



إم دي إم
Knowledge المعرفة



EMIRATES INTERNATIONAL PRIVATE SCHOOL L.L.C

IB CURRICULUM

VERY GOOD

DUBAI FOCUS AREAS

INCLUSIVE
EDUCATION



VERY GOOD

WELLBEING



VERY GOOD

NATIONAL AGENDA
PARAMETER



VERY GOOD

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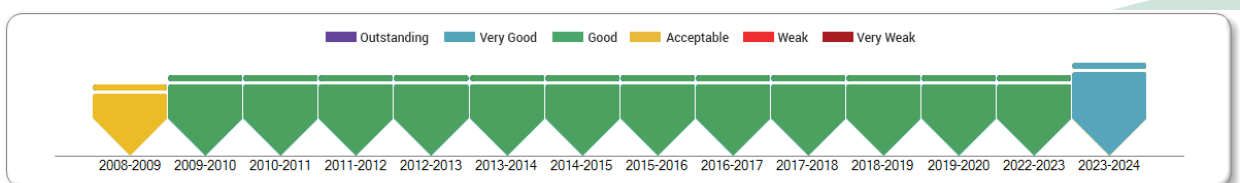
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SCHOOL INFORMATION

Category	Item	Value
GENERAL INFORMATION	Location	Umm Al Sheif
	Opening year of school	1991
	Website	www.eischools.ae
	Telephone	97143489804
	Principal	Robert Matthew Donaldson Ellis
	Principal - date appointed	9/1/2021
	Language of instruction	English
	Inspection dates	22 to 26 January 2024
STUDENTS	Gender of students	Boys and girls
	Age range	3 to 19
	Grades or year groups	FS1 to Year 13
	Number of students on roll	2266
	Number of Emirati students	381
	Number of students of determination	120
	Largest nationality group of students	Arab
TEACHERS	Number of teachers	182
	Largest nationality group of teachers	British
	Number of teaching assistants	11
	Number of guidance counsellors	3
CURRICULUM	Curriculum	IB
	External Curriculum Examinations	IBMYP, IBDP, IBCP, BTEC.
	Accreditation	IB

School Journey for EMIRATES INTERNATIONAL PRIVATE SCHOOL L.L.C



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

- From the Foundation Stage (FS) onwards, students make at least good and often better progress in all core subjects. Attainment is similar, although not as high, in MYP and in Islamic Education and Arabic as in the other phases and subjects. Learning skills are outstanding in FS and very good elsewhere in the school. Students of determination make very good progress.
- The respectful behaviour of almost all students makes a significant contribution to the school's harmonious learning atmosphere. Their positive attitudes to learning contribute to their excellent personal development. Students' appreciation of Islamic values and of the culture and traditions of the UAE is particularly strong in MYP and DP. They are keen to take on leadership roles and display well-developed innovative and entrepreneurial skills.

Provision For learners

- Teaching is outstanding in FS, and very good in the other phases. Most teachers use their subject knowledge and teaching skills very effectively to plan purposeful and engaging lessons. In most cases, teachers use questioning to extend students' thinking. In some PYP and MYP lessons, learning is overly directed by teachers, and students do not have enough opportunities to use their strong learning skills.
- The curriculum is well designed to develop students' skills, knowledge and understanding. In FS and DP, the curriculum provides particularly high-quality learning experiences. It is enhanced by a wide range of options. Cross-curricular links and connections to everyday life are well embedded. A wide range of extra-curricular activities offers additional opportunities to achieve. The curriculum is adapted well to meet the needs of most groups of students
- Students' welfare and wellbeing are high priorities. Safeguarding procedures are supported by clear policies and appropriate staff training. Students are effectively supervised and kept safe both within the school and when on school transport. Healthy living is promoted effectively throughout school life. Care and support are of very good quality, with strong support provided for students of determination.

Leadership and management

- The principal and senior leaders form an effective and cohesive team. They provide a very clear vision for the future direction of the school. All improvement planning is guided by effective self-evaluation procedures. Parents are highly supportive. Governors, advisory council members and parents contribute much to the school's direction. The premises, staffing and resources are all of high quality.

Highlights of the school:

- The excellent provision in FS that promotes rapid progress in all areas of children's learning.
- Students' strong progress in the core subjects, particularly in DP.
- The commitment of senior leaders, governors and staff to ensuring that students' wellbeing and achievement are at the heart of this inclusive school.
- The supportive and caring atmosphere, and the numerous leadership opportunities that underpin students' strong sense of social responsibility.
- The very strong partnerships with parents and the excellent arrangements for keeping students safe and for promoting healthy lifestyles.

Key recommendations:








- Raise attainment in MYP and in Islamic Education and Arabic to at least match that in the other phases and subjects.
- Improve the consistency of teaching in PYP and MYP by ensuring that, in all lessons, teachers make full use of students' capacity for independent learning.
- Ensure that assessment information is collated and presented with clear and understandable summaries of the attainment and progress of different groups.



OVERALL SCHOOL PERFORMANCE

Very good ↑

01 STUDENTS' ACHIEVEMENT

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

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

02 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	Outstanding	Outstanding
Social responsibility and innovation skills	Outstanding	Outstanding	Outstanding	Outstanding

03 TEACHING AND ASSESSMENT

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

04 CURRICULUM

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

06 LEADERSHIP AND MANAGEMENT

The effectiveness of leadership	Very good
School self-evaluation and improvement planning	Very good
Parents and the community	Outstanding
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.



A. Registration Requirements	Met Fully
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	Whole school	Emirati cohort
B. International and Benchmark Achievement	Very good	Acceptable

- With an average score of 604, the school exceeded the 2021 set target in the Progress in International Reading Literacy Study (PIRLS) by 43, and so made outstanding progress. Whole school progression in standardised benchmark assessments saw English and mathematics move to good, with science remaining very good. However, in MYP there are some weaker year groups in all subjects, especially in English. Emirati students improved their achievement in science to good and in English to acceptable. However, their achievement in mathematics remained weak.

C. Leadership: International and Emirati Achievement	Very good
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- School leaders analyse all data received on students' academic potential, their attainment in English, mathematics and science, and their reading literacy scores. These analyses identify any curriculum gaps and highlight any under-performing students. The National Agenda and reading literacy action plans clearly specify appropriate next steps for the cross-curricular development of reading with distinct, measurable targets.

	Whole school	Emirati cohort
D. Teaching and Learning: Improving reading literacy	Good	Acceptable

- Professional training for all teachers has ensured the integration of reading elements across the curriculum. The restructuring of the English curriculum has increased the emphasis on reading to support improvement in students' writing. Guided reading has been reorganised to cater for students' diverse needs, with activities focusing on vocabulary, inference, prediction, explanation and summarising. The MYP curriculum has been revised to include comprehensive studies of full drama texts, poetry anthologies and novels. Classrooms feature dedicated reading areas. Celebrations of reading achievements take place in assemblies. These initiatives emphasise the development of a culture of reading across the school.

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

For Development:

- Ensure that the raising of students' reading attainment is a continuing school improvement priority.
- Improve PYP students' outcomes in English external benchmark tests.
- Continue to close the attainment gaps in external tests results between Emirati students and others.

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 students' wellbeing agency and experiences, an evaluation of wellbeing provision and outcomes is provided below.

Overall, the quality of wellbeing provision and outcomes is at a very good level.

- Leaders demonstrate a strong commitment to the wellbeing of students, members of staff and the whole school community. Through a variety of formal and informal systems, including surveys, they gather useful information about students' wellbeing. They use this information to guide provision. Staff conduct regular meetings with groups of students, including the school council, to gain a deeper understanding of wellbeing issues. Monitoring and training support the implementation of the school's wellbeing policy. Wellbeing indicators do not feature enough in leaders' monitoring of teaching and learning.
- Leaders' commitment to wellbeing is fully understood by both staff and governors. Students actively participate in many wellbeing teams and offer suggestions for improving provision. Leaders consider and act upon these suggestions. Parents express their satisfaction with the numerous means of communicating with the school. Staff report that induction procedures are highly successful in integrating them into this harmonious school community. They feel valued and take pleasure in their work, resulting in a high level of staff morale.
- The IB programme is successful in engaging and motivating students in all phases by focusing on important wellbeing themes, such as resilience, creativity and critical thinking. The 'best buddies' system in the school playgrounds exemplifies students' commitment to supporting one another. Teachers prioritise the development of wellbeing within their classrooms. They successfully create environments in which all students, including students of determination, thrive. Students have a strongly positive view of the school. They hold one another in high regard.

For Development:

- Include wellbeing indicators in the monitoring of teaching and learning to evaluate the impact of classroom climates on students' wellbeing.

UAE social studies and Moral Education

- The school follows the UAE Moral, Social, and Cultural Studies (MSCS) framework. Students in PYP have one lesson of 50 minutes per week, plus learning integrated into the IB Units of Inquiry. Students in MYP and DP also have one lesson each of 50 minutes per week, together with integrated themes and form group sessions. In DP, learning is also integrated with life-skills. Lessons are taught in English.
- Teachers plan lessons that are aligned to the curriculum standards. Heightened emphasis on interdisciplinary connections helps to deepen understanding. Subject MSCS leaders have developed a coherent curriculum that is appropriately balanced and features the history, geography and economy of the UAE, and global perspectives. Guest speakers, field trips and extra-curricular activities enhance provision. Assessments include evaluations of students' oral presentations and project-based learning.

Arabic in Early Years

- Children learn Arabic for 150 minutes weekly. The Arabic curriculum is tailored for Arab and non-Arab children in FS. In Year 1, they learn Arabic separately. The teaching programme emphasises enjoyable and meaningful learning experiences. Children learn numbers, letters, sounds and basic conversation patterns. The assessment process involves checks on children's progress in reading, writing, listening and speaking. Two qualified teachers personalise lessons based on individual abilities, in a welcoming and stimulating environment with age-appropriate resources. Group activities promote active learning, preparing children for a smooth transition to Year 1.



MAIN INSPECTION REPORT

01 STUDENTS' ACHIEVEMENT

ISLAMIC EDUCATION

	Foundation Stage	PYP	MYP	DP
Attainment	Not applicable	Acceptable ↓	Good	Good
Progress	Not applicable	Good	Good	Very good

- In MYP and DP, the majority of students demonstrate a secure understanding of Islamic laws and faith, which are above curriculum standards. In PYP and MYP, internal assessments show higher levels of attainment than those in lessons and in students' work. Students make faster progress in DP.
- In MYP and DP, students focus on understanding the Holy Qur'an, Seerah and contemporary issues. Discussions are not always supported with references to Holy Qur'anic verses or Hadith. Students' ability to take responsibility for learning is less strong in PYP and MYP.
- Time allocated for Holy Qur'anic recitation at the start of lessons is helping to develop students' memorisation and recitation skills, as is participation in extra-curricular Holy Qur'an clubs and competitions. However, students' ability to link the Holy Qur'an and Hadith to their daily lives varies.

For Development:

- Encourage students to take more responsibility for their own learning and deepen their understanding of Islamic concepts, particularly in PYP.
- Enhance students' ability to link appropriate verses of the Holy Qur'an and Hadith to their daily lives.

ARABIC AS A FIRST LANGUAGE

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

- External and internal data confirm improved attainment in DP. Benchmark results show a decline in reading comprehension skills, while speaking and writing are steadily improving in all phases. Students develop a rich vocabulary as a result of structured reading programmes.
- Students use standard Arabic appropriately in their class discussions. In PYP, students can analyse short stories and describe the main characters. Students, especially those in MYP, benefit from individualised support. In DP, they develop independent research and debating skills.
- Students provide well-structured writing in digital samples, drafts and notebooks. However, in MYP, fluency in the use of Arabic is inconsistent because of gaps in knowledge. Progress is more evident when students benefit from good modelling of language use.

For Development:

- Ensure that students with knowledge gaps benefit from intervention plans, especially those in MYP.
- Improve all students' fluency in the use of Arabic in writing.

ARABIC AS AN ADDITIONAL LANGUAGE

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

- Internal assessment data indicate a higher level of attainment than in lessons and students' work. Benchmark test results show a decline in reading comprehension. Students progress well in both phases due to the effective grouping system based on years of studying Arabic.
- Students develop a rich vocabulary. In the most successful lessons, they extend their speaking and writing using conjunctions and adjectives. Teachers and students use standard Arabic in lessons, although with some use of English, especially during group work and on worksheets.
- Students make more progress when their learning draws on their prior knowledge and vocabulary. This is particularly evident when learning is focused on skills rather than content and

is closely linked to the curriculum. There is no observable difference between boys' and girls' attainment.

For Development:

- Ensure that learning outcomes in all lessons focus on skills rather than content and are accurately linked to the curriculum.
- Provide students with more opportunities to extend their learning based on their prior knowledge.

ENGLISH

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

- In FS, children's communication skills develop quickly. Students make increasingly rapid progress as they move through the school. This culminates in outstanding attainment in DP. In MYP, external test results vary. Some year groups attain below expectations. Internal assessments show higher attainment than do external examinations.
- Most students are confident communicators, using an increasing range of vocabulary. Writing skills are a current focus. Progress is evident in students' ability to write at greater length. Drafting and editing skills are not used consistently to ensure correct spelling, punctuation and grammar.
- The structured phonics scheme used in FS has been extended with good effect into the lower PYP year groups. Across the school, the appreciation of reading is strongly promoted. Whole-class guided reading and increased support from parents with home reading are having a positive impact.

For Development:

- Improve external assessment outcomes, especially in MYP.
- Encourage students to draft and edit their own writing with greater care, particularly with regard to spelling, punctuation and grammar.

MATHEMATICS

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

- Overall students' outcomes in FS, PYP and DP are well above expected curriculum standards. Final examination outcomes at the end of DP are very high, but are below the expected standards in MYP.
- In FS, children can recall number bonds beyond ten and write simple number sentences. In PYP, students have a secure understanding of the addition and multiplication of fractions. Students in MYP manipulate and simplify algebraic expressions. In DP, students successfully use statistical methods to analyse data.
- Younger students demonstrate secure mental arithmetic skills. In lessons, higher ability students do not move quickly enough to more challenging activities. Older students use online resources effectively to model mathematical concepts. Students in the lower MYP teaching groups do not always apply themselves fully to their learning.

For Development:

- Review the setting arrangements in the lower MYP year groups to assess the effect on students' application to learning.
- Ensure that higher achieving students tackle more challenging tasks at a much earlier stage in lessons.

SCIENCE

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

- A majority of students across the school achieve above curriculum expectations. Results in external benchmark tests and internal assessments show that students' knowledge and understanding are secure. In lessons, students demonstrate that they are able to design scientific experiments and interpret data effectively.
- Scientific thinking, enquiry and investigative skills are well developed in FS and in DP. These skills are consolidated and developed further in PYP. In MYP, students successfully interpret graphs, extrapolate data and successfully link them to scientific innovations.

- Increased opportunities in PYP have improved students' ability to design their own experiments. In MYP, practical laboratory skills are underdeveloped. In DP, students demonstrate a secure understanding of atomic structure and subatomic particles. However, their ability to interpret motion graphs varies.

For Development:

- Provide more opportunities for students to develop practical laboratory skills in MYP.
- Improve students' ability to interpret linear graphs.

LEARNING SKILLS

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

- Students enjoy learning. Children in FS are particularly keen to engage in an exciting range of stimulating activities. They persevere when work is difficult and settle quickly to their learning tasks. Across the school, students make connections to prior learning and links between subjects.
- Students enjoy practical and investigative work. They take pleasure in discussing their learning and in developing their ideas. Increasingly, they check and evaluate their work against success criteria. They use a range of technology competently to support their work.
- Since the previous inspection, improvements have been made in the quality of learning skills in PYP and MYP. Students engage in more research, critical thinking and presentations. Collaborative learning has increased, most noticeably in MYP. Opportunities for independent learning remain rather limited.

For Development:

- Provide more opportunities for students to develop and apply their independent learning skills.

02 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 a very strong sense of personal responsibility and a positive work ethic. They are proactive, resilient and polite. They work effectively and collaboratively together, showing commendable support and understanding of others' needs.
- Most students demonstrate positive attitudes towards learning. They display respectful behaviour. This results in excellent overall conduct. Students establish and maintain exemplary relationships with their classmates and members of staff. They feel safe, valued and well supported.
- Across all phases, there is a strong commitment to the maintenance of healthy lifestyles. Students participate in initiatives such as the healthy eating challenge, leading them to make informed dietary choices. They participate in physical activities with enthusiasm.

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

- In MYP and DP, students possess an exceptional understanding of the influence of Islamic values in the UAE. School-wide Ramadan assemblies, Umrah trips and diverse events like community Iftars provide cultural celebrations. Active participation in supporting charities enriches ethical perspectives.
- Students exhibit some knowledge and understanding of the culture and heritage of the UAE. They develop this through a variety of activities that promote understanding of Emirati culture. Emirati students act as UAE ambassadors and organise the celebration of national events.
- Students demonstrate a strong understanding of their own cultures and are mindful and respectful of other cultures in school. The annual International Day fosters community-wide celebration, embracing diverse cultures. Students actively engage in sharing and studying different cultures.

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

- Students are enabled to make a difference. They are proud of the valuable contributions they make to their school and community through their numerous leadership roles. They demonstrate care and consideration for others and initiate many charity events.

- Students have a positive work ethic. In FS, children think critically as they design and evaluate their role-play areas. Older students are generally innovative and creative. They participate in many projects which demonstrate their entrepreneurial skills, for example, the Formula 1 STEM (science, technology, engineering and mathematics) Challenge.
- In PYP, students help to plan a sustainability fair in collaboration with local companies. In FS, children discuss recycling and how to repurpose materials. Students in MYP and DP have a very sound understanding of sustainability issues which they apply through Community, Action, and Service (CAS).

For Development:

- Extend students' understanding, particularly in FS and PYP, of the role of Islamic values in UAE society.

03 TEACHING AND ASSESSMENT

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

- Most teachers have secure subject knowledge and a strong understanding of how young people learn. The quality of teaching is most effective in FS where teachers are highly skilled in all areas of learning. Across all phases, teachers encourage students' critical thinking.
- Teachers plan engaging lessons, using time and resources to good effect. Occasionally they talk for too long. They generally use questioning effectively to check understanding and to promote deeper thinking. Although lesson planning takes account of individual needs, higher achievers are not always challenged enough.
- Teaching has improved in PYP and MYP, but there remains some inconsistency in quality in these phases. Opportunities for students to learn collaboratively have increased. Some teachers' over-direction in lessons can limit independent thinking and learning.

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

- Across the school, internal assessment processes align well with curriculum standards. In each phase, the assessment and tracking of students' academic progress and their personal and social development are mostly consistent and very informative.
- External assessments are used to benchmark students' performance against international standards. The ensuing data are rigorously analysed to identify any gaps in students' learning. However, the final summaries are not clear enough to ensure that the information obtained is accurate and easily understood.
- Students are capable of understanding their strengths and areas for improvement. They accurately assess their own work in partnership with their teachers. Oral feedback is a strength of the assessment process. However, there is inconsistency in the written feedback given in students' workbooks in MYP and DP.

For Development:

- Ensure that there is sufficient challenge in learning activities, especially for higher achieving students.
- Ensure that the summaries of the outcomes of external assessments are succinct, accurate and meaningful, so that the implications for teaching and learning are easily understood.

04 CURRICULUM

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

- The curriculum fully meets the requirements of the IB and the Ministry of Education (MoE). It enables high quality learning experiences, very successfully develops students' personal qualities, their wider interests and talents, and prepares them well for external examinations.
- Collaborative planning within subjects provides continuity and progression in learning. Cross-curricular links are well established in lesson plans, enabling students to link their learning meaningfully across subjects.
- Annual reviews ensure that the curriculum continues to meet the academic and personal needs of all students. Programmes of study are adjusted in the light of subject updates and any changes in examination requirements. Curriculum adjustments have contributed to improved performance in Arabic.

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

- In all phases, the curriculum is adapted to provide interesting learning opportunities for almost all groups of students. Assessment information is used to provide students with different levels of challenge. However, the level of challenge for the most able varies between subjects.
- The curriculum is enhanced by an extensive range of extra-curricular activities. Older students have a wide range of options, mainly related to pathways within the DP programme. Alternative pathways for students less suited to academic study are more limited.
- Opportunities for students to deepen their understanding and appreciation of Emirati culture and traditions are mainly through Islamic Education, Arabic, MSCS and school celebrations. Their knowledge and understanding of these aspects are not so effectively developed in other subjects.

For Development:

- Widen the provision of alternative pathways for students less suited to academic study.
- Enhance students' appreciation of Emirati culture and traditions by developing these aspects as cross-curricular themes.

05 THE PROTECTION CARE, GUIDANCE AND SUPPORT OF STUDENTS

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

- The school places a high priority on safeguarding. Effective policies and systems are in place and are clearly communicated to all, including visitors. Members of staff understand and effectively fulfil their responsibilities for keeping students safe from all kinds of abuse, bullying and cyberbullying.
- The excellent maintenance of the school is reflected in the high-quality, welcoming and inclusive learning environment. Leaders maintain detailed and secure records, including all health and safety checks and risk assessments. Emergency evacuation and lockdown drills are carried out regularly and their effectiveness reviewed.
- The school gives careful attention to the development of students' healthy lifestyles. This is enhanced through a wide range of extra-curricular activities and support from the school's medical team and physical education staff.

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

- A nurturing ethos is evident throughout the school. Members of staff maintain highly positive relationships with students in all phases. Clear expectations of behaviour are established and respected by almost all. Systems to ensure regular attendance and punctuality are effective for most, but not all, students.
- The school has strong systems for identifying the needs of students of determination and those with particular gifts and talents. Thoughtfully constructed individual plans are used to guide curriculum adaptations. They provide effective support for students' academic and personal progress.
- The care and wellbeing of all students are diligently monitored by skilled staff and older students through the 'best buddies' system. Personalised support effectively guides students' personal development and provides valuable guidance on life choices and career paths.

For Development:

- Improve punctuality and attendance.

INCLUSION OF STUDENTS OF DETERMINATION

Provision and outcomes for students of determination

Very good

- Leaders of inclusion oversee the provision of effective support. The admission procedures include a welcome for students with more profound and complex needs. The premises are well resourced to support students of determination and enhanced by a new sensory room.
- The school's processes for the identification and assessment of barriers to students' learning have improved. Well-structured individual education plans (IEPs) effectively guide provision. Students receive targeted intervention support, both individually and in small groups. Support in lessons through differentiated learning activities is usually effective.
- Parents feel well supported. They express high levels of satisfaction with their children's academic and personal development. They appreciate the care and concern that is shown towards them and their children. Regular information and training events enable parents to provide appropriate support at home.
- Students' IEPs include specific goals and suggested strategies. Almost all teachers and learning support assistants (LSAs) provide effective guidance for students of determination in lessons. Some alternative learning pathways are provided for older students with high-level needs, but not yet for younger age groups.
- The inclusion department holds regular reviews to check students' progress, measured against their starting points and individual learning targets. The data show that a large majority of students are making better than expected progress towards their IEP goals.

For Development:

- Enhance and expand the provision of learning pathways for students of determination to provide highly motivating and personalised learning for all age groups.

06 LEADERSHIP AND MANAGEMENT

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

- The principal and other senior leaders work together as an effective and cohesive team. They are clear about the school’s vision and are highly committed to its success. With the full support of all members of staff, they ensure that students’ wellbeing and academic achievement are at the heart of the school. Although there is some variation in the effectiveness of middle leaders, the wide distribution of leadership roles enables all staff to make meaningful contributions to the drive for continued improvement.
- Self-evaluation procedures provide leaders with a mostly accurate picture of the school’s performance. Leaders and staff are committed to improvement. All understand the importance of judging the effectiveness of teaching through its impact on students’ learning. In a few subjects, assessment is not entirely accurate. However, the information gathered generally ensures that improvement planning is focused on appropriate development priorities. The recommendations from the previous inspection report have been tackled with determination.
- Parents are highly supportive of the school and of the school leaders. They appreciate the visibility of senior leaders and the many formal and informal opportunities to talk to teachers. Parents are very well informed about their children’s academic progress and personal development. They appreciate the school’s caring and inclusive nature. They feel that their children are safe and valued as individuals. They say that their opinions are heeded and that they are able to make positive contributions to school life.
- Governors fully understand their responsibilities for holding the school to account. Together with members of the Advisory Council, they provide the school with considerable expertise and support. Through regular reports and visits, governors have a very good understanding of the school’s performance. They support leaders in pursuing the National Agenda targets. They ensure that, whenever necessary, additional resources are provided to improve the quality of education.
- The school runs efficiently on a daily basis. Members of staff are well qualified and effectively deployed. They benefit from a wide range of ongoing training opportunities which are focused on individual and whole-school improvement targets. Specialist teaching rooms and other learning spaces provide very good learning environments. They include extensive high-quality areas for

physical education and sport. Children in FS benefit from a vibrant environment that is conducive to active learning, both indoors and outdoors.

For Development:

- Ensure that all middle leaders have the skills necessary to bring about improvement in their areas of responsibility.
- Ensure that in all subjects, the assessment of students' attainment and progress is accurate.



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