



INSPECTION SUMMARY REPORT

Parent Edition | 2023-2024

EMIRATES INTERNATIONAL PRIVATE SCHOOL (BR)

IB

VERY GOOD

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IB

Inspection Dates
20 - to 24 November 2023

Principal
Mr. Ian James Ward

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1876
Students

15
Emirati Students

155
Students of Determination

149
Teachers

8
Teaching Assistants

1
Guidance counsellors

OVERALL SCHOOL PERFORMANCE

VERY GOOD

- OUTSTANDING** | Quality of performance substantially exceeds the expectation of the UAE
- VERY GOOD** | Quality of performance exceeds the expectation of the UAE
- GOOD** | Quality of performance meets the expectation of the UAE (This is the expected level for every school in the UAE)
- ACCEPTABLE** | Quality of performance meets the minimum level of quality required in the UAE
- WEAK** | Quality of performance is below the expectation of the UAE
- VERY WEAK** | Quality of performance is significantly below the expectation of the UAE

WHAT ARE THE SCHOOLS' HIGHLIGHTS AND POINTS TO IMPROVE?

SCHOOLS HIGHLIGHTS

- Strong care and support for students, prioritising their health, safety, and wellbeing
- Students mostly very positive attitudes and their high levels of social engagement
- Strong leadership and governance, which consistently upholds very high standards of provision and student achievement, including for students of determination
- Effective assessment procedures underpin a robust curriculum, resulting in highly effective teaching across most areas of the school

POINTS TO IMPROVE

- Strengthen strategies used to identify highly impactful classroom practices to then rapidly disseminate excellence in teaching for effective learning
- Require that teachers use assessment data to more effectively personalise learning
- Ensure that teachers across the curriculum place great emphasis on developing students' reading literacy skills

WELLBEING

THE OVERALL JUDGEMENT OF WELLBEING IS **VERY GOOD**



School leaders prioritise the well-being of students, staff, and the community. They have established comprehensive systems to assess students' well-being and conduct structured meetings with student groups. Both formal and informal information guides tailored academic and emotional support. Well-being lessons are integrated into the curriculum, fostering students' understanding of emotions and self-awareness. Leaders promote student voice through feedback mechanisms, offer leadership roles, and provide strong learning support.

STUDENTS' ACHIEVEMENTS

Across all phases, students achieve very well in English, mathematics and science and well in Islamic Education and Arabic as an additional language. Achievement in Arabic as a first language is rapidly improving and students now make good progress in phase 4. Students develop very strong learning skills.

ENGLISH	MATHS	SCIENCE
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: VERY GOOD
PYP: VERY GOOD	PYP: VERY GOOD	PYP: VERY GOOD
MYP: VERY GOOD	MYP: VERY GOOD	MYP: VERY GOOD
DP: OUTSTANDING	DP: VERY GOOD	DP: GOOD

ARABIC AS FIRST LANGUAGE	ARABIC AS SECOND LANGUAGE	ISLAMIC
ATTAINMENT	ATTAINMENT	ATTAINMENT
PROGRESS	PROGRESS	PROGRESS
FOUNDATION STAGE: NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE	FOUNDATION STAGE: NOT APPLICABLE
PYP: ACCEPTABLE	PYP: GOOD	PYP: GOOD
MYP: ACCEPTABLE	MYP: GOOD	MYP: GOOD
DP: ACCEPTABLE	DP: NOT APPLICABLE	DP: GOOD

LEARNING SKILLS
FOUNDATION STAGE: VERY GOOD
PYP: VERY GOOD
MYP: VERY GOOD
DP: VERY GOOD



STUDENTS' PERSONAL AND SOCIAL DEVELOPMENT



Students typically behave well and have very positive attitudes to learning; most consistently so in PYP and DP. Students value the culture and heritage of the UAE, their own and wider world culture. They both understand and respect Islamic values. Across the school they are very socially engaged, many welcoming opportunities to take on leadership roles.

PERSONAL DEVELOPMENT	UNDERSTANDING OF ISLAMIC VALUES & AWARENESS OF EMIRATI & WORLD CULTURES	SOCIAL RESPONSIBILITY & INNOVATIVE SKILLS
FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: OUTSTANDING
PYP: OUTSTANDING	PYP: VERY GOOD	PYP: OUTSTANDING
MYP: VERY GOOD	MYP: VERY GOOD	MYP: OUTSTANDING
DP: OUTSTANDING	DP: VERY GOOD	DP: OUTSTANDING

PROVISION FOR LEARNERS

Teaching across all phases is very good, with examples of outstanding teaching for effective learning in every phase. Rarely is teaching less than good overall although standards are least consistent in the Middle Years (MYP). Most teachers use their subject knowledge and skills well to plan engaging lessons and they use assessment information to differentiate work in an attempt 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 BTEC programme in upper school is welcomed. Cross-curricular links are strong. There are many examples of where the curriculum is well adapted to more effectively meet the needs and aspirations of different groups of students.

The school very effectively prioritises the care, support and guidance of children and students and ensures that their safety, safeguarding and overall wellbeing are prioritised. Healthy lifestyle choices are promoted at all times - including nutrition, physical activity and sleep. In this very inclusive school, all students, including students of determination and those who are gifted and talented always have their needs fully met.



TEACHING	ASSESSMENT	CURRICULUM DESIGN
FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: VERY GOOD
PYP: VERY GOOD	PYP: VERY GOOD	PYP: VERY GOOD
MYP: VERY GOOD	MYP: VERY GOOD	MYP: VERY GOOD
DP: VERY GOOD	DP: OUTSTANDING	DP: OUTSTANDING

CURRICULUM ADAPTATION	HEALTH & SAFETY	CARE & SUPPORT
FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: VERY GOOD	FOUNDATION STAGE: OUTSTANDING
PYP: VERY GOOD	PYP: VERY GOOD	PYP: OUTSTANDING
MYP: VERY GOOD	MYP: VERY GOOD	MYP: OUTSTANDING
DP: OUTSTANDING	DP: VERY GOOD	DP: OUTSTANDING

INCLUSION

THE OVERALL PROVISION OF STUDENTS OF DETERMINATION IS **VERY GOOD**

School leaders prioritise inclusivity, welcoming students of all abilities. A strong inclusion team effectively manages diverse student needs. Most students make significant progress towards individual education plan targets and access a comprehensive curriculum; alternative pathways like BTEC are available. However, there are occasional lapses in curriculum adaptation and support for students of determination. Robust parental support includes well-crafted and regularly reviewed individual learning plans, fostering positive home-school links. Teacher understanding of student needs is vital, and consistent in-class support is essential for all students.



LEADERSHIP AND MANAGEMENT

The principal leads a capable team of senior and middle leaders who ensure that very high standards of provision and student achievement are maintained. Self-evaluation procedures are robust and well-informed improvements 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 exert a positive impact on the school's development.

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



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