged in initiating UAE cultural events.
- Students demonstrate a strong understanding of their own culture. PYP students show pride in their own culture by, for example, presenting its key features in a collage. Students are respectful and mindful of other cultures in the school. They are well aware of common elements between different cultures.

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

- Older students are active and responsible members of the school. They contribute effectively to school life through well-planned arrangements. They volunteer for a range of charitable work such as sending 300 filled pencil cases to the Philippines. Children in KG learn how to organise themselves and to care for their environment.
- Students, in general, show an excellent work ethic. They enjoy work and are given sufficient opportunities to lead ventures such as mini drama productions. They can be creative and enjoy taking part in personal projects such as writing their own stories to raise money for charity. However, entrepreneurship skills are less well developed.
- Students and children take care of their immediate surroundings and seek ways to improve the school. Through units of inquiry, students study environmental topics which focus on conservation of energy. The Eco Club is very active and contributes to school life with a range of creative ideas including energy saving, litter monitors and recycling.

3. Teaching and assessment

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

- Teachers have a secure understanding of their subjects, which they use skilfully to engage students in their learning. Most teachers also have a very clear understanding of how children learn at different stages of their development. However, this is uneven in some lessons in Arabic, where the style of teaching occasionally discourages student involvement and engagement.
- Lesson planning is thorough and detailed, but does not always translate into action in the classroom, especially in PYP. Teachers create secure and supportive learning environments which enable students to become increasingly independent. Teachers generally use time well but in KG, activities frequently over-run. Lessons are usually well resourced, and resources, including technology, are used well to enhance learning.
- Teacher-student interactions are a strength. When teachers use probing questions, and where students are allowed the freedom to explore their own ideas, learning is particularly challenging. It is less successful in the few lessons where teachers dominate the communication, are overly didactic or ask factual closed questions. This was particularly evident in some of the Islamic education lessons.
- Teachers' strategies to meet the range of students' needs remain variable across the school. In KG, children are occupied rather than meaningfully engaged in learning. In PYP, higher attaining students often have to complete easy tasks before attempting suitably challenging ones. By contrast, in science for older students, teachers use benchmarking information well to plan tasks that closely meet students' needs and preferred learning styles.

- Teachers' development of critical thinking, problem-solving and independent learning skills, whilst improving for all, remains better for older students. In MYP, teachers frequently allow students to work through mistakes and learn from them. Diploma students claim that the high level of challenge to their beliefs in 'Theory of Knowledge' causes them to think innovatively and to question their perceptions. This is not as strong in other areas.

	KG	PYP	MYP	DP
Assessment	Acceptable	Good ↑	Good	Outstanding

- Internal assessment procedures are closely linked to the requirements of the IB curriculum and these are consistently applied across the PYP, MYP and DP phases. The DP is well established and assessments are very carefully aligned with the required standards. In KG, there is less consistency in the use of assessment to improve children's learning. Arabic and Islamic education assessment meets MoE requirements, but lacks consistency.
- Apart from the use of IBT in Year 10 and external examinations in Year 13, standards are not benchmarked against international levels. The school is now starting to address this using international tests in English, mathematics, science and Arabic. The school has plans for the analysis and use of the results, although they are not fully embedded. The school consistently uses assessment information to help set targets for improved performance.
- Assessment data is analysed well to identify areas of weakness in skills and to enable effective additional support for underperforming students. CAT4 data is used consistently to inform target setting for individual students. The school uses the outcomes of the analysis well to inform curriculum planning. In KG, assessments are becoming more systematic and beginning to inform improvement planning.
- Teachers use assessment data to group students both by ability and learning style. They effectively plan appropriate work and teaching strategies to support lower attaining students to meet the lesson objectives and some challenge higher attaining students to think more deeply about their work. This is particularly effective in DP. In KG, assessment information is not used consistently to inform teaching or curriculum adaptations.
- Most teachers have a good understanding of students' individual strengths and weaknesses and provide good verbal feedback. Written feedback is less consistent particularly in work books. However, assessment of units is detailed and gives good guidance on how to improve. Students routinely assess their own and others' work using assessment rubrics to identify current standards and areas for improvement. This is especially strong in DP.

4. Curriculum

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

- The IB curriculum is clearly aligned to the school and Emirate visions. The integrated programme of inquiry in KG and PYP, as well as subjects in the MYP and DP, provide an effective balance of knowledge, skills and conceptual understanding. The DP is well established although the MYP is in its first year of full implementation. The PYP has been substantially revised to align fully with the IB framework and essential elements.
- The PYP programme of inquiry provides continuity from KG to PYP. The school is working to ensure smooth transitions between the PYP and the MYP, including vertical alignment of learning objectives and preparing students for the different scheduling and pedagogical approaches. DP teachers also teach MYP to provide continuity across these phases. However, students do not always receive timely guidance on their choice of courses which fully considers their abilities and aspirations.
- The PYP programme of inquiry provides a broad base, extended by a range of standalone subjects, including languages, arts and PE. In MYP, students access the eight required subject groups, including three distinct sciences, separate history and geography, and extended mathematics. In DP, the introduction this year of the IB courses option provides a valuable alternative pathway, which is valid for university entry.
- Cross-curricular links are a very strong feature in KG and PYP, through the transdisciplinary programme of inquiry. In MYP, the interdisciplinary units make connections between subjects, for example, language and digital design. In DP, subject groups are linked through the core elements and extended essays.
- The curriculum is regularly reviewed and is continuously developed. Ongoing review of DP has resulted in the addition of new courses and levels. PYP has recently undergone a rigorous revision to ensure full compliance with the IB framework. MYP is in its first year of full implementation and is being continuously monitored, with a focus on preparation for the e-assessments in May 2017.
- The UAE MoE standards for social studies are comprehensively aligned with the curriculum from KG to DP. In the PYP, the social studies objectives are integrated through units of inquiry and some standalone lessons. In the MYP and the DP they are skilfully integrated across a range of subjects. Teachers use a range of activities and resources, including enquiry-based projects and local visits although teaching tends to focus more on facts than understanding. Students enjoy learning about their host country and engage enthusiastically in discussions, research and presentations. UAE social studies is assessed across the phases through formative and summative assessments using the criteria for Individuals and Societies in MYP and DP.

	KG	PYP	MYP	DP
Curriculum adaptation	Good	Good	Very good	Outstanding

- The curriculum includes successful modifications in the majority of subjects. Most teachers, particularly in English, mathematics and science, have plans which include sufficient challenge and critical thinking to meet the needs of different groups. However, in practice, activities lack challenge for higher attaining students and expectations are not always high enough. Modifications for students with SEND are generally good.
- The curriculum is appropriate and provides a suitable range of options for students especially in MYP and DP. There is a wide range of extra-curricular activities such as a sports programme, extra academic support as well as debating, science and innovation clubs. Older students can take advantage of the Creative Action Service (CAS) programme to develop their creativity. In addition, many students actively participate in the Duke of Edinburgh award scheme.
- The school includes interesting programmes, which develop students' knowledge, understanding and appreciation of the heritage of the UAE. This includes Emirati traditions, culture and the values, which influence UAE society. Of particular note is the school's effective implementation of the UAE standards for social studies across all phases and most subjects. This includes a range of topics and projects related to UAE geography, history, culture and current affairs.
- The school provides Arabic lessons for children in KG. Children take three sessions of 40 minutes and two sessions of 30 minutes in their first year while children in the second year of KG take four sessions of 40 minutes and one session of 30 minutes.

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

- Safeguarding, including child protection, is taken very seriously by governors, leaders and the entire staff. All employees undergo regular training and receive updates about child protection. Policies for child protection and risks associated with bullying, including abuse on the internet and social media, are clear, well-known and consistently applied. Within the school, students feel safe and secure.
- The school is very well supervised on a daily basis from students' arrival until their departure. School buses are equipped with seat belts, fire extinguishers and safety kits. A supervisor accompanies each bus. Buses have triple checking systems to account for students. Visitors to the school must sign in.
- Record keeping is meticulous and up to date in all areas including the clinic. A doctor and two nurses are on duty full time. Medications are stored in locked cupboards. Emergency evacuation drills take place once each term and are reviewed after each drill. Fire equipment is labelled and inspected at regular intervals. Closed Circuit TV cameras are located on the exterior perimeter to support outdoor safety. Comprehensive employment records are kept and all staff are screened before employment commences.

- The school premises and facilities are clean, attractive and welcoming. The buildings successfully support the delivery of the curriculum. Ramps are in place ensuring sufficient access to the building, but some areas of the buildings are difficult to access for those with mobility impairments. The building provides a safe environment for students.
- The school canteen provides healthy food choices that are delivered fresh each day. Snacks which are brought into school are monitored carefully by teachers. A range of activities is available for students to pursue healthy living. The clinic supports healthy lifestyles by sharing relevant information with staff, students and parents.

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

- Relationships between all members of the school are very positive. Students across the school interact respectfully with staff and teachers. PYP staff are good role models in care and support for students in the school mentoring programme. The positive behaviour policy for managing students' behaviour is fully embedded across the school.
- The school has clear attendance and punctuality procedures. Students' attendance is well monitored and tracked, and any absences are dealt with promptly. The school is taking the necessary steps to improve attendance through daily assemblies and promoting positive attitudes. However, the impact of this is not fully realised.
- The school is inclusive and provides a good learning environment for students with SEND. The identification of these students is prompt and generally accurate. The school has started using CAT4 assessments to identify students who may have SEND and those who are potentially gifted and talented.
- The school provides well-planned, personal support for students with SEND. Grouping, activities and resources are skilfully modified to meets students' needs in most of the lessons. However, this is not consistent in all lessons. Challenge for higher attaining students is not always sufficient to develop deeper understanding and explore broader perspectives.
- The school has a well-established system to monitor students' personal development and well-being. The school conducts surveys to gather information needed to ensure students receive appropriate personal and academic support. Older students receive some support on career guidance. However, transition support for students with SEND is not consistently timely or rigorous.

Inclusion

Provision and outcomes for students with SEND

Good

- The SEND coordinator organises all provision for students with SEND and those who are gifted and talented. She is supported by a team of learning support teachers and a counsellor. There is a strongly inclusive ethos and clear policies and procedures for admission, referral and support.
- Identification is generally prompt and accurate. The school does not rely on external assessment but uses a range of diagnostic tests internally, and seeks external input as needed. However, some identification seems too broad and this creates problems for teachers in terms of knowing how to best support students.
- Parents generally feel that communication is effective. They are involved in the development of their children's Individual Education Plans (IEPs) and are informed of progress and changes in targets or support levels. However, some parents feel that staff lack the relevant expertise to meet the very specialised needs of some students. Some also expressed concerns that information is not always transferred effectively from teacher to teacher, so continuity of provision is not guaranteed.
- Curriculum modifications are identified in all lesson plans. In the best lessons, teachers skilfully adjust tasks, groupings and resources to align closely with students' needs. Personal support is strong in almost all lessons and IEPs focus on developing strategies and skills for learning. Most students with SEND are effectively engaged in classroom activities, and increasingly develop confidence and resilience.
- In lessons, students with SEND make progress which is variable between subjects and phases. However, the school has a clear system for tracking student progress over time. IEP targets are reviewed every six weeks, or as needed. Overall, most students make better than expected progress, and are moving closer to age-related expectations.

6. Leadership and management

The effectiveness of leadership

Good

- The principal and senior leaders have a clear vision and strategic direction based on their knowledge and experience. The principal is highly effective and suitably focussed on improving the school. Leaders show commitment to the UAE vision and work hard to ensure an inclusive and happy school. Parents, teachers and students express confidence in the leadership of the school but are concerned about staff turnover.
- Leaders demonstrate a secure knowledge of the IB curriculum and an awareness of the additional requirements for Islamic education and Arabic. Teachers, including those in KG, have a secure understanding of best practices in teaching, learning and assessment. The school is inclusive and purposeful.

- Relationships and communications between the school and its stakeholders are an improving feature. Senior leaders are keen to empower staff and leadership roles are effectively delegated to individuals and teams who are held to account for their outcomes. Staff morale is generally positive and most teachers say they enjoy working at the school.
- The principal and senior leaders are clear about what is needed to improve the school further. They work hard to support the competency of middle managers and the recruitment of high quality teachers is a priority. Strengths of the school are known, but not all staff are clear about how their involvement contributes to the wider success of the school. Leaders have a very good capacity for further improvement.
- Leaders have worked hard to improve all aspects of the school, especially in terms of the quality of teaching and learning, as well as the development of assessment procedures across the school. Staff have been receptive and open to external evaluation. The school is compliant with all statutory and regulatory requirements

School self-evaluation and improvement planning

Acceptable

- Self-evaluation is a developing feature of the school and the principal is keen that this should be shared by all stakeholders, not just senior management. The school is making better use of internal and external data as well as lesson observations and surveys to evaluate what it does well and what it needs to improve. The school has a realistic view of its key priorities.
- Lesson observations are undertaken regularly using the teaching criteria from the school inspection framework. In response to the recommendations in the last report, monitoring is much more rigorous although it is still narrowly focussed on what the teacher is doing rather than what students learn. Feedback from students and parents is actively pursued and acted upon.
- Self-evaluation is accurate and realistic although the commentary to support the grades given by the school in its self-evaluation form was often more descriptive than evaluative. The school offers a well-considered action plan which is carefully aligned to the National Agenda but offers less comment around supporting the improvement of teaching and learning as well as the development of Arabic.
- The school has made some progress in addressing the recommendations from the previous inspection in the short period since this took place. The quality of teaching and learning has improved, lesson planning is increasingly secure and assessment is more rigorous. Improvements in the use of technology have contributed to students' independent learning skills especially in DP.

Partnerships with parents and the community

Very good

- School leaders and staff have developed an effective partnership with parents. When shaping school improvement priorities, parents' views are sought through the parent representative group (PRG), consultation groups and surveys. Parents offer critical and constructive feedback on proposed changes and their views are carefully considered when developing school improvement priorities. The school values parents' positive contribution to school life.
- Parents are well informed about their children's learning and the events happening in the school through regular high quality newsletters and various forms of social media. The school website is less helpful to parents as a source of information. Parents are welcomed into the school and any concerns raised are addressed promptly and effectively.
- High quality reports and regular consultation meetings keep parents well informed about the progress of their children. Reports are detailed and informative, providing attainment levels, effort grades and personalised comments on each subject. Students' personal and social strengths are less well documented. Areas for student improvement and next steps in their learning are not identified.
- The school enjoys strong partnerships within its local community where mutually beneficial links are highly valued. Effective partnerships with other schools provide opportunities to participate in sports events and take part in various performing arts, and other, competitions. A range of national and international partnerships impact positively on students' learning, development and achievements.

Governance

Good 

- The governing board consists of the school owners, the principal of the school, the principal from the partner school and representatives of the managing group. Parents are not included on the board but are well represented through regular meetings with the active PRG. The views of students are regularly sought through the elected student council and regular sampling of students' views.
- The governing board plays a significant role in supporting the school, holding it accountable for its performance and ensuring that the school meets its commitments and obligations to parents. Governors have a good understanding of the school and its strengths and weaknesses as well as academic outcomes. Members of the governing board bring a range of experiences and expertise to the work of the school.
- Governors are knowledgeable and determined. They offer useful support to leaders as well as challenge where this is necessary. Governors ensure that the school is appropriately resourced and they are well aware of the negative impact of staff turnover, especially the turnover of senior leaders. Governors ensure that the school complies with all statutory and regulatory requirements.

Management, staffing, facilities and resources

Good 

- The school operates very smoothly on a daily basis. Most aspects of the day to day management of the school have improved and impact positively on teaching and learning. Whilst there are more improvements to make, leaders have made significant progress in a short period. School life is well-organised and the school's procedures are effective.
- The school is sufficiently staffed with skilled people to deliver the school's vision and academic programme. The staff appraisal system has been upgraded to ensure that the thorough, fair and meaningful review of teaching and learning takes place regularly. Professional development has been expanded and staff are well deployed to promote students' achievements.
- Appropriate space is available for the school to carry on its curricular and extra-curricular life. Science laboratories and classrooms are spacious. Library facilities are underused in MYP. Changes to the PYP library have led to regular use by all classes. There is adequate provision for a wide range of indoor and outdoor sports, arts, drama and music.
- Teachers indicate that there is a better range of relevant resources available this year. Library allocations are insufficient to keep pace with the changing needs of a school library. The technology delivery system needs review to ensure that increases in Wi-Fi capacity can serve the amounts, types and uses of technology that are increasingly being required across the school.

The views of parents, teachers and senior students

The views of parents, teachers and senior students

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

Responses to the surveys		
Responses received	Number	
 Parents*	2016-2017	269
	2015-2016	204
 Teachers	71	
 Students	146	

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

- Most parents responding to the survey say they are satisfied with the quality of education provided by the school. Most parents say that their children enjoy school and almost all of those responding say that their children are safe in school and safe on the buses. Parents raise few concerns about bullying and almost all parents feel that students are well behaved and respectful to teachers.
- Most parents agree that the school is well led but expressed concern over staff turnover including the turnover of senior staff. Parents are happy with their children's personal and social development but a minority of parents do not feel well involved and informed about their children's education. Most parents find academic reports and parents' meetings informative. A large minority express concern over the provision of careers and academic guidance.
- Teacher comments in response to the survey, are very positive although a large minority express concerns over the quality of professional development. A minority of teachers do not feel that the school provides a sufficient range of resources, including technology, to support students' learning.
- The large majority of students that responded feel happy to be at the school and most say that the school is a friendly and welcoming place.

What happens next?

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

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

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

Dubai Schools Inspection Bureau

Knowledge and Human Development Authority

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