

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

Inspection Report 2018-2019

**Emirates International
School (Meadows)**

11 YEARS OF INSPECTIONS

Good

Curriculum
IB



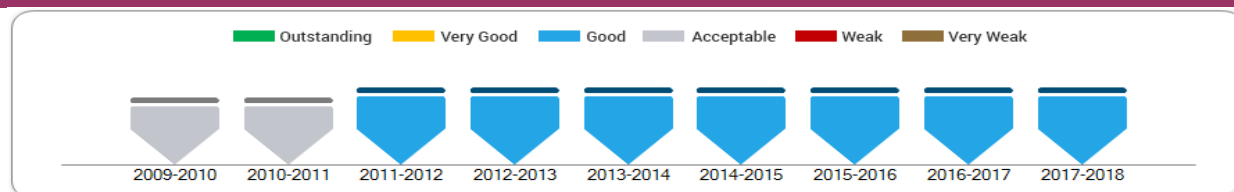
Contents

Contents.....	2
School Information.....	3
Summary of Inspection Findings 2018-2019.....	4
Overall School Performance	6
National Priorities.....	8
National Agenda Parameter.....	8
Reading Across the Curriculum.....	9
UAE Social Studies.....	9
Innovation.....	10
Main Inspection Report.....	11
The View of parents, teachers, and senior students	21

School Information

General Information	 Location	Emirates Hills
	 Opening year of School	2005
	 Website	www.eischools.ae
	 Telephone	971-0-4-3629009
	 Principal	Kathryn Dyché - Nichols
	 Principal - Date appointed	8/1/2016
	 Language of Instruction	English
	 Inspection Dates:	28 to 31 January 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS1 to Year 13
	 Number of students on roll	1735
	 Number of Emirati students	17
	 Number of students of determination	106
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	141
	 Largest nationality group of teachers	British
	 Number of teaching assistants	26
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	1
	 Teacher turnover	23
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	IB
	 External Tests and Examinations	MYP, DP
	 Accreditation	CIS
	 National Agenda Benchmark Tests	MAP, GL, CAT4

School Journey for Emirates International School (Meadows)



Summary of Inspection Findings 2018-2019

The overall quality of education provided by the school is **good**. The section below summarizes the inspection findings for students' outcomes, provision and leadership.

Students' Outcomes

- Students' attainment and progress show significant improvement, and are at least good, except in Arabic as a first language, although this subject also improved this year. In the Primary Years Programme (PYP) and the Middle Years Programme (MYP), students' attainment and progress in English, mathematics and science are very good. Students' learning skills in the Foundation Stage (FS), PYP and MYP are very good, and in the Diploma Programme (DP) they are outstanding.
- Students' behaviour, attitudes and relationships are very good in the FS and PYP, and outstanding in the MYP and DP. Students show strong understanding of Islamic values and awareness of Emirati and world cultures. They have a positive work ethic and thrive when given opportunities for independent inquiry and self-directed learning. Social contributions and environmental awareness are evident among students throughout the IB programmes.

Provision for learners

- Teaching is consistently more effective in the MYP and DP than in the FS and PYP. In the most successful lessons, teachers engage students in independent and collaborative inquiry, through open-ended, investigable questions. Assessment processes are systematic and the results are rigorously analysed. The use of this information to meet students' varied learning needs is inconsistent. Work assigned to students in lessons is not always challenging enough.
- The curricula in the PYP, MYP and DP are suitably balanced with a broad range of subject choices. In the MYP and DP, it is implemented effectively and adapted to meet the needs of all groups of students. However, in the FS and PYP, the curriculum lacks coherence and consistency across and within year groups. Although adaptations are included in lesson plans, they are not always seen in practice.
- Students' health and safety are taken very seriously, and concerns are dealt with promptly and effectively. The school's highly inclusive ethos is evident in the personalised care and support for all students across all phases. To ensure that each student follows the most appropriate educational pathway, in collaboration with parents, guidance for students starts in the lower primary years.

Leadership and management

- Leaders have been successful in improving students' learning skills in the FS and PYP, their attainment and progress in most core subjects in the FS, PYP and MYP, and assessments of learning in the PYP and MYP. Self-evaluation processes are thorough and improvement planning is clear and well-focused. Parents have high regard for the school's leaders and the inclusive atmosphere they create. Governors receive the views of most stakeholders and hold leaders to account for the school's performance. Leaders ensure that the school's day-to-day operations are smooth and efficient.

What the School does Best:

- The improved attainment and progress by students in English, mathematics and science
- The highly inclusive admissions policy and school atmosphere, and the outstanding care and support in all phases
- Students' very good learning skills and personal development which are outstanding in the MYP and DP
- The highly effective systems for collecting and analysing student assessment information.

Key Recommendations

- Raise students' attainment and accelerate their progress in Arabic as a first language to at least good across all phases.
- Ensure that assessment is aligned with the Ministry of Education (MoE) curriculum standards and make use of this information to guide teaching.
- Ensure that there is consistency in the quality of teaching across phases and subjects.
- Ensure that all staff members with leadership responsibilities fully understand their roles in realising the school's strategic vision, and work together as an effective team.
- Improve the accuracy of self-evaluation, especially in relation to students' progress in Arabic and Islamic education, and teaching in the FS and PYP.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	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	Good ↑	Acceptable	Acceptable
 Arabic as an Additional Language	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 English	Attainment	Good	Very good ↑	Very good	Outstanding
	Progress	Very good	Very good ↑	Very good	Outstanding
 Mathematics	Attainment	Good	Very good ↑	Very good	Good
	Progress	Very good	Very good	Very good	Good
 Science	Attainment	Good	Very good ↑	Very good ↑	Outstanding
	Progress	Good	Very good ↑	Very good ↑	Outstanding
		Foundation Stage	PYP	MYP	DP
Learning skills		Very good	Very good ↑	Very good	Outstanding

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

	Foundation Stage	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

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

4. Curriculum

	Foundation Stage	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Very good	Outstanding
Curriculum adaptation	Good	Good	Very good	Outstanding

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

	Foundation Stage	PYP	MYP	DP
Health and safety, including arrangements for child protection/ safeguarding	Very good	Very good	Very good	Very good
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

6. Leadership and management

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

For further information regarding the inspection process, please look at [UAE School Inspection Framework](#)

National Priorities

National Agenda Parameter



In 2014, H.H. Sheikh Mohammed Bin Rashid Al Maktoum, Vice-President and Prime Minister of UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter, which is a method for measuring and monitoring schools' progress towards achieving the UAE National Agenda targets.

The following section focuses on the success of the school in meeting the National Agenda Parameter targets :

Registration requirements

The school meets the registration requirements for the National Agenda Parameter.

School's Progression In International Assessments

meets expectations.

- The school missed the targets set for Year 5 students in the 2015 Trends in International Mathematics and Science Study (TIMSS) tests in mathematics and science, placing the school in the Intermediate International Benchmark. However, the school met the targets set for Year 9 students and reached the High International Benchmark. The 2016 Progress in International Reading Literacy Study (PIRLS) test results also placed the school in the High International Benchmark. Although the school did not achieve the targets set for mathematics, science and reading in the 2015 Programme for International Student Assessment (PISA) tests, the 2017 PISA test results show improvements.

Impact of Leadership

is above expectations.

- The National Agenda Action Plan is comprehensive and addresses the issues raised by benchmark test results. Assessment information is extremely well analysed at multiple levels in the school. The information is used well to modify the curriculum, but its influence in adjusting teaching to match the needs of all students is less consistent.

Impact on Learning

is above expectations.

- Students across all phases demonstrate flexibility in their thinking. They understand bias in discussion and can appreciate viewpoints different to their own. They learn effectively whether working individually or collaboratively. In general, they are able to research and evaluate various sources for information, and communicate their findings clearly.

Overall, the school's progress toward achieving the UAE National Agenda targets is above expectations.

For development:

- Ensure that the very good the use of assessment information to modify teaching in the most effective lessons becomes the norm in all lessons.

Reading Across the Curriculum

- The analysis of information from reading assessments is well established and used to track students' progress in reading in both English and Arabic.
- Students have positive attitudes to reading. In all subjects, they consistently use age-appropriate comprehension strategies to understand what they read.
- The librarians and library programmes address the reading needs of students across all phases and support the UAE national priority for developing lifelong learners.
- The school is highly committed to improvement and to implementing a high quality reading programme across the curriculum for all groups of students.

The school's provision for reading across the curriculum exceeds expectations.

For development:

- Make better use of the high school library to engage older students in reading more fully and to motivate them to become lifelong learners.

UAE Social Studies

- The UAE social studies objectives are systematically planned into all units of inquiry. Consistent with the international ethos of the IB, these are often explored in local and international contexts.
- Students work together purposefully. They utilise a range of IB Learner Profile attributes to explore and deepen their understanding of the UAE.
- In lessons and in their recent work, a majority of students demonstrate levels of knowledge, skills and understanding that are above the curriculum standards.
- A large majority of students make better than expected progress in relation to the UAE social studies curriculum expectations.

The school's implementation of the UAE social studies programme is above expectations.

Innovation

- Students, especially those in the DP, are creative, reflective and independent learners who can plan and pursue their own lines of inquiry and research, using technology effectively.
- Opportunities for students to develop social responsibility are provided through different subjects, creativity, service and action programmes, and projects such as the Technology Fair.
- In many classrooms, teachers pose open-ended questions, provide opportunities for students to find things out for themselves and tackle real problems.
- The curriculum embeds a philosophy of engagement, relevance and creativity. Independent inquiry and research are encouraged. The wide range of additional activities for all age groups includes arts, sports and humanities.
- The school's leaders are open to new ideas for moving the school forward. Changes that have been made align with good practices. A culture of innovation is developing.

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

Main Inspection Report

1. Students' Achievement

Islamic Education

	Foundation Stage	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Good
Progress	Not applicable	Good	Good	Good

- Internal assessment information, classroom observations and work scrutiny reflect attainment levels that are higher than the curriculum standards across the school. However, this is more evident in lessons for non-Arabic speakers, when English is the language of instruction.
- The PYP students demonstrate good understanding of Seerah and can confidently recite verses from the Holy Qur'an. The MYP and DP students are aware of some aspects of Seerah and Fiqh, and can communicate their points of view about controversial issues. However, occasionally classroom discussions lack depth or links to the Holy Qur'an and Hadeeth.
- When teachers enrich the curriculum with resources, such as short video clips and worksheets, students gain better understanding of Seerah and the values of Islam. The Holy Qur'an recitation booklet provides an opportunity for students to monitor their own progress.

For development:

- Align the learning themes in the PYP to the learning objectives and expected outcomes of the Islamic education curriculum.

Arabic as a First Language

	Foundation Stage	PYP	MYP	DP
Attainment	Not applicable	Acceptable	Acceptable	Acceptable
Progress	Not applicable	Good ↑	Acceptable	Acceptable

- In the MYP and DP, students' oral language skills vary and this limits their progress. In the PYP, the development of their speaking skills is more consistent. The lack of alignment between the MYP and DP standards with the MoE curriculum standards, limits teachers' expectations of students' attainment.
- The use of classical Arabic when speaking is stronger in the PYP than in other phases. Writing skills are emerging in the PYP and more developed in the MYP and DP. The use of correct sentence structure is underdeveloped across all phases.
- The development of critical thinking is embedded as part of lesson planning in all phases and is having some positive effects upon students' progress. However, the use of accurate assessment information to track students' progress in lessons is underdeveloped.

For development:

- Ensure that students develop more fluent speaking skills and grammatically correct sentences.

Arabic as an Additional Language

	Foundation Stage	PYP	MYP	DP
Attainment	Not applicable	Good	Good	Not applicable
Progress	Not applicable	Good	Good	Not applicable

- Students in the PYP are making strong progress in their development of language skills from their differing starting points. Students in the MYP demonstrate varied language skills when measured against the MoE standards, especially those with many years of studying Arabic,
- In the PYP, students are able to use language for specific purposes and engage in meaningful writing. In the MYP, those students with the fewest years of study are making the most progress. However, most students have only limited vocabularies at the end of the MYP phase.
- Teachers use the results of measures of cognitive ability (CAT4) to create groups based on their learning preferences. However, their influence upon lesson planning is underdeveloped, so some students receive inappropriate levels of support and challenge.

For development:

- In order to raise attainment, ensure that the MoE curriculum standards are interpreted accurately and used to provide students with realistic assessments of their attainment levels and what they need to do in order to improve.

English

	Foundation Stage	PYP	MYP	DP
Attainment	Good	Very good ↑	Very good	Outstanding
Progress	Very good	Very good ↑	Very good	Outstanding

- Students in the DP demonstrate high levels of knowledge, understanding and appreciation of English language and literature. Their results from international examinations are outstanding and most gain university places. Students make rapid progress in speaking, writing and reading as they move through the school.
- In the FS, spoken English is successfully prioritised. In the PYP, rigorous assessment and marking practices support the development of accurate grammar, spelling and punctuation in students' writing. By the higher phases, students are articulate and have fluent English literacy skills.
- The Bring Your Own Device policy has increased students' use of technology and enhanced learning in lessons. Students' successful use of technology to research, record and spell check is now an intrinsic part of their learning in most lessons.

For development:

- Students should write with pens rather than pencils, and learn to write using a cursive script.
- Ensure that students in the MYP develop the skills measured by the General Learning (GL) assessments.

Mathematics

	Foundation Stage	PYP	MYP	DP
Attainment	Good	Very good ↑	Very good	Good
Progress	Very good	Very good	Very good	Good

- Children make strong progress in the FS and the majority exceed the Early Learning Goals. The best results from international benchmark tests are seen between Years 1 and 5, although the best results from internal assessments are in the upper PYP and lower MYP years.
- Most year groups show very good or better progress in mathematical performance and exceed their 'potential,' as indicated by the CAT4 measures of cognitive ability. In the DP, students have strong understanding of mathematical knowledge and techniques, but lack flexibility when applying these to demanding or unfamiliar problems.
- Students in the MYP standard mathematics course are not well enough prepared for the MYP e-assessments. However, new target setting procedures are starting to help raise their attainment in the MYP. Students' attainment in the PYP is already showing improvement.

For development:

- In order to raise attainment, ensure that the standard mathematics course provides full coverage of the concepts, and that students are set problems similar to MYP style problems.

Science

	Foundation Stage	PYP	MYP	DP
Attainment	Good	Very good ↑	Very good ↑	Outstanding
Progress	Good	Very good ↑	Very good ↑	Outstanding

- Children in the FS develop good understanding of science and exceed the Early Learning Goals. Their attainment and progress in the PYP and MYP have improved, and they are now achieving very well in science. Students in the DP make rapid progress and their attainment is high.
- The rigorous analysis of external test information to identify gaps in students' knowledge, together with increased collaboration between teachers, have contributed to the improvements in the learning of science in the PYP and MYP. Increased opportunities for students to design their own experiments have also contributed to these improvements.
- The development of critical thinking is an increasing focus in science lessons. Students skilfully use technology to support their investigations as they formulate research questions, record their observations, analyse their findings and share their results.

For development:

- Students should deepen their scientific understanding through meaningful real-world investigations, particularly in the FS.

Learning Skills

	Foundation Stage	PYP	MYP	DP
Learning skills	Very good	Very good ↑	Very good	Outstanding

- Students across all phases are confident when completing their learning tasks independently or collaboratively. Most students are able to make clear connections with their prior learning and real-world situations.
- Students in the DP demonstrate well developed critical thinking and problem-solving skills, which are enhanced by their ability to reflect on learning. The use of self and peer assessments is particularly evident among the MYP and DP students.
- Most students are confident in their use of digital learning devices and technologies, which support their learning both inside and outside the classrooms. These skills are seen less often in Arabic lessons.

For development:

- Students should be provided with opportunities to use the full range of learning skills across all subjects, especially in Arabic.

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

	Foundation Stage	PYP	MYP	DP
Personal development	Very good	Very good	Outstanding	Outstanding

- Students have positive attitudes towards school and each other. They see the school as a safe and healthy learning environment. The student council, together with the associated student leaders in the PYP and MYP, give students an important voice in the school.
- Students' behaviour is generally very good across the school and outstanding in the MYP and DP. Relationships between all members of the school community are respectful. The house system reinforces a sense of belonging, respect and tolerance among students.
- A number of student-led healthy lifestyle initiatives take place on a weekly basis. These are also embedded in some curricular areas. Students respond particularly well to the systems in place to promote regular attendance.

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

- Students have appropriate understanding of Islamic values. They accept each other and show tolerance towards their differences. Students recognise and understand a variety of national traditions and religious celebrations.
- Students across the school appreciate the UAE as a multicultural and safe country. They organise and participate in different cultural events in school and contribute to the wider society through many local and international charitable activities.
- Students demonstrate broad understanding of diversity while showing pride in their own cultural identities. They organise and celebrate International Day, when they share each other's national costumes, dances and dishes.

	Foundation Stage	PYP	MYP	DP
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

- Most students understand their responsibility to contribute to the life of the school. Their leadership skills are strengthened through a range of activities, including the Student Council, the Model United Nations programme and as house captains.
- Students have very good awareness of environmental issues. They participate in 'Eco' clubs in school and take part in many local initiatives, such as Clean Dubai, sustainable energy and recycling.
- Students are active participants in the IB service and creativity programmes, which develop their sense of responsibility towards the community. Children in the FS demonstrate consistently strong work ethics in their lessons, play and daily routines.

For development

- Students should initiate projects that have significant and positive social outcomes.

3. Teaching and assessment

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

- Teaching is of variable quality, especially in the FS and PYP phases, and in Arabic. It is most effective in English and the non-core subjects, especially in the MYP and DP. In the most successful lessons, teachers engage students in self-directed learning and authentic investigations, and provide personalised support and challenge.
- Teachers' subject knowledge is comprehensive. This enables them to plan engaging lessons with stimulating activities, such as writing a modern television adaptation of 'A Midsummer's Night Dream' in English, or critiquing evidence about moon landings in science lessons.
- Personalised professional training for teachers, together with joint planning and shared unit plans, have improved the quality of teaching. Students' critical thinking is developing well in most subjects, including Islamic education. Collaborative, activity-based learning is a feature of many lessons.

	Foundation Stage	PYP	MYP	DP
Assessment	Good	Very good ↑	Very good ↑	Outstanding

- Throughout the school, assessment information is used effectively to track students' progress and to keep parents informed of it. Improvements have been made to the assessment guidelines used in the PYP, MYP and DP. However, in Arabic, the assessment guidelines do not align with the MoE expectations.
- The collection and analysis of assessment information are effectively done. However, the measures of the progress of high attaining students tend to be too generous. Feedback from teachers is improving, but not enough is done to ensure that students respond to the guidance they are given.
- Assessment information is reviewed to find curriculum gaps, to identify students needing support, and to modify teaching. These procedures are less well done in the Arabic department. The use of new assessment software in the PYP is beginning to have positive effects.

For development:

- Share the best practices in the development of students' critical thinking, problem-solving, innovation and independent learning skills.
- Provide students with time to address complex problems in real-world contexts.
- Align the assessment guidelines in Arabic to the MoE expectations and make full use of the resulting information to match lesson with the needs of all students.

4. Curriculum

	Foundation Stage	PYP	MYP	DP
Curriculum design and implementation	Good	Good	Very good	Outstanding

- The curriculum provides students with a variety of learning experiences and promotes creativity, enjoyment and choice for all. It is based on a shared philosophy and set of values, although these are more coherent and embedded in the MYP and DP than in the FS and PYP.
- Continuity of study and progression of challenge are strengths of the curriculum. Students from Year 9 are able to select their subjects from a wide range of options.
- Students in Years 3 to 9 are taught in ability groups for learning English, mathematics and science. The effects of these teaching arrangements, especially in the younger year groups, has not been fully evaluated. In the DP, the introduction of an English literature course is proving popular.
- Moral Education is taught in English across Years 2 to 13, through a combination of discrete lessons and integration with other subjects.

	Foundation Stage	PYP	MYP	DP
Curriculum adaptation	Good	Good	Very good	Outstanding

- The curriculum is modified to facilitate the full engagement of all groups of students. The needs of students of determination are successfully integrated. The content of some lessons is not challenging enough for the most able students, especially in mathematics.
- A wide range of additional activities enhance students' learning in all phases. The Creativity, Activity and Service element provides students with a variety of challenging activities and valuable international and community links. A weekly lesson in the MYP is developing students' enterprise and innovation skills.
- The social studies, moral education, Arabic and Islamic education curricular, and the homeroom programme support students' understanding of the UAE's culture and traditions. However, the planned curriculum is not always translated into practice and so links with Emirati heritage and society are not always made.
- Arabic is taught in the FS1 and FS2 for 120 minutes a week.

For development:

- Ensure that the curriculum is implemented as planned, and that all opportunities are taken to develop students' understanding of the UAE's culture and traditions.

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

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

- The provision for students' health and safety, including the arrangements for child protection, is well-established and of a high standard. The school provides a safe and healthy learning environment for all students.
- Specific strengths include excellent medical services, thorough risk assessments for all activities and systematic safety checks on equipment and resources. Well-planned procedures ensure students' safety when on school transport.
- All policies and procedures have been reviewed to ensure consistency. Significant investment has been made in enhancing security, in resources and providing child protection training for the staff. Improvements to the campus include changes to the parking arrangements.

	Foundation Stage	PYP	MYP	DP
Care and support	Outstanding	Outstanding	Outstanding	Outstanding

- Staff and student relationships are very strong throughout the school and are characterised by mutual respect, care and trust. These relationships support students' skills in self-management while in their classrooms.
- Effective guidance and support systems help to make children aware of the variety of roles in the world of work from their earliest years. Students receive excellent guidance as they make choices at transition points, with personalised support matching their needs.
- The introduction of rewards for regular attendance and punctuality to lessons, especially in the PYP, is having positive effects upon students' attendance and punctuality. A recently introduced behaviour policy is improving students' self-discipline in Year 6.

For development:

- Ensure that the physical environment accommodates the needs of all students by, for example, providing handrails on the ramps.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Very good ↑

- The senior leadership team, which includes the Special Educational Needs Coordinator and the Inclusion Champion, supported by the Inclusion Governor, drives the inclusion agenda forward. Together with the recruitment of specialist teachers, this is resulting in faster progress, especially by those students with complex needs.
- Personalised provision plans are based upon accurate assessments of students' academic, social and emotional needs. These are followed by establishing the levels of support necessary to enable students to access the curriculum successfully.
- Parents report that they are part of an integrated team that supports their children's progress. They have high levels of involvement and excellent communication with the school. However, a few parents are reluctant to engage with teachers when their children's needs are identified.
- Professional training has resulted in rapid improvements in the teaching of students of determination. The skilful support given by assistants enables students with complex needs to make very good progress. However, provision is uneven for students for whom specialist support is not required.
- The progress of students of determination is assessed regularly against their personalised targets, the curriculum expectations and external test results. Targets are adjusted half-termly. Most students make very good progress, especially in relation to their personal development.

For development:

- Identify when teaching is not consistently inclusive and provide support to the teachers.
- Involve parents who are reluctant to engage with the school by using a wider range of strategies.
- Ensure that learning support assistants consistently foster students' independence.

6. Leadership and management

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

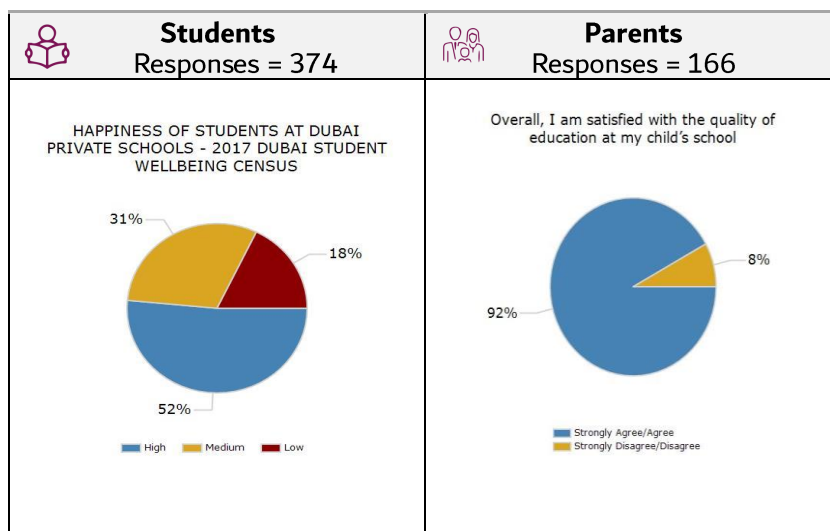
- Leaders are fully committed to the achievement of the UAE's national priorities. Leadership responsibilities are distributed to senior and middle leaders, all of whom have vertical and horizontal accountabilities. They provide supportive leadership to teachers in their respective areas. Different leaders are at various stages in their development, in their understanding of the strategic vision and the IB approach to schooling.
- Self-evaluation processes are rigorous. The information from internal and external assessments is carefully analysed at regular intervals. Senior and middle leaders engage in regular lesson observations, learning walks and work scrutiny. However, their overall evaluation of the quality of teaching is inflated. Improvement planning is clear and detailed. Leaders have been successful in improving students' attainment, progress and learning skills and teachers' assessment practices.
- Parents appreciate the inclusive ethos of the school and value the strong, supportive and approachable leaders. Most are fully involved in the life of the school and are very well informed about what is going on. Regular reports provide them with clear information about their children's achievements and progress. Various links, especially those with the local business community, provide students with opportunities for internship and work placements.
- Governance is representative of most stakeholders and governors are well informed about the school's performance. The recently created Academic Advisory Council provides strategic advice and oversight, acting as an effective critical friend to the Principal. Governors have actively supported the Principal in addressing the recommendations of the last inspection, for example, by providing funding to enhance the FS learning environment.
- The school runs smoothly on a day-to-day basis. It is well staffed and teachers are suitably qualified. Specialist learning facilities are available across subjects in the MYP and DP. A wide range of resources provides good support for teaching and learning. However, not all learning spaces provide a consistent, high-quality learning environment.

For development:

- Ensure that all staff members with leadership roles have the skills and understanding needed to contribute to further school improvements.

The views of parents and senior students.

Before the inspection, the views of the parents and senior students were surveyed. Key messages from each group were considered during the inspection and these helped to form inspection judgements.



 Students	Students report that they are generally happy, feel safe at school and have a strong academic concept, although their feelings about the school's climate and sense of belonging are somewhat less positive. During the inspection, this was not apparent from the student interviews.
 Parents	Parents who responded to their survey are happy with the education their children receive and feel that they are safe at school. They report that they are listened to and involved in their children's learning journey. This was fully supported by interviews during the inspection.

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