

# INSPECTION REPORT

## Emirates English Speaking School

Report published in January 2013

Knowledge and Human Development Authority

P.O. Box 500008, UAE, Tel: +971-4-3640000, Fax: +971-4-3640001, [info@khda.gov.ae](mailto:info@khda.gov.ae), [www.khda.gov.ae](http://www.khda.gov.ae)

## GENERAL INFORMATION ABOUT Emirates English Speaking School

Location	Al Safa
Type of school	Private
Website	www.eess.sch.ae
Telephone	04-3947355
Address	P.O Box: 7575 Dubai, UAE
Principal	Shah Shamsuddin Usmani Tabrez
Curriculum	Indian (CBSE)
Gender of students	Boys and Girls
Age / Grades or Year Groups	3-18 / Kindergarten to Grade 12
Attendance	Acceptable
Number of students on roll	1,680
Students' nationalities	Indian
Number of Emirati students	0 (0%)
Date of the inspection	24th September to 26th September 2012

## Contents

The context of the school .....	3
Overall school performance 2012-2013 .....	4
Key strengths .....	4
Recommendations .....	4
Progress since the last inspection .....	5
Trend of overall performance.....	5
How good are the students' attainment and progress in key subjects?.....	6
How good is the students' personal and social development? .....	7
How good are the teaching, learning and assessment? .....	7
How well does the curriculum meet the educational needs of students? .....	8
How well does the school protect and support students? .....	8
How good are the leadership and management of the school? .....	8
How well does the school provide for students with special educational needs?.....	12
What are the views of parents, teachers and students?.....	14
What happens next? .....	15
How to contact us .....	15

## The context of the school

The Emirates English Speaking School is located in Jumeirah. The school had an open enrolment policy accepting students from all areas of Dubai, including students with identifiable obstacles to their learning. The school enrolled students from Kindergarten to Grade 12, aged three to 18 years.

The school followed the CBSE curriculum with students completing the CBSE examinations in Grades 10 and 12. Other external examinations were offered on a voluntary basis. Classes for instruction were mixed through Grade 4, with boys and girls being separated from Grades 5 to 12. At the time of the inspection the enrollment was 1,680 students which reflected an 8 per cent increase over the previous year.

The school was grouped into four phases: Kindergarten, primary, middle and high school. There were 87 teachers in the school. There were 60 classrooms. In almost all cases, class sizes were large from Kindergarten to Grade 8. Parent volunteers were assigned to the Kindergarten 1 classes on a regular basis to support the teachers and students.

## Overall school performance 2012-2013

Acceptable

### Key strengths

- Consistently good attainment and progress in Islamic Education and English;
- The polite and well behaved students across the school community and their loyalty to the school;
- A high level of commitment for school improvement by secondary staff leading to improved results in external examinations;
- The care, commitment and dedication shown by staff;
- The highly developed relationship with parents which had enabled the school to support its students and in turn be supported.

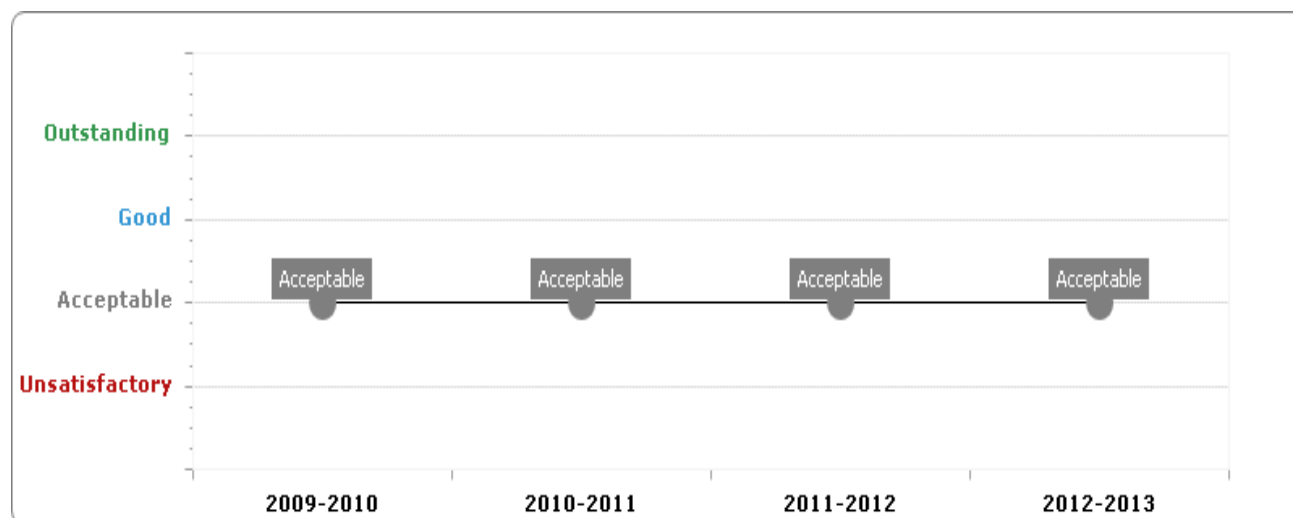
### Recommendations

- Improve attainment and progress in Arabic across all phases;
- Ensure teaching and learning in Kindergarten includes experiential learning and differentiation of instruction;
- Provide high quality professional development to enable teachers to plan learning activities which offer appropriate levels of challenge for students of all ages and abilities;
- Review the curriculum so that it provides continuity, progression and enrichment opportunities for all students across all phases;
- Improve the learning environment by providing additional learning resources and improved air conditioning.

## Progress since the last inspection

- The school has shown improvement in student attainment and progress in the higher grades;
- Workshops in teaching strategies for Kindergarten teachers have been conducted but these had not yet led to improved practice in the majority of the classes.
- The school has begun to develop arrangements to ensure the accurate identification of students with special educational needs but the quality of support remained at a very early stage of development.

## Trend of overall performance



## How good are the students' attainment and progress in key subjects?

	KG	Primary	Middle	Secondary
<b>Islamic Education</b>				
<b>Attainment</b>	Not Applicable	Good	Good	Good
<b>Progress</b>	Not Applicable	Good	Good	Good
<b>Arabic as a first language</b>				
<b>Attainment</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Progress</b>	Not Applicable	Not Applicable	Not Applicable	Not Applicable
<b>Arabic as an additional language</b>				
<b>Attainment</b>	Not Applicable	Acceptable	Acceptable	Unsatisfactory
<b>Progress</b>	Not Applicable	Acceptable	Acceptable	Unsatisfactory
<b>English</b>				
<b>Attainment</b>	Acceptable	Good	Good	Good
<b>Progress</b>	Acceptable	Good	Good	Good
<b>Mathematics</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Good
<b>Progress</b>	Acceptable	Acceptable	Good	Good
<b>Science</b>				
<b>Attainment</b>	Acceptable	Acceptable	Acceptable	Good
<b>Progress</b>	Acceptable	Acceptable	Acceptable	Good

[Read paragraph](#)

## How good is the students' personal and social development?

	KG	Primary	Middle	Secondary
Attitudes and behaviour	Good	Good	Good	Outstanding
Understanding of Islamic values and local, cultural and global awareness	Good	Good	Good	Good
Community and environmental responsibility	Good	Good	Good	Good

[Read paragraph](#)

## How good are the teaching, learning and assessment?

	KG	Primary	Middle	Secondary
Teaching for effective learning	Acceptable	Acceptable	Acceptable	Good
Quality of students' learning	Acceptable	Acceptable	Acceptable	Good
Assessment	Acceptable	Acceptable	Acceptable	Good

[Read paragraph](#)



## How well does the curriculum meet the educational needs of students?

	KG	Primary	Middle	Secondary
Curriculum quality	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How well does the school protect and support students?

	KG	Primary	Middle	Secondary
Health and Safety	Good	Good	Good	Good
Quality of Support	Acceptable	Acceptable	Acceptable	Acceptable

[Read paragraph](#)

## How good are the leadership and management of the school?

	Whole school
Quality of leadership	Good
Self-evaluation and improvement planning	Acceptable
Partnerships with parents and the community	Good
Governance	Good
Management, including staffing, facilities and resources	Acceptable

[Read paragraph](#)

## How good are the students' attainment and progress in key subjects?

Students' attainment in key subjects was variable across subjects and phases. In Islamic Education most students in primary could accurately state the five pillars of Islam and had a basic understanding of each. In Middle School most students had a clear understanding of what is required of a good Muslim to attain Paradise. Most students in secondary had developed a good understanding of the Holy Qur'an and Sunnah. The level of recitation skills was above expectation across the school. Attainment in Arabic as additional language was unsatisfactory in the secondary phase. Most secondary students' speaking, listening and reading skills were less well developed than displayed in the primary and middle years. Attainment in English was acceptable in Kindergarten and good in the other phases. In Grades 1 to 5 the majority of students were competent in their use of spoken language and listening was a key strength. By the end of Grade 5 most of the students could read fluently and frame sentences independently using nouns and adjectives. In Grades 9 to 12, students' writing became more focused and the students developed competent note-taking skills. In mathematics, most Kindergarten children attained acceptable levels in counting and identifying 2-D shapes. The majority of primary phase students knew number bonds and multiplication facts, understood place value and could calculate. The majority of middle phase students knew the basics of algebra and geometry. Most secondary phase students were proficient in calculus, geometry and statistics. Attainment in science was acceptable at Kindergarten, primary and middle school levels. At secondary level, students progressively developed essential scientific research skills and they achieved a good level of scientific understanding.

Students' progress in key subjects was also variable. In Islamic Education, students' progress was good across the school because varied activities and opportunities were given to most students during their learning. In primary and middle school, Arabic progress was acceptable in speaking and listening skills because of students' positive attitude towards learning. In secondary school, progress was unsatisfactory because there was a lack of focus on developing language skills. In English, progress was acceptable in the Kindergarten. Students could follow instructions, pronounce words phonetically, and match the words with pictures. At the end of Kindergarten stage, students could read and identify and recognise pictures of words with vowels. Progress was the good in primary, middle and secondary stages. Examination outcomes were excellent. Progress in Kindergarten and primary was acceptable in mathematics. Students' ability to explore number and shape and to solve problems was limited. Middle school students made good progress in calculations, geometry and data-handling while most students in secondary phase made good progress in applying their learning to the real world and thinking critically. In science progress was acceptable at Kindergarten, primary and middle school. Progress was good at secondary level. Stronger progress was made in lessons which were well managed and in which the work set was appropriately matched to student ability.

[View judgements](#)

## How good is the students' personal and social development?

Almost all students were exceptionally well-behaved in lessons and around the school. Older students were quietly confident and unassuming and set a good example for the younger ones. This contributed to the harmonious and caring ethos. Students were polite and welcoming and were proud of their school. They were respectful of adults in all but a few lessons. Most students adopted healthy lifestyles. Attendance was satisfactory. Students appreciated the values of Islam and made comparisons with their own values. They listened respectfully to the recitation of The Holy Qur'an. Students described Dubai being a peaceful place. They knew how it had changed in recent years and understood the importance of traditions. They saw cultural diversity as a positive and rich experience. They enjoyed national celebrations and celebrating their own Indian heritage. Students' understanding of citizenship developed as they moved through school. The suggestions of elected representatives regarding school improvement were implemented. Older students organised inter-school competitions. Most students were conscientious about their work and did their best in all things. They showed creativity in their projects. They regularly participated in a range of conservation and re-cycling projects. Most students cared for the school environment although there was some litter and graffiti around school.

[View judgements](#)

## How good are the teaching, learning and assessment?

Teaching for effective learning was acceptable in Kindergarten, primary and middle and good in secondary. Most teachers had good subject knowledge, but in lower phases, teachers' understanding of how students learn was variable. In the lower phases, most lesson plans included objectives, activities and expected learning outcomes but plans were not always followed effectively to ensure students made expected progress. In the secondary phase, planning was stronger with a few teachers including differentiated activities. This ensured the needs of groups and individuals were more effectively met. Time was not always managed well in lessons. Less effective lower phase lessons had too much teacher talk and many finished abruptly leaving limited time to review learning. In the better lessons in secondary phase, teachers interacted well with students through dialogue and open questioning. Teaching in other subjects varied. In lower phases it was generally acceptable. Secondary teaching in economics, accounting, home science, business studies and physical education was generally good. Information and communications technology was rarely used by students or teachers to support and develop learning.

The quality of learning was acceptable in Kindergarten, primary and middle and good in secondary. Most students were enthusiastic and keen to learn. They participated fully in the majority of lessons. When given the opportunity they collaborated well and often supported each other's learning. Older students took responsibility for their own learning and were able to apply learning to the real world. These students

were independent, critical thinkers who were able to collaborate, and support each other in their learning. They made excellent links with other learning in a few high quality learning situations, mainly in mathematics and science in upper grades. Here enquiry, research and critical thinking were features and led to better progress.

Assessment of learning was acceptable in Kindergarten, primary and middle and good in secondary. In lower phases teachers were not yet consistently and effectively using assessment information to identify students' strengths and weaknesses. Lower phase students had limited understanding of how much progress they were making and how to improve. In more effective lessons questioning was used well to determine the extent of students' knowledge and understanding. Analysis of assessment information was thorough at secondary phase and was used to support lesson planning and personalised teaching of individual students. In lower phases student notebooks and regular internal tests were marked but written comments did not consistently tell students what they needed to do to improve. In secondary, assessment practices were more consistent and enabled students to evaluate their progress against external examination criteria.

[View judgements](#)

### **How well does the curriculum meet the educational needs of students?**

The quality of the curriculum was acceptable throughout the school. The curriculum was soundly planned. There were good arrangements for transition across the different phases within the school. Lessons were too short and teachers did not always employ a full range of effective teaching and learning strategies. The school curriculum was based on the Indian CBSE curriculum framework which included a wide range of subjects including art, music, physical education, home sciences and several languages including Urdu, French, Hindi and Arabic. The Arabic as an additional language curriculum was not compliant with Ministry of Education Guidelines at Grade 9. Curriculum delivery was broadly effective with a mixture of textbook led lessons, activity-led learning assemblies, field trips, and camping which helped develop students' self-confidence and communication skills. The curriculum was reviewed annually at school at all levels. This had resulted in introducing more grammar tasks at the primary level, and projects, report writing and scrapbooks in secondary. The curriculum had a range of inter-house competitions and extra-curricular activities such as yoga, karate, debate and leadership which encouraged the personal development of students. Students with special educational needs were not consistently supported, nor did the curriculum provide sufficient opportunities for independent learning, research and critical thinking. The curriculum incorporated various extra-curricular activities such as environmental studies, knowledge fair and Qur'an competition, which all had an impact on learning.

[View judgements](#)

## How well does the school protect and support students?

A comprehensive health and safety policy was in place and responsibility for different aspects had been delegated to specific staff. This policy included appropriate provision for child protection. School transport was organised efficiently and pedestrians were safely separated from departing buses. Regular emergency evacuation drills had been carried out and results recorded. All fire safety equipment was periodically checked by an external company. The school nurse kept detailed records on students requiring medical care and a doctor was on call and visited the school on a regular basis. Healthy living was promoted within the school. This included specialist lectures on health education, coverage of relevant topics in curriculum subjects such as science and special events including an organized student debate on smoking. Staff student relationships were generally positive across the school. A few instances of student misbehaviour were observed in poorly managed lower school classes. Student attendance and punctuality were monitored effectively.

Class teachers provided a trusted source of advice and support for students. Although some career advice was provided to older students by external specialists, this programme did not provide sufficiently detailed and consistent support.

[View judgements](#)

## How well does the school provide for students with special educational needs?

The school had begun to identify and organise support for students with special educational needs, but this was not fully effective for all students. Identified students were fully integrated into mainstream classes and learned alongside their peers. Students with physical or sensory disabilities were supported with appropriate personnel support, but class teachers had yet to receive sufficient training and advice. In many lessons teachers' planning did not meet students' academic needs effectively, and not all students were making the necessary progress. A few students had intensive, individual support on a regular basis in the classroom. This helped them to make more rapid progress.

## How good are the leadership and management of the school?

The school leadership was good. The Principal had a strong knowledge of all aspects of the school's operation which helped to drive the vision. Almost all subject area supervisors had a strong knowledge of their curricular responsibilities and were empowered to implement appropriate changes. The ethos of caring that pervaded the school began with the Principal and he enjoyed good support from the parents, staff and students. The leadership of the school demonstrated the capacity to improve, but needed to maintain a greater focus on areas of the curriculum that were lacking.

Self-evaluation and improvement planning were acceptable. Processes were in place to develop appropriate self-evaluation documents and the plan did address each of the recommendations from the previous inspection. A continued focus on teaching and learning was needed, especially differentiation of instruction at the Kindergarten and primary phases. The impact of improvement planning was noted, but moving at a slow pace.

Relationships with parents and the community were good. The parents supported the school and parental involvement actively assisted the school in addressing needs in Kindergarten that had been identified in the previous inspection report. Communications was effective, mostly through circulars. A minority of parents requested the school website be more interactive to allow more active parental participation. Community links existed but were limited in number, thereby reducing opportunities for students to apply their knowledge in the real world.

Governance was good. The Board of Governors were frequently present in the school and approachable to staff and parents. The Board of Governors members consisted of parents and former students. The Governors had a positive impact on the school and were knowledgeable and realistic about the school's needs and obstacles to success.

The staffing, facilities and resources of the school were acceptable. Although the management of the school was good, other areas needed to be addressed. Most of the staff were qualified and all were supported through professional development. There were a number of new teachers in the Arabic department. Information and communications technology was not present through much of the school and therefore not used effectively for either instruction or learning purposes. Computer laboratories were present but small and inadequate for the large class sizes. Kindergarten and primary phase classes were large, impeding opportunities for individualised instruction and hands-on learning activities. Air conditioning units in many of the classrooms were extremely noisy and resulted in teachers and students having to speak very loudly and, at times, this limited learning in the class.

[View judgements](#)

## What are the views of parents, teachers and students?

Before the inspection, the views of parents, teachers and senior secondary students were surveyed. Key messages from each group were considered during the inspection and these helped to form judgements. A summary of the survey statistics and comments from those who responded to the survey follows:

Responses to the surveys			
Responses received	Number		Percentage
Parents	This year	229	17%
	Last year	292	26%
Teachers	21		24%
Students	12		9%

\*The percentage of responses from parents is based on the number of families.

The number of surveys returned was low for each of the three groups. Almost all of the parents that responded stated that they believed their children were receiving good education and the school was well led. They felt that leaders listened to parent's concerns. Almost all parents felt their children enjoyed school. Most parents reported English and Islamic Education as the strongest curricular areas and a minority of parents reported concern over the Arabic as an additional language curriculum. Student behaviour was regarded positively by all three groups and no issues were presented regarding bus issues or bullying. Most parents felt that school communications was effective and they were kept well informed of their child's progress. Parents reported satisfaction with the special needs program, reflecting the school's open enrolment policy. Almost all teachers responded that they felt the last inspection led to improvements in the school.



## What happens next?

The school has been asked to prepare and submit an updated action plan to DSIB within two months of receiving the most recent report. This 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 inspection will report on the progress made by the school.

**Dubai Schools Inspection Bureau**

**Knowledge and Human Development Authority**

## How to contact us

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)



Copyright © 2013

This report is for internal use only and for the self-evaluation purposes of the school.  
It should not be used for commercial purposes or in connection with a prospectus or advertisement.