

**VERY GOOD**



2019-2020

# INSPECTION REPORT



























IB CURRICULUM

## Contents

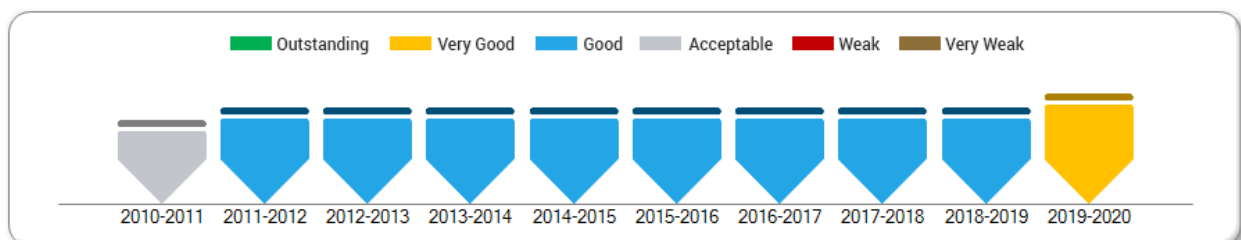
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<b>Contents.....</b>	<b>2</b>
<b>School Information .....</b>	<b>3</b>
<b>Summary of Inspection Findings 2019-2020 .....</b>	<b>4</b>
<b>Overall School Performance.....</b>	<b>6</b>
<b>National Priorities .....</b>	<b>8</b>
<b>National Agenda Parameter .....</b>	<b>8</b>
<b>Moral Education.....</b>	<b>9</b>
<b>Reading Across the Curriculum .....</b>	<b>9</b>
<b>Innovation.....</b>	<b>9</b>
<b>Main Inspection Report .....</b>	<b>10</b>
<b>Views of parents and students .....</b>	<b>20</b>

## School Information

General Information	 Location	Emirates Hills
	 Opening year of School	2005
	 Website	www.eischools.ae
	 Telephone	971043629009
	 Principal	Kathryn Dyche - Nichols
	 Principal - Date appointed	1/8/2016
	 Language of Instruction	English
	 Inspection Dates	27 to 30 January 2020
Students	 Gender of students	Boys and girls
	 Age range	3-18
	 Grades or year groups	EY1 to Year 13
	 Number of students on roll	1726
	 Number of Emirati students	13
	 Number of students of determination	117
	 Largest nationality group of students	Arab
Teachers	 Number of teachers	148
	 Largest nationality group of teachers	British
	 Number of teaching assistants	29
	 Teacher-student ratio	1:12
	 Number of guidance counsellors	1
	 Teacher turnover	22
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 2019-2020

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

### Students Outcomes

- From the Early Years (EY) onwards, students acquire very good learning skills that underpin their very good achievement, particularly in English, mathematics, science. Students also achieve well in Islamic education and Arabic as an additional language. Achievement in Arabic as a first language is mostly acceptable, as it is in UAE social studies. Students of determination make very good progress towards their learning goals.
- Students' respectful and considerate behaviour makes a significant contribution to the school's welcoming and purposeful learning atmosphere. Students display positive and responsible attitudes to learning. They appreciate and respect Islamic values and have a very good understanding of the culture and traditions of the UAE. They willingly take on leadership roles and display well-developed innovative and entrepreneurial skills.

### Provision for learners

- Much very good, and some outstanding teaching, successfully engages students' attention and interest. In many lessons, teachers make skilful use of questioning to promote higher-order thinking, as students are challenged to explain their reasoning. Teaching of this quality is now more consistent in the lower phases. In most lessons, teachers make good use of assessment information to ensure that work is matched to students' learning needs.
- The curriculum is effectively designed to develop students' skills, knowledge and understanding. In the Diploma Programme (DP), imaginative curriculum planning promotes high achievement in English and science. Cross-curricular links and connections to everyday life make learning meaningful. The range of enrichment activities increases students' achievement opportunities. The curriculum is effectively adapted to meet the needs of most groups of students.
- Students' welfare and well-being are given a high priority. Safeguarding procedures are supported by clear policies and appropriate staff training. Students are effectively supervised and kept safe both within school and when on school transport. Healthy living is promoted effectively throughout school life. Care and support are of high quality, and very good support is provided for students of determination.

### Leadership and management

- Very effective leadership ensures that concern for students' all-round development is at the heart of this inclusive school. Monitoring and evaluation procedures are rigorous. Parents feel that their children are kept safe and supported well, both academically and personally. The roles and responsibilities of most members of the advisory council are not clearly defined. The school runs smoothly on a day-to-day basis and is very well resourced.

### The best features of the school:

- The very effective school leadership and accurate self-evaluation that ensure a continuing focus on improvement in a positive learning environment.
- The very good teaching and the thoughtful use of assessment information that underpin students' impressive achievement, particularly in English, mathematics and science.
- The stimulating and engaging environment provided for children in EY that promotes rapid progress in all areas of learning.
- The strong partnerships with parents and the very good arrangements for keeping students safe and promoting their well-being and healthy lifestyles.
- The inclusive ethos that ensures that all students are provided with excellent care and support and encourages a strong sense of social responsibility.








### Key Recommendations:

- Raise attainment and progress in Arabic as a first language to at least match that in other subjects.
- Develop a strategic plan for inclusion that incorporates a range of alternative educational and career pathways for those students less suited to academic programmes.
- With reference to the KHDA publication 'The Gift of Good Governance', define the roles and responsibilities of members of the advisory council.

## Overall School Performance

**Very good ↑**

### 1. Students' Achievement

		Foundation Stage	PYP	MYP	DP
 <p>Islamic Education</p>	Attainment	Not applicable	Good	Good	Good
	Progress	Not applicable	Good	Good	Good
 <p>Arabic as a First Language</p>	Attainment	Not applicable	Acceptable	Acceptable	Acceptable
	Progress	Not applicable	Good	Acceptable	Acceptable
 <p>Arabic as an Additional Language</p>	Attainment	Not applicable	Good	Good	Not applicable
	Progress	Not applicable	Good	Good	Not applicable
 <p>English</p>	Attainment	Very good ↑	Very good	Very good	Outstanding
	Progress	Very good	Very good	Very good	Outstanding
 <p>Mathematics</p>	Attainment	Very good ↑	Very good	Very good	Good
	Progress	Very good	Very good	Very good	Good
 <p>Science</p>	Attainment	Very good ↑	Very good	Very good	Very good ↓
	Progress	↑ Very good	Very good	Very good	Outstanding
 <p>UAE Social Studies</p>	Attainment	Acceptable			
<b>Learning skills</b>		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	Very good ↑	Very good ↑	Very good	Very good
Assessment	Very good ↑	Very good	Very good	Outstanding

## 4. Curriculum

	Foundation Stage	PYP	MYP	DP
Curriculum design and implementation	Very good ↑	Very 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	Very 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 the UAE, and Ruler of Dubai, launched the UAE National Agenda 2021. In 2015, KHDA launched the National Agenda Parameter (NAP), 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.

The school meets the registration requirements for the National Agenda Parameter for the 2019-2020 academic year.

#### The school's progression in international assessments is above expectations.

- Although the school did not reach the targets set for Year 5 students in mathematics and science, in the Trends in International Mathematics and Science Study (TIMSS), the Year 9 results placed the school at the high international benchmark. In the Programme for International Student Assessment (PISA) tests, the school exceeded its targets set for science and reading. Although the target set for mathematics is not achieved, the score is above the Dubai average. General Learning (GL) tests show that students' progress between 2018 and 2019 is very good in science and English, and outstanding in mathematics. When measured against students' cognitive potential (CAT4), progress in all three subjects is outstanding.

#### The impact of leadership is above expectations.

- The school's National Agenda (NA) action plan provides a clear map for reaching its targets. Issues raised in the previous inspection report have been fully addressed. The results of international tests are analysed in detail at multiple levels throughout the school. The information is used effectively to modify the curriculum. Leaders ensure that most teachers use the data to adjust teaching to meet students' needs.

#### The impact on learning is above expectations.

- Students effectively retrieve, analyse and evaluate information in all forms. They are able to formulate hypotheses based on the information which they have available, and can think creatively when faced with new situations. Most students are able to build their own understanding through inquiry. They demonstrate the capacity for independent learning from an early age.

**Overall, the school's progression to achieve the UAE National Agenda targets is above expectations.**

#### For development:

- Ensure that all teachers make full use of assessment information to adjust teaching in order to meet the needs of all students.



### Moral Education

- The moral education curriculum is aligned fully with the Ministry of Education (MoE) requirements. All key concepts and learning objectives are taught well.
- Teachers effectively engage students' interest through a wide range of motivating learning experiences based on everyday life. They make very good use of questioning to deepen students' understanding.
- Teachers make use of a variety of ongoing and end-of-unit assessments to check students' achievement. The outcomes are reported to parents as part of the school reporting procedures.

The school's implementation of moral education is **above expectations**.

#### For development:

Develop guidelines for the assessment of students' attitudes in moral education.

### Reading Across the Curriculum

- Teachers systematically use accurate assessments of students' reading levels to guide the support provided for underperforming readers.
- Students' reading literacy in the Primary Years Programme (PYP) and the Middle Years Programme (MYP) is above age-related expectations, and is improving as a result of well-planned cross-curriculum initiatives.
- Led by the reading champion and the reading team, the school successfully promotes reading as a lifelong learning skill.
- School leaders are highly committed to the development of a culture of reading and have in place a strategic plan for the development of students' reading in all subjects.

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

#### For development:

- Develop an accelerated reading programme in the PYP to increase the motivation of reluctant readers.

### Innovation

- The school is successful in developing an innovative learning culture. Teachers effectively promote the development of students' independent and collaborative learning skills and the use of technology.
- The curriculum enables students to be innovative and to engage in high-quality enterprise projects. Proactive 'Eco Warriors' initiated the installation of water fountains to reduce plastic bottle waste.
- Teachers in all phases provide opportunities for students to generate their own ideas, and plan learning activities that promote critical thinking and problem-solving.
- Across the school, inquiry-based, cross-curricular learning greatly enhances students' personal, social and academic development. Extra-curricular activities provide students with numerous opportunities for leadership and innovation.
- School leaders show a clear commitment to innovation. They are taking innovative approaches towards the development of teaching and learning and students' creative potential.

The school's promotion of a culture of innovation is **systematic**.

#### For development:

- Ensure that all teachers are fully aware of how technological innovations are being used to improve student outcomes.

## 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

- From their different starting points, students in the PYP are making faster progress than those in the MYP and the DP. Non-Arab students are particularly competent in linking Islamic concepts to everyday life. Recitation skills are strong in all phases.
- Research skills in reference to the Holy Qur'an and Hadeeth are evident in most lessons. Students draw values from a variety of topics and link them in different contexts. DP students lead debates on controversial global issues, using their Islamic knowledge to support their points of view.
- The tracking of students' progress and the wide range of Islamic related extra-curricular activities are having a positive impact on students' progress. However, weaknesses in their Arabic language skills are impeding Arab students' understanding of Islamic concepts.

#### For development:

- Strengthen links with the Arabic department to enhance students' Arabic language skills and provide more opportunities for students to discuss Islamic concepts in lessons.

#### Arabic as a First Language

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

- Internal assessments indicate that attainment exceeds expectations in all phases. However, students' work in lessons and in their books suggests that attainment is closer to curriculum expectations. More effective teaching underpins students' good progress in PYP.
- Students' listening skills are the strongest of the language skills. Although reading is generally accurate, it lacks fluency. Rather than the expected classical Arabic, many students prefer to use their own dialect, or even English, to express their views in lessons.
- The curriculum now matches the MoE expected standards except in Year 12, where it is not fully aligned. Students' progress in both MYP and DP is less strong than that in PYP because the work set in lessons in these phases is often below the expected curriculum standards.

#### For development:

- Increase the emphasis on students' use of classical Arabic in lessons and ensure that the Year 12 curriculum is fully aligned with the MoE expected standards.

## Arabic as an Additional Language

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

- Although internal assessments are slightly inflated, students' work in lessons and in their books confirms that in both phases they are making good progress, and that attainment is above curriculum expectations. Students make particularly good progress in PYP when topics are relevant to them.
- The majority of students are extending their vocabularies and developing their basic understanding of Arabic. Writing skills are also showing steady improvement. However, many lack confidence when speaking and have difficulty in engaging in conversations about everyday situations.
- Improved assessment procedures ensure that students' progress is tracked in all four language skills. However, the grouping of students in bands of years of studying Arabic does not give a fully accurate view of individual students' attainment levels.

### For development:

- Provide more opportunities for students to practise their speaking skills and ensure that assessment procedures take closer account of students' years of studying Arabic.

## English

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

- Children in EY and PYP rapidly develop their English speaking, reading and writing skills, which are enhanced as they move through the school. DP students' particularly well-developed language and literacy skills enable them to achieve excellent results in external examinations.
- In all phases, students' literacy skills exceed the curriculum standards. Students progressively develop their vocabulary as they move through the school. DP students express themselves confidently and articulately. Students increasingly take responsibility for their own learning and use technology effectively.
- The updated EY phonics and early language acquisition programmes are the foundations of students' rapid progress in English as they move through the school. Although assessment is used well to track students' progress, the quality of teachers' written feedback to students is variable.

### For development:

- Develop greater consistency in the quality of teachers' feedback to students on the standard of their work and how it can be improved.

## Mathematics

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

- External assessments and inspection evidence confirm that attainment and progress are well above expectations in EY, PYP and MYP. A strong foundation in number is laid in EY and PYP, and is extended in MYP. Students in DP do not always show their reasoning clearly when working through mathematical problems.
- While investigations and independent learning are features in all phases, inquiry-based learning is strongest in EY and PYP. The use of real-world situations to extend learning is a particularly strong feature in EY. DP students tend to be over-reliant on their teachers.
- A sharper focus on explicit mathematics teaching has raised children's attainment in EY. Increased attention to the demands of external benchmarking tests in PYP and MYP have deepened students' mathematical understanding and knowledge. To raise attainment in DP, the school has introduced new courses.

### For development:

- Raise attainment and progress in DP, and ensure that students show their reasoning when solving mathematical problems.

## Science

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

- In EY, PYP and MYP, the large majority of students quickly acquire an understanding of science above the expected levels. Although external examination results in DP declined slightly last year, the development of scientific knowledge and understanding of most DP students is still very rapid.
- Frequent practical activities, underpinned by the scientific method, are a feature in science lessons across the school. This, along with meaningful links to the real world, stimulates students' curiosity and strengthens their understanding of science.
- An increase in meaningful, real-world investigations in EY, such as EY1 children constructing animal habitats, is helping to raise attainment and progress. A consistent emphasis on analysis and evaluation, together with a requirement for students to design their own experiments, is strengthening understanding of the scientific method.

### For development:

- Ensure that the of planning of units of work is fully aligned with programme-specific IB practices.

## UAE Social Studies

### All phases

#### Attainment

Acceptable

- Students' recent work and their attainment in lessons show that most are in line with curriculum expectations. PYP students, in particular, confidently relate issues to their everyday lives.
- The ability of students to conduct research to distinguish fact from opinion is inconsistent. Most are able to identify differences in patterns of geography and history, but their understanding of how these relate to the development of the UAE is not as strong.
- Engaging teaching approaches and a well-planned curriculum are helping to increase students' knowledge and understanding. However, their ability to cite textual evidence to support a point of view is variable.

#### For development:

- Extend students' understanding of the historical and geographical influences on the development of the UAE, and their ability to cite evidence in support of their opinions.

## Learning Skills

### Foundation Stage

### PYP

### MYP

### DP

#### Learning skills

Very good

Very good

Very good

Outstanding

- Most students have a genuine interest in learning and apply themselves willingly to the completion of their work. They increasingly take responsibility for their own learning as they move up the school. DP students demonstrate exceptionally well-developed critical thinking and problem-solving skills, but do not always show their reasoning in mathematics.
- Students learn effectively when working independently or in small groups. They are able to make links to everyday contexts and to different subject areas. In all phases, students are keen to discuss their learning, share their thinking and develop their ideas.
- In EY and PYP, learners rapidly develop their communication and language learning skills. Self and peer assessment are common aspects of most lessons in all phases. Students make frequent use of technology to support their learning and present their work.

#### For development:

- Ensure that all students take a responsibility for their own learning, and consistently apply themselves to the completion of their work.

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

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

- Students' very positive attitudes to school are reflected in their regular attendance. They behave extremely well and are very respectful to staff, visitors and their peers.
- Most students are self-motivated and sensitive to the needs of others. Older students provide positive role models for younger students. Their exemplary behaviour ensures harmonious relationships across the school.
- From the EY onwards, students are increasingly aware of the importance of healthy lifestyles. The large majority make healthy food choices and follow the school's advice regarding physical activity and personal well-being.

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

- In all phases, students show a clear understanding and appreciation of Islamic values. They appreciate the relevance and impact of these values on everyday life in the UAE, and are highly appreciative of the culture of the UAE.
- Students engage in a variety of cultural activities and visits to museums and other places of interest. These strengthen their understanding of Emirati culture and traditions. They accept one another exceptionally well, and show tolerance towards diversity.
- Students enjoy celebrating different national and international days. They display a very good understanding of their own heritage and traditions, but their understanding of the similarities and differences in other cultures is more variable.

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

- Students are proactive members of the school, and of local and international communities, often initiating and leading projects. Older students in particular volunteer in wide variety of ways. Year 12 students, for example, painted the inside and outside of a school, in Nepal.
- Innovation, enterprise and entrepreneurship start in EY where children are involved in the financial plans for their garden. The youngest children design boats that float, while older students have invented biodegradable trainers, and Apps to support themselves in Spanish lessons.
- Students across the school are environmentally aware and increasingly conscious of sustainability. They reduce, recycle and reuse when possible. Students are involved in trawling the ocean floor to remove rubbish while diving, in beach cleaning and in litter picking.

### For development:

- Increase the opportunities for students to develop a broader understanding of world cultures.

### 3. Teaching and assessment

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

- Students across all phases benefit from high quality teaching and learning experiences. Teachers effectively use their knowledge and skills to plan purposeful, challenging and engaging lessons. They make effective use of questioning to promote students' thinking and to check understanding.
- In many lessons, teachers encourage students to apply their independent and collaborative learning skills. This often leads to productive small-group activities in which technology is used to good effective to support learning.
- The impact of training to develop teachers' professional skills is most clearly evident in EY and PYP. In most lessons, learning activities are appropriately challenging. However, there is inconsistency in the level of challenge provided for students of Arabic as a first language.

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

- Teachers use ongoing assessments well, particularly in EY and DP. They have improved assessment guides, especially in Arabic and in MYP as a whole. They also use external benchmark test information well to adjust the curriculum and in English and mathematics to drive improvement.
- The use of assessment information ensures that work is matched to students' learning needs. In both Islamic education and Arabic, assessments are not fully aligned to the curriculum standards. Teachers' marking of students' work generally provides helpful guidance on how to improve.
- The restructuring of leadership responsibilities for assessment has improved practice in most areas of the school. In EY, the refined method for assessing children's progress enables teaching to be focused more accurately on their individual needs.

#### For development:

- Improve the quality of teaching in Arabic as a first language.
- Ensure that assessments in Islamic education and Arabic accurately reflect students' performance against the relevant curriculum standards.

## 4. Curriculum

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

- In all phases, the curriculum is effectively planned to meet the needs of students, and increasingly strengthens their learning with meaningful cross-curricular links. It has real-world relevance and promotes innovation. The DP curriculum offers students an excellent variety of choices of subjects and learning experiences.
- The International Baccalaureate (IB) philosophy of developing inquiring, knowledgeable and caring young people permeates the curriculum. Health, environmental and social issues are embedded in many lessons. They encourage students of all ages to take effective action to help others and the environment.
- School leaders and teachers in all phases, particularly in EY and PYP, conduct regular reviews of the curriculum, which leads to continually increasing opportunities for students to develop both academically and personally.

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

- The school is committed to continuous improvement in order to meet the needs of all students. In EY, the introduction of a phonics programme is having a positive impact. In PYP, there is an emphasis on improving resourcing and on personalisation of the curriculum.
- There are many opportunities for students to be enterprising, innovative, and creative, and to contribute to society, including Model United Nations, young entrepreneurs and several environmental groups. These activities are led by students, with succession planning to ensure that they are sustained.
- Links to the UAE culture and coherent learning experiences are embedded throughout the curriculum and included in daily lesson plans. Students are able to celebrate the heritage and culture of the UAE through many school-wide events.
- Arabic is taught in EY1 and EY2 for 120 minutes each week.

### For development:

- Strengthen cross-curricular links by making them more explicit in all lessons, particularly as students move through the school.



## 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

- Child protection and safeguarding procedures are thorough and supported by rigorous policies and procedures, and by well-trained staff. Protection from any form of abuse is given high priority. All issues are handled with sensitivity.
- The buildings and grounds are attractive and maintained to a high standard of cleanliness and repair. They are fully accessible to all students and adults. Maintenance staff ensure that they are safe for students and adults.
- The medical facilities are well organised by the medical staff. Together with the school staff they effectively promote healthy eating and fitness. The arrangements for parents who drop off or collect their children are very well organised.

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

- Mutually respectful relationships between adults and students are a feature of the school. Students willingly conform to the school's behaviour policy. The school promotes attendance and punctuality well through a very effective monitoring system. Parents are contacted immediately in the event of any unexplained absence.
- The care and support team effectively monitor the well-being and personal development of all students. They provide invaluable support for any student experiencing social and emotional difficulties.
- The care and support team identify students of determination and those with particular gifts and talents quickly and accurately. They manage and coordinate the support provided for these students effectively. Students receive high quality guidance on their future courses of study.

## Inclusion of students of determination

### Provision and outcomes for students of determination

Very good

- School leaders and the managing board demonstrate high levels of commitment to inclusion. They admit a diverse population and investment in the recruitment of additional staff and resources to support students of determination.
- Effective systems ensure the accurate identification of the learning needs of students. The process begins at the point of admission. Identification is also made following routine academic assessments, and through teacher and parent referrals.
- Most parents of students of determination have positive relationships with the school. Communication between school and home is frequent. The school provides parents with regular updates on their children's progress. Parents are able to contact the school whenever necessary. They feel that they are listened to and well supported.
- Teachers know students well. Most make good use of the available assessment information to plan learning activities that are carefully matched to the needs of individual students. As a result, most students receive the support needed to make their best academic and personal progress.
- Most students of determination make at least good progress in relation to their individual targets. Their progress is closely checked and provision is adjusted where necessary. For older students less suited to a full academic programme, the options available are limited.

### For development:

- Plan a range of alternative learning pathways for those older students who are less suited to a full academic programme.
- Increase the range of expertise within the inclusion team.

## 6. Leadership and management

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

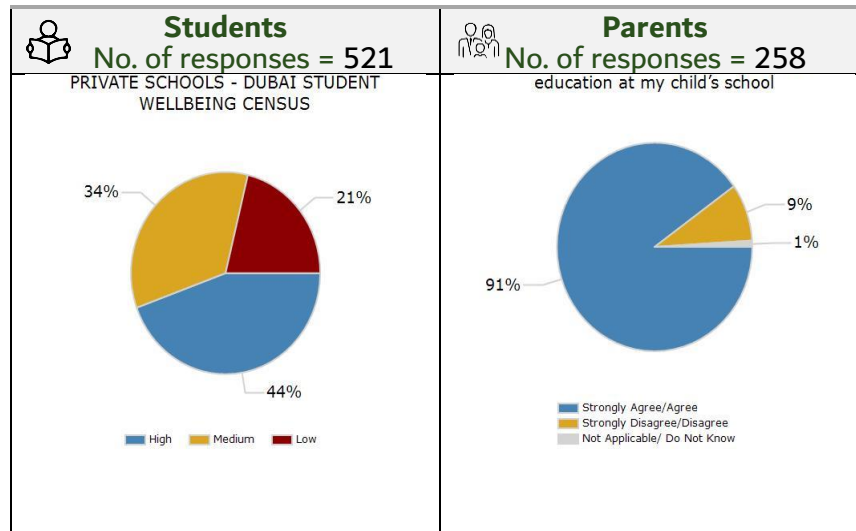
- Very effective leadership ensures that concern for students' all-round development is at the heart of this inclusive school. The clear vision for the future direction of the school is supported by more consistent and effective leadership at all levels. This has enabled staff, at all levels, to contribute to the improved performance seen in key areas of the school's work.
- Improved procedures ensure that monitoring and evaluation are systematic and rigorous at every level. They provide school leaders with an accurate picture of the school's performance. This information ensures that all planning is focused on appropriate development priorities. The impact is seen in the more rapid progress which students are making as a result of more consistent teaching and learning, particularly in EY and PYP.
- Parents feel that the school provides a family atmosphere where children are supported both academically and personally. They believe that their children are safe in school. They value the open-door policy and the quality of academic reports that they receive. The school reaches out to the local community through a number of projects and initiatives. The school does not have the resources to share and enhance the information available to parents using an IT platform, in a timely manner.
- The managing board is proactive in providing the resources needed to enhance the quality of education which the school provides. The board receives advice from the advisory council, which includes external consultants and parental representatives. Because the advisory council is at a relatively early stage of development, the roles and responsibilities of most members are not clearly defined. As a result, members are not in a position to gather the first-hand information needed to act as critical friends.
- The school runs smoothly on a day-to-day basis. Sufficient, appropriately qualified staff are employed and deployed according to their specialisations. Staff benefit from a wide range of training opportunities, which are focused on individual and whole-school improvement targets. The school premises and sports facilities are of a high quality and conducive to the promotion of students' learning.



### For development:

- Ensure that members of the advisory council have the expertise necessary to support school improvement, particularly in relation to inclusion.

## Views of parents and 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.



 <b>Students</b>	<ul style="list-style-type: none"> <li>Students report that they generally have a sense of belonging, feel happy, optimistic and safe. A minority of students indicates that they have some worries and anxieties. The mostly positive views of students were echoed in interviews and informal discussions held during the inspection.</li> </ul>
 <b>Parents</b>	<ul style="list-style-type: none"> <li>Parents who responded to the survey are positive about the quality of the education that their children receive. They are confident that their children are safe and well cared for at school. Parents feel that they are listened to and involved in their children's learning. During the inspection, interviews with parents confirmed these views.</li> </ul>

## 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](mailto:inspection@khda.gov.ae)

A handwritten signature in black ink, appearing to be 'JG', is written over a light grey grid background.