



المعرفة  
Knowledge



# EMIRATES INTERNATIONAL PRIVATE SCHOOL (BR)

IB CURRICULUM

VERY GOOD

## DUBAI FOCUS AREAS

INCLUSIVE  
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA  
PARAMETER





























VERY GOOD

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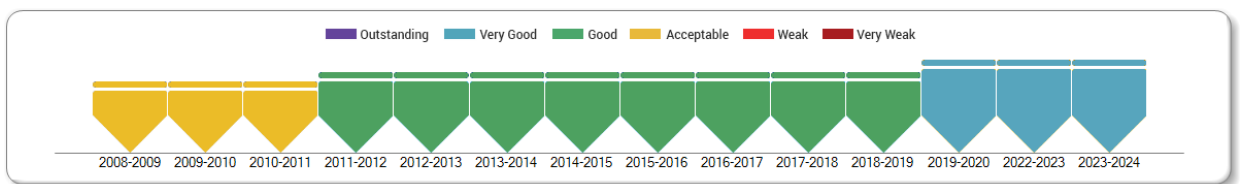
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## SCHOOL INFORMATION

 <p>GENERAL INFORMATION</p>	 Location	Emirates Hills
	 Opening year of school	2005
	 Website	www.eischools.ae
	 Telephone	043629009
	 Principal	Mr. Ian James Ward
	 Principal - date appointed	1/8/2022
	 Language of instruction	English
	 Inspection dates	20 to 24 November 2023
 <p>STUDENTS</p>	 Gender of students	Boys and girls
	 Age range	3 to 18
	 Grades or year groups	FS2 to Year 13
	 Number of students on roll	1876
	 Number of Emirati students	15
	 Number of students of determination	155
	 Largest nationality group of students	Arab
 <p>TEACHERS</p>	 Number of teachers	149
	 Largest nationality group of teachers	British
	 Number of teaching assistants	8
	 Number of guidance counsellors	1
 <p>CURRICULUM</p>	 Curriculum	IB
	 External Curriculum Examinations	IBMYP, IBDP
	 Accreditation	IBO

## School Journey for EMIRATES INTERNATIONAL PRIVATE SCHOOL (BR)



## SUMMARY OF INSPECTION FINDINGS 2023-2024

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

- Across all phases, students achieve at least very good outcomes in English, mathematics and science and good outcomes in Islamic Education and Arabic as an additional language. Achievement in Arabic as a first language is improving, and Diploma Programme (DP) students are now making good progress. Students demonstrate very strong learning skills.
- Students typically behave very well and demonstrate positive attitudes to learning; most consistently so in the Primary Years (PYP) and DP, where teaching is strongest. Students respect and value the culture and heritage of the UAE, alongside their own and wider world cultures. They understand and respect Islamic values. Across the school students are very socially engaged, many welcoming opportunities to take on leadership roles.

### Provision For learners

- Teaching across all phases is very good, with some examples of outstanding teaching across the school. Although there is a little inconsistency in the Middle Years (MYP) and in the Foundation Stage (FS), teaching is rarely less than good. Most teachers use their subject knowledge and skills well to plan engaging lessons and they use assessment information to differentiate work to meet the learning needs of groups of students.
- A very well-conceived and regularly reviewed curriculum is designed to develop students' skills, knowledge and understanding. The recent introduction of a vocational learning programme in the upper school is extending provision. Cross-curricular links are strong. The curriculum is well adapted to meet students' needs and aspirations.
- The school very effectively prioritises the care, support and guidance of students and ensures that their safeguarding and wellbeing are prioritised. Healthy lifestyle choices, including nutrition, physical activity and sleep, are promoted effectively. In this very inclusive school, all students, including students of determination and those who are gifted and talented, almost always have their needs fully met.

### Leadership and management

- The principal leads a capable team of senior and middle leaders who collectively ensure that very high standards of provision and student achievement are maintained. Self-evaluation procedures are robust, and well-informed improvement plans are in place. Parents are very satisfied with the level of care and support their children receive and the progress they make. Governance, including the advisory council, have a positive impact on the school's development.

### Highlights of the school:

- Highly effective teaching across most areas of the school
- Strong care and support for students, prioritising their health, safety, and overall wellbeing
- Students very positive attitudes and their high levels of social engagement
- Strong leadership and governance
- Effective assessment procedures that underpin a well-designed curriculum

### Key recommendations:








- Strengthen procedures for identifying and sharing examples of the highest quality teaching and learning.
- Ensure that all teachers make full use of assessment data to meet the learning of individual students.
- Ensure that in all subjects, emphasis is placed on understanding and developing students' reading literacy levels.



# OVERALL SCHOOL PERFORMANCE

Very good

## 01 Students' Achievement

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

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

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

## 03 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

## 04 CURRICULUM

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

## 05 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

## 06 LEADERSHIP AND MANAGEMENT

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

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

## FOCUS AREAS

### National Agenda Parameter

#### International Assessment, Reading Literacy and Emirati Achievement

Since 2015, the Dubai private school sector has been highly successful in exceeding the challenging targets set as part of the National Agenda 2021, for international assessments (PISA, TIMSS, PIRLS). We continue to evaluate schools' achievements in international assessments, putting an even greater focus on the achievements of schools' Emirati cohorts and their success in improving reading literacy skills across the school a key driver for students' success in education. The following section focuses on the success of the school in meeting the National Agenda Parameter targets.



<b>A. Registration Requirements</b>	<b>Met Fully</b>
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	<b>Whole school</b>	<b>Emirati cohort</b>
<b>B. International and Benchmark Achievement</b>	<b>Outstanding</b>	<b>Very good</b>

- The school's Progress in International Reading Literacy Study (PIRLS) results between 2016 to 2021 showed an improvement, with the school's score of 573 exceeding its target of 565. Whole school progression in standardised benchmark assessments saw English move to very good and mathematics and science to outstanding. Emirati students almost matched the whole school progression except in mathematics, where they reached a very good standard.

<b>C. Leadership: International and Emirati Achievement</b>	<b>Very good</b>
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- Leaders do not have a strong grasp of how the PIRLS international benchmark levels align with subject areas to indicate how reading literacy may limit access to the curriculum. They do, however, understand, in some detail, the implications of benchmark assessment data on the identification of gaps in curriculum content and students' knowledge and skills. Many leaders monitor how curriculum adjustments and teaching modification are impacting on individual student's progress. Action plans show how the school aims to raise reading skills, especially for weaker readers.

	<b>Whole school</b>	<b>Emirati cohort</b>
<b>D. Teaching and Learning: Improving reading literacy</b>	<b>Good</b>	<b>Very good</b>

- While the attainment of students in the most recent reading literacy tests was good the progress of both Emirati and other students from previous testing is outstanding. The PYP age-related reading literacy levels are not as strong as those in MYP. Except for the English teachers and most homeroom teachers in PYP, teachers across subjects are not making enough use of reading data in their lesson planning and teaching approaches. Interventions for the Emirati students are more personalised and effective.

**Overall school standards in the National Agenda Parameter are very good**



### For Development:

- Focus on raising reading literacy scores, particularly in PYP.
- Improve teachers' use of reading assessments in lesson planning and in teaching to enhance reading literacy skills, especially for weaker readers.

## Wellbeing



KHDA has placed wellbeing at the centre of our school communities. Through focusing upon the inspection of three core wellbeing domains; leading and pursuing wellbeing, engaging and enabling stakeholders and student's wellbeing agency and experiences an evaluation of wellbeing provision and outcomes is provided below:

### **Overall, the quality of wellbeing provision and outcome is at a very good level**

- Leaders are committed to the wellbeing of students, staff, and the community. Leaders prioritise students' happiness. There are comprehensive systems to collect information about students' wellbeing as well as regular wellbeing meetings with identified groups of students. Leaders use formal and informal information about students to provide personalised academic and emotional guidance where required. Leaders provide training opportunities for staff but acknowledge that these have yet to ensure that the wellbeing curriculum is fully embedded across the school.
- Leaders are developing wellbeing lessons in PYP and DP. Students in PYP are developing their understanding of zones of regulation. They are confident when talking about feelings and emotions. The DP curriculum provides a weekly session where students learn about their own wellbeing and that of others. Students have access to a wide range of extra-curricular activities that support wellbeing. Students generally manage themselves without teacher intervention, but less consistently so in MYP.
- Leaders have increased the opportunities for student views to be heard in school. They listen to students and respond to feedback from student surveys. Students willingly take on leadership roles such as, eco and creative representatives, and other voluntary roles within school. They generally have positive relationships with trusted adults. Leaders have reviewed staff induction procedures and provide effective professional and personal support. Staff enjoy working at the school. They are valued and appreciate ongoing support from senior leaders. Students feel safe, happy and enjoy school.

### **For Development:**

- Ensure that the well-being curriculum is fully embedded in all areas of the school.

## UAE social studies and Moral Education

- The school teaches UAE social studies and moral education following the official Moral, Social, and Cultural Studies (MSCS) framework. This curriculum is taught in English as an integrated programme from Years 1 to 13. Each week, students participate in a 40 minute MSCS lesson, utilising official textbooks and workbooks. Additionally, MSCS concepts are incorporated into other curriculum areas.
- Lessons typically involve official teaching materials, often enhanced with digital and audio-visual resources. In PYP, student assessment is primarily on teachers' evaluations of projects with results communicated to parents. In MYP and DP, assessments are more formal and written. These results are also reported to parents. Students generally find MSCS lessons enjoyable, and many engage in projects that delve into environmental and global issues.

## Arabic in Early Years

- The teaching of Arabic in FS, focuses on listening, speaking, writing, vocabulary and phonics. It is taught for three 40 minute lessons per week. In Year 1, students have four 40-minute lessons a week. These lessons are taught by a team of three teachers. The curriculum emphasises more reading and writing exercises, aiming to improve students' Arabic reading comprehension and writing abilities. Regular mid-term assessments are conducted to evaluate students' levels of attainment and monitor their progress. Ongoing formative assessments are also used, allowing teachers to continuously track students' progress.



## MAIN INSPECTION REPORT

### 01 STUDENTS' ACHIEVEMENT

#### ISLAMIC EDUCATION

	Foundation Stage	PYP	MYP	DP
<b>Attainment</b>	Not applicable	Good	Good	Good
<b>Progress</b>	Not applicable	Good	Good	Good

- The subject knowledge and understanding of the majority of students is above expectations, with no significant gap between boys and girls. Students in PYP slightly outperform those in MYP and DP.
- In PYP, students show a good grasp of Islamic fasting and eating protocols. In MYP, students understand traveller's prayer and gratitude. In DP, students engage with more complex Islamic topics, though they are less adept in Seerah compared to the Holy Qur'an and Noble Hadith.
- Students demonstrate improved memorisation and recitation of the Holy Qur'an across all phases. In PYP, new learning and reflection methods are significantly improving understanding, as exemplified by group prayers with teachers and students.

#### For Development:

- Ensure that students link new learning of all areas in the subject to the Holy Qur'an, Noble Hadith and Seerah.

**ARABIC AS A FIRST LANGUAGE**

	Foundation Stage	PYP	MYP	DP
<b>Attainment</b>	Not applicable	Acceptable	Acceptable	Acceptable
<b>Progress</b>	Not applicable	Good	Acceptable	Good ↑

- In PYP and DP, students have made significant progress from their starting points. However, deficiencies in language skills slow progress in MYP. Some PYP students exhibit advanced linguistic abilities and display exceptional language skills.
- Effective communication and expression using standard Arabic, are features of some students' language abilities in PYP and DP. However, in MYP there is considerable variance in students' speaking and writing skills. Most students have well-developed reading comprehension skills.
- Elevating expectations for students and utilising data for lesson planning are contributing positively to the progress of students. Nevertheless, there is a wide range in students' understanding and use of accurate grammar.

**For Development:**

- Raise students' achievement and language proficiency, especially in MYP.

**ARABIC AS AN ADDITIONAL LANGUAGE**

	Foundation Stage	PYP	MYP	DP
<b>Attainment</b>	Not applicable	Good	Good	Not applicable
<b>Progress</b>	Not applicable	Good	Good	Not applicable

- In PYP and MYP, students achieve advanced language skills, with notable strengths among upper PYP students. Nevertheless, the achievement of Year 10 students falls behind the rest of MYP. All students make at least the expected levels of progress based on curriculum expectations.
- Students demonstrate the ability to use Arabic as a tool for expression. They understand the way in which the words in a sentence or phrase are arranged. In PYP, students employ Arabic in more complex constructions, reflecting advanced skills.
- Well-structured teaching strategies and active learning environments, especially in PYP, greatly contribute to students' ability to use language in diverse contexts. The reading comprehension skills of most students have been improved, although this is less evident for some groups in MYP.

**For Development:**

- Ensure that all groups of students are making similar progress in the acquisition of language skills, especially in reading comprehension in MYP.

## ENGLISH

	Foundation Stage	PYP	MYP	DP
<b>Attainment</b>	Very good	Very good	Very good	Outstanding
<b>Progress</b>	Very good	Very good	Outstanding	Outstanding

- Students are fully engaged in their learning and make rapid progress in all lessons. Positive learning routines are embedded in most lessons. In FS, children use their English language skills to listen attentively, share their ideas and respond to questions.
- As they move through the school, students make steady progress in developing their reading, writing, listening and speaking skills. Children in FS use their knowledge of phonics to read and to write phonetically and apply these skills across the curriculum.
- Lesson planning templates follow a common structure and guide classroom practice. Lessons are well-resourced and peer-assessment is a feature in many lessons. However, some lessons tend to include too many activities and time for reflection and consolidation of learning is limited.

**For Development:**

- Ensure that sufficient time is available at the end of lessons for students to reflect on their learning.

## MATHEMATICS

	Foundation Stage	PYP	MYP	DP
<b>Attainment</b>	Very good	Very good	Very good	Very good
<b>Progress</b>	Very good	Very good	Very good	Very good

- The results of benchmark assessments are outstanding. Last year's Year 11 e-assessments were strong, but DP results were disappointing. Open-ended tasks to develop critical thinking are most effectively implemented in FS and PYP, but not used frequently enough in the other phases.
- Planning for differentiated tasks to meet the needs of groups of students is a strength. Oral feedback is well used and effectively sets students on the right path. Written feedback is less strong, as it does not provide enough guidance on how students can improve.
- Teachers track students' progress closely and efficiently identify those requiring additional support. Most FS and DP teachers have high expectations and set appropriately challenging learning activities, but this is less consistent in PYP and MYP.

**For Development:**

- Ensure that written feedback provides students with clear guidance on how to improve their work.
- Ensure that students in PYP and MYP are provided with appropriately challenging learning activities.

## SCIENCE

	Foundation Stage	PYP	MYP	DP
<b>Attainment</b>	Very good	Very good	Very good	Good ↓
<b>Progress</b>	Very good	Very good	Very good	Very good ↓

- A large majority of children in FS and students in PYP and MYP, are attaining above curriculum expectations. Students' attainment in DP is shows a decline from the previous report. This is predominantly related to the performance of students in the 2023 DP examinations.
- In FS, children begin to inquire about the world around them. In PYP students investigate more of how the world works. The scientific investigative skills developed in MYP support learning in the upper years of MYP and DP. Students' practical and manipulative skills are not always strong.
- The curriculum in PYP and MYP has been reviewed. There are additional opportunities for students to develop an understanding of the scientific method, posing scientific questions, making hypotheses, and identifying the variables in investigations.

**For Development:**

- Provide even more opportunities for students to engage in practical science using the tools of scientific investigation.

## LEARNING SKILLS

	Foundation Stage	PYP	MYP	DP
<b>Learning skills</b>	Very good	Very good	Very good	Very good ↓

- Very effective classroom learning routines are seen in most lessons. In Islamic Education and Arabic, students are actively engaged and display enthusiasm for learning, particularly in PYP. In lessons, students are generally confident when expressing their ideas to one another and to their teachers.
- Most students collaborate well, especially in mathematics and English. Opportunities for independent learning are regularly provided and are an integral part of most lessons. In FS, children apply their learning in imaginative activities. In Islamic Education and mathematics, students relate their learning to everyday situations.
- Students are confident in the use of digital technologies. These skills are applied effectively in English for example, but less so in some other subjects. Opportunities for students to develop and apply critical thinking skills are evident but not always planned across all subjects.

**For Development:**

- Ensure that students have opportunities to develop and apply their critical thinking skills in all subjects.
- Ensure that, where appropriate, digital technologies are used to support learning.

## 02 STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT, AND THEIR INNOVATION SKILLS

	Foundation Stage	PYP	MYP	DP
<b>Personal development</b>	Very good	Outstanding ↑	Very good ↓	Outstanding

- Across the school students typically behave very well in lessons and during breaktimes. Students are self-disciplined and demonstrate very positive attitudes to learning, particularly in PYP and DP. Students are respectful to one another and to their teachers. Attitudes to learning in MYP are less consistently positive.
- Students understand the key features of healthy lifestyle choices. Many eat healthy food, which they bring from home or buy from the cafeteria. They are aware of the importance of exercise to keep fit and the importance of sleep.
- Attendance rates are high across the school. This reflects students' positive attitudes and sense of personal responsibility. Punctuality at the beginning of the school day and after breaks is less secure.

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

- Most students exhibit a strong awareness of Islamic values and their relevance in modern UAE society. They articulate how people in the UAE, regardless of nationality or religion, feel safe and respected.
- Students take pride in their own cultures and show respect for others. They speak knowledgeably about cultural traditions, cuisine and languages. Additionally, they provide detailed insights into other world cultures, encompassing the history, literature and tourist attractions of various countries.
- There has been a deepening in students' understanding of UAE heritage and culture this year, bolstered by a variety of school activities such as, celebrations and assemblies. This enhanced understanding is also integrated into the curricula of Islamic Education, Arabic and social studies.

	Foundation Stage	PYP	MYP	DP
<b>Social responsibility and innovation skills</b>	Outstanding	Outstanding ↑	Outstanding	Outstanding

- Leadership roles are promoted among younger students with increasing responsibilities available for senior students. Students appreciate opportunities to contribute ideas for school improvement and change through clubs and the newly formed student councils.
- Students have opportunities to innovate and engage in projects that have a social impact such as, ongoing contributions by children in FS to art installations in Meadow Mall, and the visit by senior students to build a school playground in Nepal.
- Students are aware of environmental issues and committed to sustainability and recycling initiatives promoted by the PYP Eco Club. Older students are aware of the different and inter-related dimensions of sustainability.

### For Development:

- Improve students' punctuality at the start of the day and to lessons.
- Develop more environmental conservation projects for students in all phases.



### 03 TEACHING AND ASSESSMENT

	Foundation Stage	PYP	MYP	DP
<b>Teaching for effective learning</b>	Very good	Very good	Very good	Very good

- Across all subject areas and phases, teachers generally have strong subject knowledge and understand how students learn. In FS, most teachers prepare and adapt learning activities to suits the ways in which young children learn best.
- In FS, teacher interactions with children are supportive and include questioning and discussion. Across all phases, teachers effectively use a range of questioning strategies, although opportunities in lessons to develop critical thinking skills are not always taken, particularly in a few lessons in MYP.
- Teachers use digital presentation technologies appropriately. In some lessons, students are expected to take more responsibility for their own learning, while in other lessons learning is more teacher-led. The levels of challenge in learning activities is not always high enough.

	Foundation Stage	PYP	MYP	DP
<b>Assessment</b>	Very good	Very good	Very good	Outstanding

- Assessment procedures are linked to the curriculum and produce valid and reliable attainment data. Significant improvements in assessment in Arabic now ensure they are accurate. In FS, the measurement of children’s progress, although embedded and extensive, are not always entirely accurate.
- The school conducts all required benchmarking tests and administers the Pupils Attitudes to Self and School (PASS) test to assess personal development. The analyses provide leaders and teachers with detailed individual and group information. Students’ progress is tracked and monitored and efficiently identifies students at risk.
- Analysed data are used to identify and close skills gaps and to adapt lesson plans. Teachers know students’ strengths and weaknesses. Although oral feedback is effective, written feedback is not sufficiently diagnostic in PYP and MYP. Self-assessment and self-reflection are regularly used.

#### For Development:

- Ensure that lessons provide opportunities for critical thinking and problem-solving and allow time for teachers to check understanding and review success criteria.
- Improve the quality of written feedback on students’ work in PYP and MYP.

## 04 CURRICULUM

	Foundation Stage	PYP	MYP	DP
<b>Curriculum design and implementation</b>	Very good	Very good	Very good	Outstanding

- The school offers the PYP from FS to Year 6, the MYP from Years 7 to 11, and the IBDP in Years 12 and 13. A vocational course has been introduced in Year 10, so that Year 12 students can opt for either the full diploma award or the course certificate.
- The curriculum is reviewed regularly to ensure that it up to date, with smooth transitions between phases. The reviews include checks with the requirements of the IB for all three programmes and the MoE curriculum for Islamic Education, Arabic languages and MSCS.
- The recent changes to course offerings and compliance in the MoE curricula have successfully addressed the recommendations of the previous inspection report.

	Foundation Stage	PYP	MYP	DP
<b>Curriculum adaptation</b>	Very good	Very good	Very good	Outstanding

- The broad and balanced curriculum is very successfully modified to support the needs of almost all groups of students. Most classroom activities are differentiated to enable access to the different groups. This is achieved in FS through play-based learning experiences and through alternate pathways in the upper years.
- There are opportunities for students throughout the school to be involved in a wide range of extra-curricular activities that support their personal and academic development. These include opportunities to be involved in community activities as part of the taught curriculum or as extra-curricular projects.
- There are coherent learning activities built into the taught curriculum that make explicit contextualised links to UAE values and culture. Accommodations to mitigate the impact of adverse circumstances of a student in external examinations are not always sought.

### For Development:

- Monitor the need for accommodations in external IB assessments and ensure that identified students are provided with the effective support necessary to allow them to participate at the highest level.

## 05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The safeguarding of students is a high priority at the school. The safeguarding and child protection policy has been recently updated and all staff receive training in health, safety and child protection. Evacuation drills are regularly rehearsed.
- Buildings and outdoor facilities are methodically maintained, and incidents and repairs are quickly attended to. Student safety around buses and private transport is efficiently organised and arrivals and departures are well managed.
- The promotion of safe and healthy lifestyles is a high priority and evident across the school. This is supported by the school medical and physical education staff and other departments.

	Foundation Stage	PYP	MYP	DP
<b>Care and support</b>	Outstanding	Outstanding	Outstanding	Outstanding

- Students and staff have exceptional relationships. In lessons, students are enthusiastic, listen attentively and work effectively when in groups. Students receive high-quality interventions which support their personal development. Attendance across the school is regular.
- Inclusion and pastoral teams work collaboratively with the school counsellor. Staff use assessment information and formal meetings with students to make sure they identify accurately when a student might need additional support. Carefully planned individual or small group work helps students to do well and flourish in school.
- The school uses a range of tools to identify students who may be gifted and talented. Leaders are currently working on how information about these particular students can be shared and used more effectively to provide additional challenge in lessons.

### For Development:

- Ensure that gifted and talented students receive appropriate support.

## INCLUSION OF STUDENTS OF DETERMINATION

### Provision and outcomes for students of determination

Very good

- In this highly inclusive school, leaders' welcome students of all abilities and needs. The skilful inclusion team manage a varied range of students' needs with sensitivity and expertise. However, reviews of the additional support needed by the increasing number and complexity of students' needs have yet to take place.
- Most students make strong progress towards their individual education plan (IEP) targets. They develop a broad range of knowledge and skills. Leaders ensure that alternative pathways, such as a Business and Technology Education Council (BTEC) vocational course, are available for students who require a different curriculum.
- In most cases, students of determination access a curriculum that meets their needs. However, there are occasions when teachers do not adapt the curriculum sufficiently or put in place support measures that fully support their needs.
- Leaders make sure that parents are fully engaged when a student is identified as requiring additional support. Students' IEPs are skilfully written and reviewed regularly. Positive links between home and school ensure that parents are always kept up to date with their children's progress.
- Staff use a range of assessment tools to identify students' needs. In most cases, students are well supported in class. However, not all teachers have a thorough understanding of students' needs and take responsibility for students of determination in their lessons.

#### For Development:

- Ensure that the inclusion team is sufficiently supported to manage the increasing number and complexity of students' needs.
- Provide specific training for staff so that they are able to fully support students of determination.

## 06 LEADERSHIP AND MANAGEMENT

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

- The school is capably led by the principal and his team of skilled senior and middle leaders. The mission of this high-performing and inclusive school, is well-defined, understood and embraced by all staff. Leaders succeed in maintaining very high standards of provision and outcomes for children and students across the school. Leaders have cultivated a genuine sense of community, very effectively nurturing the personal and social development, and the overall wellbeing of its students.
- Through strong self-evaluation procedures, involving all stakeholders, leaders possess a mostly accurate understanding of the school's strengths and priority areas for improvement. Subsequent, action plans, are monitored for impact. Leaders implement secure methods for monitoring teachers' skills and students' learning, although this does not include the accurate monitoring of the progress made by individual students in lessons. Leaders have successfully addressed the key recommendations and many of the development points outlined in the previous inspection report.
- Parents are highly positive and endorse the school's very caring and inclusive mission. Communication between the school and parents is robust and the reporting of students' progress is exemplary. Leaders consult parents when determining the school's direction, including when reviewing the upper school curriculum. Although parents do not always respond in large numbers to the school's significant efforts to engage them, those that do are very active, and all appreciate the accessibility of staff.
- Governance includes strong representation from the Al Habtoor Group and all stakeholders, and it includes a proactive advisory council. Governors provide excellent support and challenge. Several members of the governing board are in regular contact with the school. Governors possess a good understanding of the school's strengths, monitor standards of leadership and the achievements of students.
- The school operates very efficiently. Leaders and managers ensure that the safety and security of students and the wider community are paramount and careful attention is given to quality staff recruitment. A personalised approach to professional training is extended to all leaders and teachers. Specialised areas are mostly very well-resourced although the library falls short of being an engaging reading and learning hub. The school environment is diligently maintained and creates a climate conducive for learning.

### For Development:

- Refine the procedures for formal lesson observations to include the support for and the progress made by individual students.
- Develop the library as a welcoming and thriving hub for reading, learning and research.



## WHAT HAPPENS NEXT?

All schools are required to develop an action plan. The plan 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 [QA.Schools@khda.gov.ae](mailto:QA.Schools@khda.gov.ae)