

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

GOOD



دبي
المعرفة Knowledge

INSPECTION REPORT

2017-2018

Emirates
International Private
School L.L.C

Celebrating
10 years of
inspections

EMIRATES INTERNATIONAL
PRIVATE SCHOOL L.L.C

UK/IB CURRICULUM



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School information

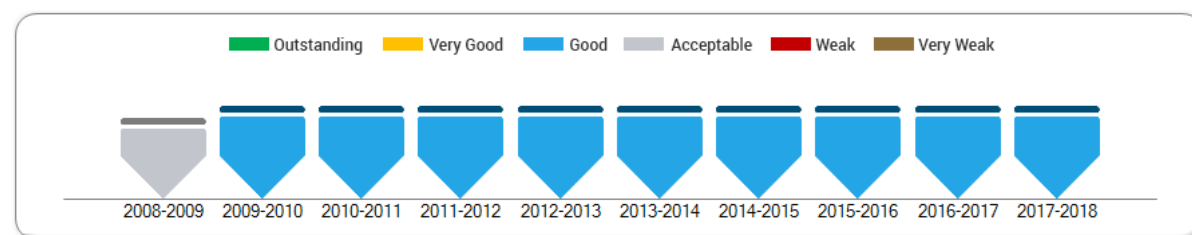
General information	
Location	Umm Al Sheif
Type of school	Private
Opening year of school	1991
Website	www.eischools.ae
Telephone	04-3489804
Address	P O Box 6446, Dubai, UAE
Principal	David Hicks
Principal - Date appointed	9/1/2014
Language of instruction	English
Inspection dates	15 to 18 January 2018

Teachers / Support staff	
Number of teachers	181
Largest nationality group of teachers	UK
Number of teaching assistants	4
Teacher-student ratio	1:12
Number of guidance counsellors	2
Teacher turnover	17%

Students	
Gender of students	Boys and girls
Age range	3-19
Grades or year groups	FS1-Year 13
Number of students on roll	2218
Number of children in pre-kindergarten	0
Number of Emirati students	375
Number of students with SEND	114
Largest nationality group of students	Arab

Curriculum	
Educational permit / Licence	IB
Main curriculum	IB
External tests and examinations	MYP, DP, BTEC
Accreditation	IB
National Agenda benchmark tests	GL, IBT

School Journey for Emirates International private School L.L.C



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

Summary of inspection findings 2017-2018

Emirates International private School L.L.C was inspected by DSIB from 15 to 18 January 2018. 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.

Leadership and management

Senior leaders share a clear vision of the school's future and a commitment to national priorities. Accurate self-evaluation has led to curriculum change, focused staff development and identified support for individual students. Some parents express concerns about communication and resources, but the majority are supportive of the leadership. The owners are highly committed to school improvement, but the impact of their decision making to improve students' achievements is limited.

Students' achievement

Younger students achieve greater success than older students in Islamic education. Both first and second language Arabic students gain skills in line with curriculum expectations, but progress is better in the primary phase. Progress in English is very strong throughout the school and outstanding in the post-16 phase. Progress in mathematics and science is best in the Foundation Stage, but more variable outcomes are achieved elsewhere.

Students' personal and social development, and their innovation skills

The majority of students in all phases engage very well with their learning and enjoy attending school. Many are independent learners, finding their own resources to solve problems. Their critical thinking, innovation and enterprise skills are less well developed. Students have a very good understanding of healthy living and display a strong sense of social responsibility.

Teaching and assessment

Teaching and assessment are good in all phases, especially in English. They are strong features in the Foundation Stage. Teaching is improving in science and mathematics, but it is not consistent enough to improve outcomes in Arabic and Islamic education. Although recent, analysis of assessment data has improved it is not used to ensure sufficient challenge and support rapid progress of the most able students.

Curriculum

The curriculum includes an extended range of post-16 options to meet differing needs. In some subjects, interdisciplinary links enable students to make connections with real life contexts. Regular analyses of data have led to better continuity and progression between phases. The curriculum is well adapted to meet the needs of the large majority of students.

The protection, care, guidance and support of students

Regularly reviewed care, welfare and safeguarding procedures are understood by all stakeholders. Healthy living is promoted with support from counsellors and medical staff. Attendance and punctuality are promoted by encouraging a strong work ethic and the development of very positive relationships. Students with additional learning needs are appropriately identified, but their needs are not always met in full.

What the school does best

- The inclusive ethos, that encourages global citizenship
- The personal development of students in each phase which enables them to be caring and reflective risk-takers
- The outcomes in English, especially in the post-16 phase, which supports students excellent communication skills
- The play-based learning in early years, which is enabling children to develop strong enquiry skills.
- The accurate and realistic self-evaluation by the senior leadership.

Key recommendations

- Establish a more representative board of stakeholders, to include parents and students, who support, inform and challenge school leaders, to ensure that priorities are appropriately identified, adequately resourced and rigorously monitored.
- Implement all targets identified in the school improvement plan to develop middle managers and subject co-ordinators into leaders, focusing on improved monitoring of teaching and learning.
- Improve the teaching and outcomes in Islamic education, science, mathematics and Arabic for all groups of students by:
 - reducing inconsistency in the quality of teaching
 - ensuring teachers routinely plan lessons that enable students of all abilities to make the rapid progress evident in the best lessons in English
 - providing students with more activities that challenge them to analyse, evaluate and make judgements
 - using assessment information rigorously and systematically to adjust teaching and optimise opportunities for students' learning.
- Provide qualified teaching assistants and learning resources to support the better use of outdoor and classroom learning environments for discovery learning in the Foundation Stage.
- Ensure that classroom and individual support staff are appropriately trained, managed and deployed to provide effective support for students with SEND.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	Primary	Secondary	Post-16
 Islamic education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable
 Arabic as a first language	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good
 Arabic as an additional language	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable ↓	Not applicable
 English	Attainment	Good	Very good	Good	Outstanding
	Progress	Very good	Very good	Very good ↑	Outstanding
 Mathematics	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Good	Good
 Science	Attainment	Good	Acceptable	Good ↑	Good
	Progress	Very good	Good	Good	Good

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

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

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

4. Curriculum

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

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

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

6. Leadership and management

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

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, 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:

- The school meets the registration requirements for the National Agenda Parameter (N.A.P).
- Attainment, as indicated by the N.A.P. tests, is below expectations in English, mathematics and science.
- Senior and middle leaders are knowledgeable of, and committed to the National Agenda. The same level of understanding and commitment is not as evident from the governors.
- Data is thoroughly analysed at all levels. The results of the analyses supports decision-making.
- Subject and senior leaders use new data analysis to highlight weaknesses and adjusting the curriculum.
- Teachers are fully aware of all National Agenda and other assessments. The incorporation of this information into planning and teaching.
- Students are aware of expectations regarding research, referencing and academic honesty. They exhibit some inconsistency in the application of their research skills.

Overall, the school's provision for achieving National Agenda targets meets expectations.

Emirati Students

As part of the UAE National Agenda, the DSIB continues to focus on the achievement of Emirati students. The Emirati Students Achievement project was launched in September 2017, to prioritise provision for Emirati students across Dubai.



The focus of the inspection is to evidence how effective schools are in raising the achievement of Emirati students. Schools are asked to prioritise the data-informed adaptations to the curriculum and to teaching and learning, as required, to raise the aspirations of students, expectations of staff and subsequent achievements of students.

The following section focuses on the quality of the school's activity in working towards raising the achievement of Emirati students.

Three strands are reported on (each with three elements): i) Governance and Leadership. ii) Learning and Intervention. iii) Personalisation

- Most school leaders have a comprehensive knowledge of the achievements of Emirati students and accurately monitor all data. Strategies for improvement are appropriate. The school encourages engagement of Emirati parents but with limited success. Parents receive good information about attainment and progress.
- During lessons, most Emirati students are positive about their learning and are developing independence and resilience. Cognitive Ability Tests (CAT4) data are very well analysed and used to provide a personalised approach for each student. Data is used to benchmark achievement and to encourage intervention where necessary. CAT4 data is shared with students in order to encourage high aspiration.
- CAT4 and other assessments are used to inform and adapt the curriculum within and beyond the classroom. Teachers are not consistent in using the information shared to adapt the curriculum effectively. However, almost all manage to motivate Emirati students to succeed. A cycle of improvement planning targets development of teaching techniques and personalisation of learning both for groups and for individuals.

The school's provision for raising the achievement of Emirati students meets expectations.

Moral Education

- The moral education curriculum is delivered from Years 1 – 10 through a combination of discrete lessons and integration within subject areas. Curriculum objectives have been mapped and linked with Primary Years and Middle Years Programmes.
- Most teachers of moral education plan lessons intended to be personalised, interactive, challenging and matched to individual needs.
- Most lessons engage students well and relate the topics to their own lives. The school does not currently involve parents or the wider community.
- Moral education is assessed through projects and assignments. The school has developed an assessment rubric to evaluate students' attainment.

The school's implementation of the UAE moral education programme is developing.

Social Studies

- The UAE social studies programme is integrated within the curriculum and objectives have been mapped using the 'Managebac' online programme.
- Most teachers have thorough subject knowledge. They establish cross-curricular links that are evident in samples of students' work and during lessons, especially in the secondary phase.
- In the majority of lessons, students interact and collaborate well and are able to communicate their learning clearly.
- The assessment processes for UAE social studies are currently being planned by the school. An assessment website is being developed to enable students to engage in independent learning and to upload their assessments.

The school's implementation of the UAE Social Studies programme is developing.

Innovation in Education

- Many students are independent learners; finding their own resources. Problem-solving is embedded but critical thinking and enterprise are less well developed.
- Well-planned projects are beginning to develop students' creativity. Many students show insightful understanding of environmental sustainability and make informed economic decisions.
- Teaching regularly promotes students' problem-solving capabilities. All lesson plans illustrate activities that promote innovation skills. These are increasingly translated into the students' learning experience.
- The recently initiated enrichment activities programme offers opportunities for innovative learning. It is beginning to have a positive impact on students' outcomes.
- The commitment of the director and leaders is evidenced by the focus of the improvement plan on providing resources and teachers' professional development to develop students' research, innovation and analytical skills.

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

Main inspection report

1. Students' achievements

		Foundation Stage	Primary	Secondary	Post-16
Islamic education 	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Acceptable

- Students in the primary phase perform better than those in the secondary and post-16 phases. Younger students more positive attitudes results in higher achievement.
- Students are prevented from thinking critically as most lessons are knowledge based rather than providing a focus on skill development..
- Analysis of assessment information does not identify any improvements in students' achievements overtime. Lessons, particularly in the upper phases lack challenge and opportunities for students to deepen their understanding of key concepts.

For development

- Enable all students to think critically and extend their knowledge and understanding of Islamic concepts.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as a first language 	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good

- The majority of students in all phases make better than expected progress from their starting points. Most attain language skills in line with curriculum standards. Results from internal assessment data are higher than is reflected in students work and in lessons.
- Listening skills are the strongest skill in all phases. However, during conversations, most students use common language rather than standard Arabic. Grammatical understanding is weak and as a result, the quality of writing is variable.
- Primary phase students attain consistently well in all years against curriculum expectations. Secondary and post-16 students' attainment is more variable.

For development

- Ensure students learn the rules of grammar.

		Foundation Stage	Primary	Secondary	Post-16
Arabic as an additional language 	Attainment	Not applicable	Acceptable	Acceptable	Not applicable
	Progress	Not applicable	Good	Acceptable ↓	Not applicable

- Most primary and secondary phase students develop skills in line with curriculum standards. Internal assessment results are higher than is reflected in students' work and in lessons. Progress in the primary phase is better than in the secondary phase.
- Listening skills are better developed than other elements of language. Most students can read simple, age-appropriate sentences and their writing is in line with curriculum expectations in both phases. Their ability to use language in different contexts is stronger in the upper primary years.
- Secondary students' progress is more variable in compared to the previous inspection.

For development

- Improve students' achievements in both phases by providing opportunities for students to develop all four language skills in a range of different contexts.

		Foundation Stage	Primary	Secondary	Post-16
English 	Attainment	Good	Very good	Good	Outstanding
	Progress	Very good	Very good	Very good ↑	Outstanding

- The majority of students in the early years and the secondary phase, and most students in the primary phase, attain levels that are above curriculum expectations. Students in the post-16 phase make outstanding progress and develop into articulate critical thinkers.
- Students in all phases have strong writing skills. They extend their vocabulary and increase grammatical accuracy. They have a good grasp of a range of writing techniques and a breadth of genres.
- In both the primary and secondary phases the large majority of students develop their ability to read for inference and extend their understanding of the real and imagined world.

		Foundation Stage	Primary	Secondary	Post-16
Mathematics 	Attainment	Good	Good	Good	Good
	Progress	Very good	Good	Good	Good

- External curriculum examination outcomes at the end of the secondary and post-16 phases are better than is reflected in internal data or international benchmark tests. Results of assessments the primary phase are weaker than attainment evident during lessons. Children make the most rapid progress in the Foundation Stage.
- Younger children show enthusiasm for mathematics where it is integrated across the curriculum. With suitable challenges, students in mixed ability primary and secondary classes achieve high standards..
- In the better secondary and post-16 lessons, students develop higher order thinking. Where advice and feedback is explicit, students make better progress. However, this is inconsistent across the school.

For development

- Provide students with detailed feedback on their work, including next steps advice, more frequently and consistently.

		Foundation Stage	Primary	Secondary	Post-16
Science 	Attainment	Good	Acceptable	Good ↑	Good
	Progress	Very good	Good	Good	Good

- The majority of children in the Foundation Stage develop observational skills. They make relatively more rapid progress in understanding scientific ideas than students in the primary, secondary and post-16 phases.
- Students' attainment varies between year groups in the secondary phase, but it has improved since the previous inspection. Recent increased opportunities for scientific investigations in the primary phase have not impacted on students' outcomes.
- Assessment information ensures that teachers know their students' capabilities. However, data is not used rigorously enough to maximise outcomes of research, enquiry or problem-solving.

For development

- Raise attainment of students in each phase to match CAT4 predictions.
- Extend students' knowledge and understanding and develop their enquiry skills.

	Foundation Stage	Primary	Secondary	Post-16
Learning Skills	Very good	Good	Good	Very good

- Students in all phases take responsibility for their own learning. However, effective learning is more clearly evident in the Foundation Stage and in the post-16 phase, where students work productively on their own.
- In all subjects, students are keen to work collaboratively and reflect on their learning, particularly in English and mathematics. However, outcomes are inconsistent in other subjects due to limited opportunities to develop higher order learning skills.
- Students can be independent learners. They often make connections between different disciplines and topics. However, critical thinking is less well developed.

For development

- Ensure students in all phases have opportunities to develop higher order thinking skills in all subjects.

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

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

- The students in all phases are willing learners and enjoy being at school. They behave very well, which has a significant impact on their engagement and outcomes.
- The students have very good relationships with each other and with teachers. This is built on mutual respect in a truly international school. Students from diverse ethnicities are developing into global citizens.
- Younger students are able to distinguish between healthy and unhealthy food. Older students understand the necessity to combine a healthy diet with physical activity. Students' attendance and punctuality is good.

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

- The students have a Very good understanding of Islamic values, and awareness of Emirati and world cultures. Students acknowledge that the wide range of nationalities evident in the school is an expression of global citizenship.
- They have a very good appreciation of UAE culture and heritage. They are proud of this shared heritage and enjoy participating in celebrations together.
- Older students are able to talk about other Arab countries' traditions, providing many examples such as comparing the best food from Syria and Morocco with that in the UAE.

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

- Students are caring, reflective and display a strong sense of social responsibility. Many engage with community, outreach and other voluntary initiatives.
- Children in the early years and the primary phase have a strong work ethic. Older students are highly resourceful, applying the school's 'take a risk' approach to learning. They have confidence to suggest action in response to local and national issues.
- They care for the environment through eco-schools initiatives, while the "trash busters" group of Year 5 students address their concerns about litter. All students take pride in their school. However, enterprise and innovation skills are not as consistently developed.

For development

- Ensure students have more opportunities to develop innovation and, enterprise skills in each phase.

3. Teaching and assessment

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

- Teaching remains consistently strong in the Foundation Stage. In the other phases, teachers' good understanding of their subject and their awareness of each student's capabilities, recorded in "the story of my class" folder, contribute to the effectiveness of teaching.
- The teaching of English remains a strength. Some progress has been made in improving teaching in science and mathematics through the 'Inspire 2 Teach' programme of professional development. Teaching in Islamic education and Arabic is not consistent enough to improve students' outcomes.
- In the majority of lessons teachers pose challenging questions. Use of assessment data has improved significantly, but often the resulting activities are not challenging enough to ensure individual progress. Most teachers encourage students to use digital devices.

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

- Teachers in all phases use assessment information to build a clear picture of students' strengths and weaknesses. Assessment processes in the post-16 phase are most closely aligned to curriculum standards. Assessment data is used well to track the achievements of individuals and groups of students.
- Internal data is compared with benchmark assessments and lesson observations to ensure reliability. The analysis of external benchmarking is used to modify the curriculum where gaps are identified. It is less well used by teachers to adapt teaching to meet individual needs.
- In the Foundation Stage, changes to assessment procedures have enabled greater precision in assessing children's levels. Changes to assessment in the primary and secondary phases, whilst maintaining validity and reliability, have overly complicated the measurement of progress.

For development

- Extend use of assessment information to inform teachers' classroom practice so that the needs of each student are met.
- Improve the teaching of science, mathematics and Arabic; ensuring all teachers provide activities that challenge every student and increase individual understanding.

4. Curriculum

	Foundation Stage	Primary	Secondary	Post-16
Curriculum design and implementation	Very good ↑	Very good ↑	Very good ↑	Outstanding

- The curriculum meets the requirements of the International Baccalaureate and MoE. It is broad, balanced and ensures progression between phases. Students in the post-16 phase are well supported for life beyond school, for either entering the workplace or higher education.
- In some subjects, interdisciplinary links ensure students make clear connections between learning and real-life events. As an example, a unit on migration extended students' understanding of the global child refugee crisis. Such links are not always made in all disciplines.
- Regular evaluative curriculum reviews and data analyses support progression from one year to the next and in transition between phases. They enable teachers to monitor progress well.
- The school offers 3 sessions of Arabic in 30 minute blocks in Foundation Stage 1, and 5 sessions in Foundation Stage 2.

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

- The school is successful in adapting the curriculum to meet the needs of the large majority of students in each phase. In the post-16 phase, it is particularly strong, raising students' aspirations and resulting in better outcomes.
- Students with special educational needs and disabilities (SEND) benefit from well targeted supports for learning during many lessons. However, more able students, and those who are gifted or talented, are insufficiently challenged. Consequently, they do not make the progress predicted by their CAT4 scores.
- The recently introduced enrichment activities programme provides academic challenge and creative opportunities for all students to learn beyond the classroom. This adds further breadth and depth to learning opportunities.

For development

- Ensure that teachers adjust their teaching to fully implement all curriculum modifications to meet the needs of all learners, particularly those who are more able.

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

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

- The school has rigorous procedures for protecting and safeguarding students. Policies and procedures are regularly reviewed. The child safeguarding policy is in place, supported by thorough online training for all and additional training for managers.
- The premises are generally safe and secure but there are some weaknesses, such as the Foundation Stage play space. In addition, the secondary buildings do not facilitate easy access for students with physical disabilities.
- School transport arrivals and departures are well managed. The school promotes a healthy lifestyle. The counsellors, nurses and doctor contribute to the health education programme.

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

- Attendance and punctuality are well managed by monitoring and encouraging a positive work ethic. Lesson transitions are particularly well managed, and staff have positive relationships with students. Systems for recording and managing behaviour are becoming embedded.
- Gifted and talented students, and those with SEND are appropriately identified. Admissions procedures for students with SEND are welcoming and inclusive. Class and subject teachers receive comprehensive advice on how to personalise learning to meet the needs of individuals and groups.
- Students with SEND usually make very good progress despite inconsistency in the expertise of additional adults who support those with the greatest barriers to learning. Gifted and talented students have some opportunities to extend learning outside the school day but do not make sufficient progress in many lessons.

For development

- Ensure safety in the Foundation Stage play space.
- Develop all teachers' ability to extend the learning of the most able students.

Inclusion of students with SEND (Students of determination)

Provision and outcomes for students with SEND

Good

- School leaders and governors promote an inclusive ethos. The inclusion champion and other leaders plan appropriately. However, the level and quality of learning support staff limits students' progress.
- The needs of almost all students are properly identified and diagnosed. A range of methods is applied and admissions processes welcome those with complex needs. Plans and policies are consistently applied, but interventions are not always implemented adequately by support staff.
- Parents are overwhelmingly supportive of the inclusive ethos of the school. They are active partners in their children's education and appreciate the sensitive approach of the staff. Information about progress is communicated well to parents and students. Some training is given to parents on supporting their children.
- Students with SEND are usually fully engaged in an appropriate curriculum. Expectations are consistently high and based on a clear understanding of individual needs and strengths.
- Progress is better than expected for most students, as a result of exceptionally good information sharing and teachers' collaboration. The development of skills, knowledge and understanding are targeted and therapies augment and support personal development very well. Students' attitudes to learning are very positive.

For development

- Ensure that there are a sufficient number of support assistants and that they are appropriately deployed, and held accountable by school leaders.

6. Leadership and management

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

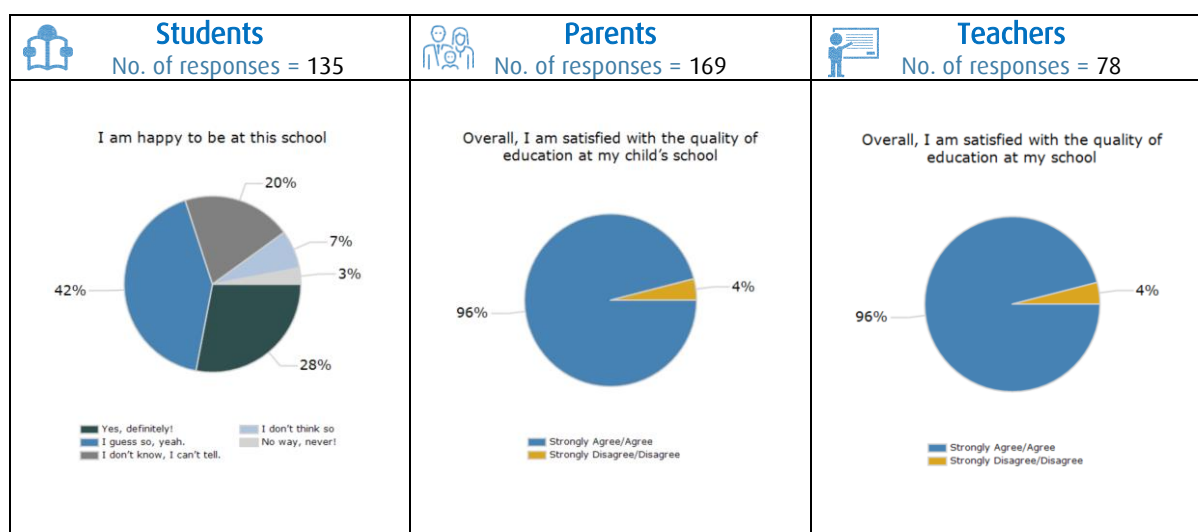
- The principal and senior leaders share a clear vision of the school's future and a commitment to national priorities. There is distributed management with a recognition of the need to develop middle leaders. They have created an environment for the future achievement of all groups, including Emirati students, the gifted and talented, and those with SEND.
- Highly realistic self-evaluation has led to the creation of a very good school improvement plan. This has already triggered curriculum development, focused staff professional development and support for individual students. The plan responds to all recommendations of the previous inspection report, but some aspects, such as monitoring of teaching and learning, are not fully embedded and the impact is not wholly apparent.
- Many parents support the formal and informal curriculum. A number of parents feel they should have an opportunity to influence educational priorities. They also feel that communication in reports about individual students' progress is not sufficiently informative. Some parents lack clear understanding of the IB progress data.
- The owners are highly committed to the development of the school. However, their impact is constrained by lack of proper representation of parents or other stakeholders. The director takes an active interest in school improvement. However, she lacks detailed understanding of data and other evidence necessary to raise attainment or to ensure the provision of appropriate and adequate resources to meet curriculum demands.
- The primary school is housed in a very good modern facility. The Foundation Stage classrooms are limited in size for the number of children. The outdoor spaces are under-used due to the lack of necessary human and material resources to support free flow and discovery learning. Limited access to interactive technology resources restricts opportunities for student-led learning that is a central expectation of the International Baccalaureate.

For development

- Address the need expressed by some parents to communicate academic outcomes in more accessible terms, to ensure understanding of progress measures in each phase.
- Extend representation of all stakeholders on the governing board.

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.



 Students	The majority of students are positive about their school. Most respect the senior leadership but a large minority express concerns about the consistency of teaching and the level of resourcing. A minority are not confident that all teachers know their strengths and weaknesses.
 Parents	Most parents responded very positively about almost all aspects of the school. Almost all feel the school is well led. However, some parents expressed some concerns about teaching, resources and their understanding of students' progress from reports. While these appear to be minority views, it is apparent that some improvements are needed in those areas.
 Teachers	Almost all teachers' responses are positive about almost all aspects of the school. The only significant concerns expressed relate to the provision of resources, including technology, to support students' learning, and the effectiveness of their own professional development. Inspection findings reflect their concerns about resources, but inspectors acknowledge that the impact of recent training is not apparent.

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