

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

Inspection Report 2018-2019

**Emirates International
private School L.L.C**

11 YEARS OF INSPECTIONS

Good

Curriculum
IB



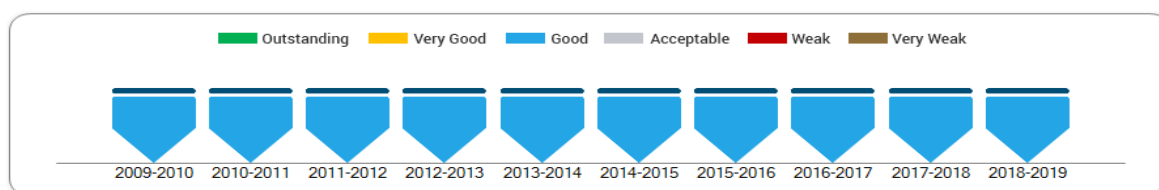
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School Information

General Information	 Location	Umm Al Sheif
	 Opening year of School	1991
	 Website	www.eischools.ae
	 Telephone	04-3489804
	 Principal	Mrs. Pratibha Rao
	 Principal - Date appointed	9/1/2018
	 Language of Instruction	English
	 Inspection Dates:	14 to 17 January 2019
Students	 Gender of students	Boys and girls
	 Age range	3 to 19
	 Grades or year groups	EY1 to Year 13
	 Number of students on roll	2133
	 Number of Emirati students	396
	 Number of students of determination	112
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	180
	 Largest nationality group of teachers	UK
	 Number of teaching assistants	2
	 Teacher-student ratio	1:11
	 Number of guidance counsellors	3
	 Teacher turnover	23
Curriculum	 Educational Permit/ License	IB
	 Main Curriculum	IB
	 External Tests and Examinations	IBMYP IBDP IBCP
	 Accreditation	IB
	 National Agenda Benchmark Tests	GL IBT

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



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

- Children's improved learning skills have contributed to better outcomes in the Foundation Stage (FS). Attainment and progress in English are very good in other phases, and improving further in the Diploma Programme (DP). Students' attainment is acceptable in Islamic education and Arabic, but progress is stronger in each phase except the Middle Years Programme (MYP). Outcomes in mathematics and science remain good, with older students making greater progress in mathematics. Learning skills are strongest in DP.
- All students are positive, self-reliant and responsible. They are sensitive to others' needs. Many demonstrate good leadership skills. They understand the relevance of Islamic values to modern society. They are proud of their own cultures and appreciate that of the UAE. Older students particularly demonstrate understanding of world cultures and have strong social awareness, contributing locally and overseas through the Creativity, Activity, Service (CAS) element.

Provision for learners

- Teachers in the FS effectively promote children's learning with a wide range of engaging activities. Most teaching in the Primary Years Programme (PYP) has improved, with a few exceptions. Teaching has also improved in DP, where subject expertise enables teachers to challenge students and encourage deeper learning. Assessment processes are well-developed, especially in the FS and DP. Online assessment ensures that teachers know their students' strengths and areas for improvement.
- The curriculum is appropriately challenging; ensuring both the academic and personal development of all students. It offers students choice of activities and ways to present their work. Subject choice, introduced in MYP and DP, enables students to choose their own learning pathways as they move through the school. They are also able to pursue their own interests through a wide range of extra-curricular academic, cultural, social and sporting opportunities.
- Health and safety policies and risk assessments are robust. Buildings are well maintained. Recent measures ensure a more secure play and outdoor learning environment for children in the FS. Behaviour is well managed, with a balance of sanctions and rewards. Trained staff and students support others who may be more vulnerable. Additional needs are identified very well and older students receive outstanding guidance for their future.

Leadership and management

- Strong leaders share a vision of an inclusive learning environment, with clear understanding of priorities. Their response to previous recommendations has led to investment in physical and human resources. Positive relationships ensure steadily improving outcomes. Improved communication ensures parents understand the IB and their children's progress. The school successfully exploits local, national and international opportunities and has established a very strong School Advisory Council.

What the School does Best:

- Students develop caring attitudes, open mindedness and self-discipline. They show empathy, respect and inter-cultural awareness, and establish many initiatives to improve the lives of others.
- Children receive a very good start in the FS, developing independence and confidence, alongside key language and mathematical skills.
- The comprehensive, relevant curriculum provides a solid basis for planning teaching and assessment that improves student outcomes.
- The high quality of inclusive care and personal support ensures that the needs of students and their parents are managed and addressed in a caring and sensitive manner
- Very effective self-evaluation, involving school leaders, governors, parents, staff and students provides an accurate basis for school improvement planning.

Key Recommendations:

- Improve the teaching, learning and outcomes in the PYP and MYP by:
 - ensuring that all teachers more frequently facilitate, rather than always direct, learning,
 - taking full advantage of the opportunities of the inquiry-based, IB curriculum,
 - sharing best practice through the existing cross-curricular planning,
 - monitoring and moderating students' choices of learning more effectively.
- Raise attainment and increase progress in Arabic and Islamic Education by:
 - sharing the best teaching practices within the subject and from teachers of other subjects,
 - raising teachers' expectations of what students can achieve,
 - ensuring that all teachers use assessment data, including measures of cognitive ability, to adapt the curriculum and their teaching to meet the needs and abilities of all students.

Overall School Performance

Good

1. Students' Achievement

		Foundation Stage	PYP	MYP	DP
 Islamic Education	Attainment	Not applicable	Good	Acceptable	Acceptable
	Progress	Not applicable	Good	Good	Good ↑
 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	Very good ↑	Very good	Very good ↑	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
 Mathematics	Attainment	Very good ↑	Good	Good	Good
	Progress	Very good	Good	Good	Very good ↑
 Science	Attainment	Very good ↑	Good ↑	Good	Good
	Progress	Very good	Good	Good	Good
		Foundation Stage	PYP	MYP	DP
Learning skills		Very good	Good	Good	Very good

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

	Foundation Stage	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding
Understanding of Islamic values and awareness of Emirati and world cultures	Very good	Very good	Very good	Outstanding ↑
Social responsibility and innovation skills	Very good	Very good	Outstanding	Outstanding

3. Teaching and assessment

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

4. Curriculum

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

6. Leadership and management

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

The School's Progression in International Assessments **meets expectations**

- The school achieved its 2015 TIMSS targets for mathematics and science and is in line to meet its 2019 targets. In PISA, the school did not meet its targets for English, mathematics and science. Girls mainly outperformed boys in TIMSS and PISA. Overall progression in benchmark assessments is acceptable, with performance in mathematics and science stronger than in English. When benchmark assessments are compared to CAT4 scores, the overall outcome is good with the best progression evident in mathematics.

Impact of Leadership **is above expectations**

- School leaders have a well-developed and detailed action plan for the National Agenda priorities. The establishment of curriculum teams for each key subject in each phase is very effective in improving curriculum and teaching for improved learning and outcomes. These developments are underpinned by rigorous data analysis.

Impact on Learning **is above expectations**

- Many students identify areas for development in their own educational journey. This heightens their ability to evaluate data and identify next steps for improvement. They are able to reflect on different ways of achieving targets and are flexible in their learning. As a matter of routine, students research, analyse and present data through their well-developed IT skills.

Overall, the school's progression towards achieving its UAE National Agenda targets is above expectations.

For Development:

- Ensure that the key skills necessary for improvement in external benchmark assessments are fully integrated into lessons.

Reading Across the Curriculum

- Reading is steadily improving with the support of phonics and guided reading. The Sunrise Reading Club provides daily opportunities for primary students to read, or to listen to stories in Arabic or English.
- Younger students are familiar with phonic decoding and blending strategies. In Years 7 to 9, students research, analyse and summarise texts and digital information.
- The school has four modern libraries and the support of qualified librarians. The reading clubs and other activities are well attended by parents, students and staff.
- All leaders take an active role in promoting reading. Leaders provide parents with information and facilitate training in guided reading. A curriculum focus team supports best practice in literacy.

The school's provision, leading to raised outcomes in reading across the curriculum is developing.

For Development:

- Ensure that subject-specific vocabulary is taught during lessons, with regular reference to key terminology.

UAE Social Studies

- UAE social studies is taught through units of inquiry and through other subjects. It is taught for the required period of time and enhanced by relevant resources.
- Students interact and collaborate well, for example when exploring concepts such as migration on the Arab peninsula. They share their knowledge and use technology well for independent research.
- The attainment of most students in Years 1 to 6 is in line with curriculum expectations. Assessment procedures to measure attainment for Year 7 and beyond are being developed.
- Internal assessment procedures have not been in place long enough to measure progress over time. However, during lessons most students make at least expected progress.

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

Innovation

- Students are developing inquiring minds, particularly in FS, PYP and DP. They use technology competently for research and to evaluate their learning. Trained student mentors enhance learning both for their mentees and themselves.
- Many activities, beyond the classroom, along with the C.A.S. programme, develop students' sense of social responsibility and have a positive impact on the lives of others.
- During most lessons, teachers prompt students to think critically. However, in many lessons, opportunities for innovative approaches are not recognised and seized upon.
- Innovation is intrinsic to the curriculum. Units of inquiry are designed to encourage students' innovative ideas, supported by teachers use of open-ended questions to make students think more deeply.
- Leaders at all levels are committed to promoting innovation throughout the school. They encourage the use of technology to support learning and support teachers through professional training.

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	Acceptable	Acceptable
Progress	Not applicable	Good	Good	Good ↑

- During lessons and in their recent work, most students demonstrate knowledge and understanding in line with Ministry of Education (MoE) curriculum standards. However, internal data shows higher attainment. PYP students achieve better than MYP or DP. In lessons, non-Arab students make better progress from their starting points than Arab students.
- Students demonstrate better understanding of Seerah and Islamic values than of the Holy Qur'an and Hadith. Most understand the meaning of Hadith and verses of the Holy Qur'an, but many have difficulty in applying them to rulings or guidance. Holy Qur'an recitation skills are developing well.
- Since the previous inspection, the school has improved students' understanding and application of Islamic concepts and values by linking them to the students' own lives. Many of these are enhanced during lessons as a result of the school's IB methodology.

For Development:

- Consistently link the Holy Qur'an and Hadith to all areas of learning and encourage students to refer to the original Arabic texts of both the Holy Qur'an and Hadith.

Arabic as a First Language

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

- Students' progress in each phase is good as a result of increased opportunities to work collaboratively and independently. A deeper level of understanding is enhanced by inquiry-based learning tasks.
- The attainment of most students is in line with MoE curriculum expectations. During lessons and in their recent work, students' speaking and listening skills are acceptable. Attainment in every phase is limited because students do not use standard Arabic well enough.
- Effective support is provided to promote students' reading skills and to involve parents. Students make steady progress in acquiring grammar rules. However, their writing skills are less secure as they are not challenged sufficiently to write creatively and at length.

For Development:

- Ensure that learning activities provide an appropriate level of challenge to extend students' thinking, speaking and writing skills.

Arabic as an Additional Language

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

- Students' attainment is within curriculum expectations in both PYP and MYP. Outcomes for MYP students are limited as they remain more dependent on extracting information from the text, rather than forming their own sentences in response to questions.
- Students' listening skills are strongest and they are able to read and understand familiar texts with the teacher's help. Writing skills are underdeveloped in both phases.
- The school provides additional opportunities for students to develop their language through the reading club and an online platform. Other varied resources, relating Arabic to real life and other subjects, support the development of reading with understanding.

For Development:

- Extend students' speaking and writing skills by providing more opportunities to engage in conversations and to write descriptively.

English

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

- Excellent external examination results in DP are reflected in lessons and in students' work. External assessment results are also strong in MYP, but GL progress test results are lower in both MYP and PYP. The progress and attainment of children in FS is above expectations.
- Speaking skills are secure for almost all students in each phase. They express considered opinions, offer persuasive arguments and infer meaning. Writing skills in PYP are less well-developed than reading. Independent inquiry and critical thinking are highly developed in DP.
- The introduction of the Sunrise Reading Club, initially established for Emirati students but now open to all, has proved to be both popular and successful in developing reading skills. The addition of culturally appropriate material and personalized learning plans assist Emirati inclusion.

For Development:

- Extend students' vocabularies and writing skills through more regular reading.
- Create a more vibrant and active library for the MYP phase.

Mathematics

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

- Attainment measured against curriculum standards is better than that measured against external benchmark assessments. The gap between these data is narrowing. Students' progress compared to their starting points is better than expected in all phases and strongest in the FS and DP.
- Across all phases, many children and students have well-developed understanding of key mathematical concepts. They are able to apply these successfully to problem-solving as well as in other subjects. For example, children in the FS use non-standard measures to determine the height of plants.
- During the majority of lessons, students are confident in applying mathematical concepts within the Units of Inquiry, but these are not always reinforced by relating them to everyday situations.

For Development:

- Increase opportunities for students to apply mathematical concepts to everyday situations, particularly in MYP and DP.

Science

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

- Student's understanding of science is improving across the school. A majority of PYP, MYP and DP students are progressing at a rate that is above expectations. This is particularly true in the FS where attainment has risen to be well above expectations.
- There is a growing emphasis on students being able to discover for themselves. In the FS, children are developing an understanding of the meanings of scientific vocabulary and procedures like prediction and investigation. By DP, students are able to design their own complex investigations.
- Numerous practical investigations, supported by the proficient use of technology for research, enhance students' scientific skills and understanding. Frequent opportunities for students to reflect on their learning and to work in groups, are also having a positive effect on understanding.

For Development:

- Make more use of questioning that requires students to draw on factual information, think critically and develop creative solutions to everyday problems.

Learning Skills

	Foundation Stage	PYP	MYP	DP
Learning skills	Very good	Good	Good	Very good

- Learning skills are very well developed in the FS and DP, where opportunities for students to display their critical thinking and problem-solving skills are common. These skills are not as well-developed in PYP and MYP. Skills in the use of technology skills are integrated in all phases.
- Students' enthusiasm and commitment to learning are evident throughout the school. They engage well with online learning and make relevant links to the outside world. Students take pleasure in talking about their learning and work constructively, both independently and in small groups.
- Students are increasingly aware of what they need to do next, to improve on their performance. This has been enhanced by the increased use of technology, enabling them to quickly refer to success criteria, access teacher feed-back and gather information.

For Development:

- Provide more opportunities for critical-thinking and inquiry, especially for students in PYP and MYP.

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

	Foundation Stage	PYP	MYP	DP
Personal development	Outstanding	Outstanding	Outstanding	Outstanding

- Students in all phases demonstrate very positive and responsible attitudes towards learning and the school. They are self-reliant and many demonstrate leadership skills, which are promoted very well through the IB programme. They are highly sensitive to others' needs and show genuine concern.
- Behaviour is exemplary and students are self-disciplined. They are responsive to advice and thrive on critical feedback. They demonstrate excellent awareness of healthy lifestyles and make very good choices of food and drinks.
- Attendance has improved since the previous inspection, as has punctuality to school and to lessons. Students are actively involved as trained mediators in supporting any vulnerable students and minimising instances of bullying.

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

- Students in each phase are keenly aware of Islamic values and understand their relevance to the UAE. These values are enhanced through many activities beyond school and are embedded in the IB programme.
- Students are very proud of their own cultures. They have a very good appreciation and understanding of UAE culture. Students in all phases can provide age-appropriate details of the UAE's heritage, such as food, dress and tourist attractions.
- Students' understanding of world cultures is enhanced by the range of the school's cultural activities. Most recognise that they are global citizens and can give details about world cultures, including languages, art and history. This is most apparent in the upper year groups.

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

- Engagement in a variety of school-based activities promotes FS and PYP students very good awareness of social and environmental issues. MYP and DP students demonstrate exceptional social responsibility and initiate or take action, often beyond the school.
- Across the school, students show a very positive work ethic. When given the opportunity, they are innovative and creative, and many successfully initiate environmental or charitable activities. The curriculum in each phase fosters strong environmental awareness.
- Students in PYP, readily volunteer to clean-up the school, help fellow students or those in need in the community. Older students have a broader impact through involvement with UNICEF, the Model United Nations or in helping a Cambodian farming community.

For Development:

- Ensure that students of all ages have opportunities to initiate or participate in action to improve their school and wider communities.

3. Teaching and assessment

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

- Teachers in the FS support children's learning very effectively through a wide range of engaging activities. In other phases, but particularly in DP, teachers' subject expertise enables them to challenge students and to help them to eliminate any misconceptions.
- Students' are encouraged to develop insight into their own learning. Most teachers promote students' independence skilfully and develop their confidence to explore their own ideas. Increasingly, lessons provide opportunities for students to develop critical thinking skills, although there remains some inconsistency.
- Teachers in PYP use a lesson planning format that includes hyperlinks to a wide range of online guidance and resources. This has led to better provision for different groups. Increasing use of educational technology enhances students' learning in each phase.

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

- Internal assessment processes are well-developed. Rigorous analysis of all data is helping to narrow the gap between internal and external test results. As a result, the school is better placed to meet or to exceed benchmark achievement targets, leading to improved student outcomes.
- Cognitive test data are used to identify gaps between students' potential and outcomes. This informs strategies for individual support during lessons. Progress tracking is becoming embedded in all phases to check students' progress and to guide future learning. This is well-developed in English, mathematics and science.
- Teachers know their students' strengths and areas for improvement. As a result of the use of online assessment systems, students and parents are better informed about progress. These provide a secure platform from which to raise attainment, especially in the FS and DP.

For Development:

- Increase opportunities for students to engage in independent learning and develop critical thinking, especially in the PYP and MYP programmes.
- Ensure that new online assessment mechanisms become embedded in all phases.

4. Curriculum

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

- The curriculum across the school is highly effective in developing students' attitudes, skills, knowledge and understanding. It addresses the academic and personal needs of almost all students. The curriculum is well-planned to ensure continuity and progression across phases.
- From FS onwards students are able to make choices about learning activities and ways of presenting their work. The choice of subjects begins in MYP and extends into DP where students are able to choose between academic or vocational courses.
- The curriculum is regularly reviewed at a number of levels and units are planned to integrate digital technology skilfully. Frequent cross-curricular links and connections to real life are planned purposefully, particularly in PYP.
- Moral education is largely integrated with other subjects in Years 1 to 10. Assemblies and whole school events also contribute to students' moral development.

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

- The FS curriculum is sufficiently flexible to allow children to initiate their own learning. Curriculum adaptation in other phases personalises learning and engages, motivates and challenges students and especially so in the DP. This ensures that students, to some extent, control their own learning and create memorable experiences.
- A wide range of academic, cultural, social and sporting activities enable students to pursue their own interests. Following each Unit of Inquiry, teachers and students reflect on the learning, although their conclusions are not always apparent in subsequent lessons.
- Since the previous inspection, free-flow between classroom and outdoor learning has become a stronger feature of FS. Modifications to curriculum content prepare students better for external tests. Weekly enrichment lessons in the PYP focus on students' individual interests and aptitudes.
- Arabic is taught in FS1 in three 30-minute lessons and in FS2 in five 30-minute lessons.

For Development:

- Ensure that evaluations of students' learning at the end of each unit of study guide subsequent learning more consistently.

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

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

- Health and safety are strong features in the school, with regularly up-dated policies and risk assessments all in place. Buildings are well-maintained, although those with reduced mobility do not have full access. All employed staff are trained in child protection, but those employed by parents are not.
- There is a robust stance against bullying. Trained staff, student mentors from DP and student mediators in PYP support those who may be more vulnerable. They are well supported by the school counsellors. Students and parents are given guidance the safe use of the internet.
- Improvements made in response to the recommendations of the previous inspection report include additional fencing with bolted gates, which provide a more secure play and outdoor learning area for the FS.

	Foundation Stage	PYP	MYP	DP
Care and support	Very good ↑	Very good ↑	Very good ↑	Outstanding ↑

- The school is implementing a positive approach to behaviour management. Teachers consistently apply a fair balance between sanctions and rewards. Attendance is recorded digitally, which supports the regular monitoring of absences and the production of accurate reports to parents.
- Comprehensive and rigorous systems are in place to identify students of determination and those with gifts and talents. This information is sensitively managed and used to provide targeted and personalised interventions. Programmes for more-able and creative students enhance the quality of support available.
- Students and their parents have access to a confidential and caring model of guidance and support. Expert academic advice and information on a wide range of career pathways are provided to older students. Stress management, mindfulness and well-being all feature strongly in a counselling programme.

For Development:

- Ensure that all full-time, ancillary staff and those employed directly by parents for in-school support are trained in child protection, and that new members and supply teachers are fully aware of the procedures.
- Review the features of the accommodation that make access difficult for those with restricted mobility.

Inclusion of students of determination (Students of determination)

Provision and outcomes for students of determination

Good

- Inclusion leaders are expert, highly qualified and committed to best practice. Policies are inclusive, fully compliant and all teachers share responsibility for supporting students of determination.
- The school applies a rigorous admissions procedure involving parents. Referrals are made by teachers via an online platform. Assessment information is used to design the most appropriate social, emotional or academic interventions, which the inclusion team regularly monitors.
- Parental support and involvement are positive features of provision. The inclusion team, teachers, parents and students meet regularly to share and agree targeted planning. A parents' focus group further enhances provision.
- The majority of teachers adapt teaching to support students' learning and social needs. In some lessons, the levels of engagement and active learning of students are inconsistent, and teachers' expectations are too low.
- The central referral platform ensures that progress is monitored by class teachers. The progress of students of determination is shared, discussed and updated. Parents regularly engage in discussions with the inclusion team about long-term progression goals.

For Development:

- Ensure that all curriculum modifications and targeted interventions reflect high expectations and are linked to the students' specific learning and social needs.

6. Leadership and management

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

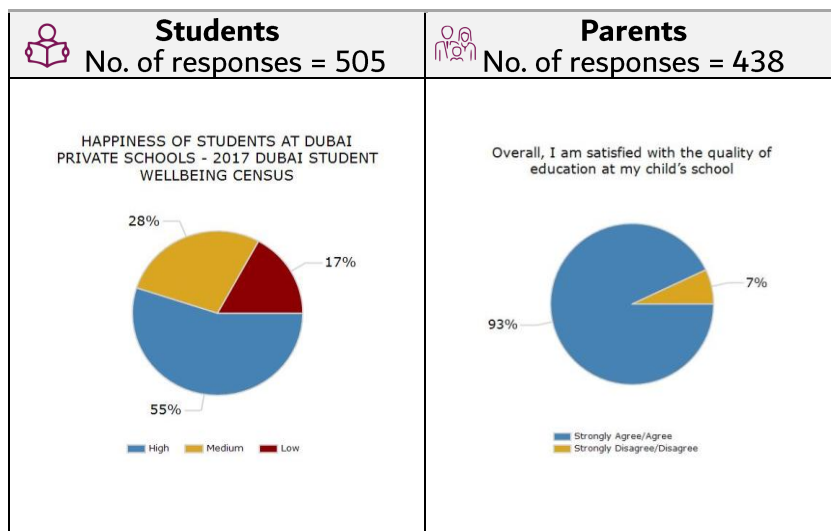
- Since the previous inspection, the strong senior leadership team has established an increasingly effective team of middle leaders, who share the vision of an inclusive learning environment. Positive relationships and high morale ensure the response to the previous report's recommendations has been effective. All leaders are held accountable for outcomes that are improving steadily.
- Senior and middle leaders have an accurate understanding of the key improvement priorities. These are identified by systematic analyses of students' internal and external assessment data. Leaders fully understand the significance for the substantial number of students of determination and those for whom English is an additional language, of other indicators in an IB curriculum. A determined response has been made to the recommendations of the previous report.
- The school has improved communication with parents, ensuring that they have detailed information on the IB standards and their children's progress towards them. Parents are engaged fully with many school activities, feel well informed and value their shared role in their children's education. Parent representatives now have significant influence on the school's educational priorities. The school is increasingly exploiting opportunities within the local and wider communities.
- Senior leaders and the owner have responded positively to the previous report and established a very strong School Advisory Council. The members bring a variety of skills and expertise and a willingness to act as critical friends, holding leaders to account for the school's performance. All members of the council bring enthusiasm to their roles.
- Teachers are well-qualified and deployed effectively. They benefit from an effective programme of professional training. Middle leaders contribute significantly to management, although not all have sufficient time allocated for this purpose. The premises, including a spacious and imaginatively designed primary building, provide an environment conducive to learning. Libraries, laboratories and computer suites are well-equipped. Resources are generally plentiful and there are good facilities for sport, arts and recreation.

For Development:

- Ensure that middle leaders have sufficient time allocated to carry out their responsibilities.

The View of parents and senior students

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



 Students	At the time of the inspection there were no student survey results available.
 Parents	The majority of respondents are very happy with the school. A few individuals refer to inconsistent teaching due to the rapid turnover of staff, but the inspection found that staff were more stable than many other schools in Dubai. A few respondents also criticise the limited range of extra-curricular activities, but inspectors found no grounds for this concern.

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